

APPENDIX C-4 - OBSERVATION WORKSHEET & REPORT - CLASSROOM TEACHERS

MANSFIELD SCHOOL DISTRICT/MARZANO FRAMEWORK COMPREHENSIVE TEACHER OBSERVATION

| | |
|----------------------------------|------------------------------|
| Teacher: | Evaluator: |
| Grd Level/Subject: | Date Pre-Conference: |
| Date/Time of Observation: | Date Post-Conference: |

| Criteria 1: Centering Instruction On High Expectations For Student Achievement. | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|---|----------------|-------|------------|---------------|--------------|
| 1.1: Providing Clear Learning Goals and Scales (Rubrics) | | | | | |
| 1.2: Celebrating Success | | | | | |
| 1.3: Understanding Students' Interests and Backgrounds | | | | | |
| 1.4: Demonstrating Value and Respect for Typically Underserved Students | | | | | |
| Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished. | | | | | |
| Comment: | | | | | |

| Criteria 2: Demonstrating Effective Teaching Practices | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|---|----------------|-------|------------|---------------|--------------|
| 2.1: Interacting with New Knowledge | | | | | |
| 2.2: Organizing Students to Practice and Deepen Knowledge | | | | | |
| 2.3: Organizing Students for Cognitively Complex Tasks | | | | | |
| 2.4: Asking Questions of Typically Underserved Students | | | | | |
| 2.5: Probing Incorrect Answers with Typically Underserved Students | | | | | |
| 2.6: Noticing When Students Are Not Engaged | | | | | |
| 2.7: Using and Applying Academic Vocabulary | | | | | |
| 2.8: Evaluating Effectiveness of Individual Lessons and Units | | | | | |
| Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished. | | | | | |
| Comment: | | | | | |

| Criteria 3: Recognizing Individual Student Learning | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|---|----------------|-------|------------|---------------|--------------|
| 3.1: Effective Scaffolding of Information Within a Lesson | | | | | |
| 3.2: Planning and Preparing for the Needs of All Students | | | | | |
| 3.1 Establish Student Growth Goal(s) | | | | | |
| 3.2 Achievement of Student Growth Goal(s) | | | | | |

Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished.

Comment:

| Criteria 4: Providing Clear and Intentional Focus On Subject Matter Content and Curriculum | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|--|----------------|-------|------------|---------------|--------------|
| 4.1: Attention to Established Content Standards | | | | | |
| 4.2: Use of Available Resources and Technology | | | | | |

Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished.

Comment:

| Criteria 5: Fostering and Managing a Safe, Positive Learning Environment | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|--|----------------|-------|------------|---------------|--------------|
| 5.1: Organizing the Physical Layout of the Classroom | | | | | |
| 5.2: Reviewing Expectations to Rules and Procedures | | | | | |
| 5.3: Demonstrating "With-it-ness" | | | | | |
| 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures | | | | | |
| 5.5: Acknowledging Adherence to Rules and Procedures | | | | | |
| 5.6: Displaying Objectivity and Control | | | | | |

Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished.

Comment:

| Criteria 6: Using Multiple Student Data Elements To Modify Instruction and Improve Student Learning | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|---|----------------|-------|------------|---------------|--------------|
| 6.1: Designing Instruction Aligned to Assessment | | | | | |
| 6.2: Using Multiple Data Elements | | | | | |
| 6.3: Tracking Student Progress | | | | | |
| 6.1 Establish Student Growth Goal(s) | | | | | |
| 6.2 Achievement of Student Growth Goal(s) | | | | | |
| Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished. | | | | | |
| Comment: | | | | | |

| Criteria 7: Communicating and Collaborating with Parents and the School Community | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|---|----------------|-------|------------|---------------|--------------|
| 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events | | | | | |
| 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism | | | | | |
| Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished. | | | | | |
| Comment: | | | | | |

| Criteria 8: Exhibiting Collaborative And Collegial Practices Focused On Improving Instructional Practice And Student Learning | Unsatisfactory | Basic | Proficient | Distinguished | Not Observed |
|---|----------------|-------|------------|---------------|--------------|
| 8.1: Seeking Mentorship for Areas of Need or Interest | | | | | |
| 8.2: Promoting Positive Interactions with Colleagues | | | | | |
| 8.3: Participating in District and School Initiatives | | | | | |
| 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan | | | | | |
| 8.1 Establish Team Student Growth Goal(s) | | | | | |
| Any check in the basic or unsatisfactory column requires a comment. A comment may be provided for proficient and distinguished. | | | | | |
| Comment: | | | | | |

Additional Overall Comment (if needed):

Evaluator

Date

Employee

Date

(The employee's signature indicates that he/she has read and discussed the document in a conference but does not necessarily imply agreement.)