

Teacher Observation Form

This form can be used by the evaluator to document informal or formal classroom observations. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development. It is unlikely that all teacher performance standards or evaluation indicators would be documented in a single classroom visit. In fact, an observation might focus on a specific standard. Standards 1, 2, 3, and 4 are shown below as they are the most likely to be observed in a classroom visit

Teacher Name		Date	
Course		Observation	

PERFORMANCE STANDARDS		OBSERVATION NOTES
1	Instructional Design and Lesson Planning The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.	
2	The Learning Environment The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	
3	Instructional Delivery and Facilitation The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.	
4	Assessment The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.	

Additional Notes

Teacher Name		Date	
Course		Observation	

Directions: Use this tool to select all evaluation indicators which were **evident** during the walkthrough.

Instructional Design and Lesson Planning

- Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses diagnostic student data to plan lessons;
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;
- Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A 1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.;
- Analyzes and uses multiple sources of student learning data to guide planning;
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge;
- Reflects on plans after instructional delivery for future modifications;
- Develops appropriate course, unit, and daily plans, and adapts plans when needed; and
- Plans and works collaboratively with others to enhance teaching and learning.

The Learning Environment

- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys high expectations to all students;
- Respects students' cultural, linguistic, and family background;
- Models clear, acceptable oral and written communication skills;
- Maintains a climate of openness, inquiry, fairness, and support;
- Integrates current information and communication technologies;
- Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and
- Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A 1.094124, F.A.C.

Instructional Delivery and Facilitation

- Deliver engaging and challenging lessons;
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- Identify gaps in students' subject matter knowledge;
- Modify instruction to respond to preconceptions or misconceptions;
- Relate and integrate the subject matter with other disciplines and life experiences;
- Employ questioning that promotes critical thinking;
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement;
- Utilize student feedback to monitor instructional needs and to adjust instruction;
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level;

Assessment

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- Applies technology to organize and integrate assessment information;
- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning;
- Involves students in setting learning goals and monitoring their own progress;
- Uses research-based questioning techniques to gauge student understanding;
- Collaborates with others to develop common assessments, when appropriate;