

CENTRAL UNIFIED SCHOOL DISTRICT

OBSERVATIONAL FEEDBACK FORM

Name: _____ Date _____ Time: In _____ Out _____

Grade Level _____ Subject Matter _____

Observed Instructional Practice: Concept Attainment Direct Instruction Inquiry Assessment
 Cooperative Learning Small Group Instruction

STANDARD ONE – Engaging and Supporting All Students in Learning

1	2	3	4	5	Elements	
					1.1 Using knowledge of students to engage them in learning	
					1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences and interests	
					1.3 Connecting subject matter to meaningful real-life contexts	
					1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs	
					1.5 Promoting critical thinking through inquiry, problem solving, and reflection	
					1.6 Monitoring student learning and adjusting instruction while teaching	
<input type="checkbox"/> Emerging Level 1		<input type="checkbox"/> Exploring Level 2		<input type="checkbox"/> Applying Level 3	<input type="checkbox"/> Integrating Level 4	<input type="checkbox"/> Innovating Level 5
Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.		Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.		Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
Evidence:						

CENTRAL UNIFIED SCHOOL DISTRICT

Reflective Dialogue

STANDARD TWO – Creating & Maintaining Effective Environments for Student Learning

1	2	3	4	5	Elements
					*2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
					*2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity and encourage constructive and productive interactions among students
					*2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
					2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
					2.5 Developing, communicating and maintaining high standards for individual and group behavior
					2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all children can learn
					2.7 Utilizing instructional time to maximize learning

<input type="checkbox"/> Emerging Level 1	<input type="checkbox"/> Exploring Level 2	<input type="checkbox"/> Applying Level 3	<input type="checkbox"/> Integrating Level 4	<input type="checkbox"/> Innovating Level 5
Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.

Evidence:

Reflective Dialogue

CENTRAL UNIFIED SCHOOL DISTRICT

STANDARD THREE – Understanding & Organizing Subject Matter for Student Learning

1	2	3	4	5	Elements	
					3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks	
					3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	
					3.3 Organizing curriculum to facilitate understanding of subject matter	
					3.4 Utilizing instructional strategies that are appropriate to the subject matter	
					3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
					3.6 Addressing the needs of English learners and students with special needs to provide equitable access to content	
<input type="checkbox"/> Emerging Level 1		<input type="checkbox"/> Exploring Level 2		<input type="checkbox"/> Applying Level 3	<input type="checkbox"/> Integrating Level 4	<input type="checkbox"/> Innovating Level 5
Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .		Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .		Utilizes knowledge of <i>CSTP</i> to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.
Evidence:						
Reflective Dialogue						

CENTRAL UNIFIED SCHOOL DISTRICT

☐ STANDARD FOUR – Planning Instruction & Designing Learning Experiences for All Students

1	2	3	4	5	Elements	
					4.1 Using knowledge of student’s academic readiness, language proficiency, cultural background, and individual development to plan instruction	
					4.2 Establishing and articulating goals for student learning	
					4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	
					4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	
					4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students	
☐ Emerging Level 1		☐ Exploring Level 2		☐ Applying Level 3	☐ Integrating Level 4	☐ Innovating Level 5
Plans lessons using available curriculum and resources.		Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.		Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Evidence:						
Reflective Dialogue						

CENTRAL UNIFIED SCHOOL DISTRICT

STANDARD FIVE – Assessing Students for Learning

1	2	3	4	5	Elements				
					5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment				
					5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction				
					5.3 Reviewing data both individually and with colleagues to monitor student learning				
					5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction				
					5.5 Involving all students in self-assessment, goal setting, and monitoring progress				
					5.6 Using available technologies to assist in assessment, analysis, and communication of student learning				
					5.7 Using assessment information to share timely and comprehensive feedback with students and their families				
<input type="checkbox"/> Emerging Level 1		<input type="checkbox"/> Exploring Level 2		<input type="checkbox"/> Applying Level 3		<input type="checkbox"/> Integrating Level 4		<input type="checkbox"/> Innovating Level 5	
Develops understanding of required assessments and uses of data to inform student progress.		Explores the use of different types of assessments to expand understanding of student learning needs and support planning.		Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.		Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.		Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.	
Evidence:									
Reflective Dialogue									

CENTRAL UNIFIED SCHOOL DISTRICT

STANDARD SIX – Developing as a Professional Educator

1	2	3	4	5	Elements				
					*6.1 Reflecting on teaching practice in support of student learning				
					*6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development				
					*6.3 Collaborating with colleagues and the broader professional community to support teacher and student Learning				
					*6.4 Working with families to support student learning				
					*6.5 Working with colleagues to improve professional practice				
					*6.6 Managing professional responsibilities to maintain motivation and commitment to all student				
					*6.7 Demonstrating professional responsibility, integrity, and ethical conduct				
<input type="checkbox"/> Emerging Level 1		<input type="checkbox"/> Exploring Level 2		<input type="checkbox"/> Applying Level 3		<input type="checkbox"/> Integrating Level 4		<input type="checkbox"/> Innovating Level 5	
Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.		Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.		Collaborates and reflects regularly with colleagues to improve teaching practice and student success.		Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.		Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.	
Evidence:									
Reflective Dialogue									

***Standards that will not fall under PAR (Peer Assistance and Review Agreement) Article 41.4.1. All other standards will fall under PAR agreement. (Subject Matter Knowledge, Teaching Methodology and Teaching Strategies)**