Eureka City Schools
OBSERVATION REPORT

Teacher Name: Date:
Observation #

INSTRUCTIONS

1. Areas of Strength and Areas of Growth, and recommendations must be related to the California Standards for the Teaching Profession (CSTP).
2. Comments that indicate an area of growth should be specific in nature and recommend methods of improvement.

Educator Goals:

Learning Intention and Success Criteria for observed lesson:

Teacher Actions Learner Actions

Areas of Strength:

Areas of Growth:

Proposed Date for Second Observation **(Temp/Prob/Growth Plan only)**:_____
If yes, describe:

Proposed Date for Conference with Employee: _____

Is the Date for the Conference Acceptable: _____

_____ _____
Evaluator's Signature and Title Date

EMPLOYEE'S COMMENTS (Optional):

_____ _____
Employee's Signature Date

Growth Plan Established: _____yes_____no

I acknowledge that I have received this report of observation and have been provided with suggestions for areas of growth. I understand that my signature does not necessarily mean that I agree with this observation, and I may submit a statement in writing to accompany this form within ten (10) calendar days.

✓ IF OBSERVED – It is not expected that all standards will be observed in a given observation.

STANDARD I - Engaging and Supporting All Students in Learning **Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.**	**Check**
1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. 1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. 1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being, and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning. 1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student. **Evaluator Comments:**	
STANDARD 2 - Creating and Maintaining Effective Environments for Student Learning **Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.**	**Check**
2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth. 2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. 2C: Teachers organize and manage learning structures, processes, resources, and supports to provide a safe and productive learning environment in which each student can grow and thrive. 2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences. **Evaluator Comments:**	
STANDARD 3 - Understanding and Organizing Subject Matter for Student Learning **Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engage and challenge students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.**	**Check**
3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development. 3B: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. 3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner's growth. 3D: Teachers elevate learning experiences, enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. 3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student. **Evaluator Comments:**	
STANDARD 4 - Planning Instruction and Designing Learning Experiences for All Students	**Check**

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.	
4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. 4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. 4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy 4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs. **Evaluator Comments:**	
STANDARD 5 – Assessing Students for Learning **Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.**	**Check**
5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. 5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning. 5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach a common understanding about how to apply the information to support improvement goals and student progress. 5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth. **Evaluator Comments:**	
STANDARD 6 – Developing as a Professional Educator **Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.**	**Check**
6A: Teachers continuously examine and evaluate their practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness 6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction, and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals 6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. 6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. 6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. 6F: Teachers strive to eradicate barriers to student access, engagement, opportunities, and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. 6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness. **Evaluator Comments:**	