

DUTCHESS BOCES

Formal Observation / Post Observation Report

Announced Unannounced

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| TEACHER: | | DATE: |
| OBSERVER: | BUILDING/GRADE LEVEL: | |
| SUBJECT AREA/LESSON FOCUS: | | |
| FORMAL OBSERVATION: ANNOUNCED | OBSERVATION DATE: | TIME: |

| COMPONENT | COMMENTS |
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| DOMAIN I: PLANNING AND PREPARATION | |
| A. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY | |
| Knowledge of content and the structure of the discipline | |
| Knowledge of prerequisite relationships | |
| Knowledge of content-related pedagogy | |
| B. DEMONSTRATING KNOWLEDGE OF STUDENTS | |
| Knowledge of child and adolescent development | |
| Knowledge of learning process | |
| Knowledge of students' skills, knowledge, and language proficiency | |
| Knowledge of students' interests and cultural heritage | |
| Knowledge of students' special needs | |
| C. SETTING INSTRUCTIONAL OUTCOMES | |
| Value, sequence, and alignment | |
| Clarity | |
| Balance | |
| Suitability for diverse learners | |
| D. DEMONSTRATING KNOWLEDGE OF RESOURCES | |
| Resources for classroom use | |
| Resources to extend content knowledge and pedagogy | |
| Resources for students | |
| E. DESIGNING COHERENT INSTRUCTION | |
| Learning Activities | |
| Instructional materials and resources | |
| Instructional groups | |
| Lesson and unit structure | |
| F. DESIGNING STUDENT ASSESSMENTS | |
| Congruence with instructional outcomes | |
| Criteria and standards | |
| Design of formative assessments | |
| Use for planning | |

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| DOMAIN II: THE CLASSROOM ENVIRONMENT | |
| A. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT | |
| Teacher interaction with students | 24. |
| Student interactions with other students | 25. |
| B. ESTABLISHING A CULTURE FOR LEARNING | |
| Importance of the content | 26. |
| Expectations for learning and achievement | 27. |
| Student pride in work | 28. |
| C. MANAGING CLASSROOM PROCEDURES | |
| Management of instructional groups | 29. |
| Management of transitions | 30. |
| Management of materials and supplies | 31. |
| Performance of non-instructional duties | 32. |
| Supervision of volunteers and paraprofessionals | 33. |
| D. MANAGING STUDENT BEHAVIOR | |
| Expectations | 34. |
| Monitoring of student behavior | 35. |
| Response to student misbehavior | 36. |
| E. ORGANIZING PHYSICAL SPACE | |
| Safety and accessibility | 37. |
| Arrangement of furniture and use of physical resources | 38. |
| DOMAIN III: INSTRUCTION | |
| A. COMMUNICATING WITH STUDENTS | |
| Expectations for learning | 39. |
| Directions and procedures | 40. |
| Explanations of content | 41. |
| Use of oral and written language | 42. |
| B. USING QUESTIONING AND DISCUSSION TECHNIQUES | |
| Quality of questions | 43. |
| Discussion techniques | 44. |
| Student participation | 45. |
| C. ENGAGING STUDENTS IN LEARNING | |
| Activities and assignments | 46. |
| Grouping of students | 47. |
| Instructional materials and resources | 48. |
| Structure and pacing | 49. |
| D. USING ASSESSMENT IN INSTRUCTION | |
| Assessment criteria | 50. |
| Monitoring of student learning | 51. |

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| Feedback to students | 52. |
| Student self-assessment and monitoring of progress | 53. |
| E. DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS | |
| Lesson adjustment | 54. |
| Response to students | 55. |
| Persistence | 56. |
| DOMAIN IV: PROFESSIONAL RESPONSIBILITIES | |
| A. REFLECTION ON TEACHING | |
| Accuracy | |
| Use In future teaching | |
| B. MAINTAINING ACCURATE RECORDS | |
| Student completion of assignments | |
| Student progress in learning | |
| Non-instructional records | |
| C. COMMUNICATING WITH FAMILIES | |
| Information about the instructional program | |
| Information about individual students | |
| Engagement of families in the instructional program | |
| D. PARTICIPATING IN A PROFESSIONAL COMMUNITY | |
| Relationships with colleagues | |
| Involvement in a culture of professional inquiry | |
| Service to the school | |
| Participation in school and district projects | |
| E. GROWING AND DEVELOPING PROFESSIONALLY | |
| Enhancement of content knowledge and pedagogical skill | |
| Receptivity to feedback from colleagues | |
| Service to the profession | |
| F. SHOWING PROFESSIONALISM | |
| Integrity and ethical conduct | |
| Service to students | |
| Advocacy | |
| Decision making | |
| Compliance with school and district regulations | |

Strengths of the teacher's practice: Based on the evidence, indicate items that reflect the teacher's areas of strength.

Area of growth in the teacher's practice: Based on the evidence, indicate items that reflect evaluator's recommendations and necessary administrative supports.

Administrator and teacher conducted a post-evaluation conference on the above items.

Staff Member's Signature

Administrator's Signature

Date

Date