

# Wonders

## Administrator's Guide

### Conducting Effective Teacher Evaluations



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# Conducting Effective Teacher Evaluations

## Using a Validated Teacher Observation System

To effectively conduct teacher evaluations, it is imperative that administrators employ a specific and validated observation system that includes the use of an instrument they have been fully trained to use. Observations should be conducted several times a year and include both announced and unannounced visits to ensure that the evaluations capture a complete and valid overall picture of the effectiveness of teacher practice.

## Preparing Teachers for the Evaluation Observations

The evaluation protocol should include making teachers aware of the evaluation criteria ahead of time and meeting with teachers afterwards to allow them the opportunity to discuss the evaluation and be provided with constructive feedback. This feedback should include areas of strength, areas that should be targeted for improvement, and how the administrator will assist the teacher in receiving the support needed to make those improvements.

## The Value of the Teacher Evaluation System

Research indicates that evaluation systems are more likely to be productive and seen as valuable by teachers if the evaluation processes and criteria are well understood, aligned with school goals, used formatively for teacher development, and seen by both teachers and administrators as a vehicle for promoting school-wide improvement.

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## Steps for Conducting Effective Teacher Evaluations

### CONDUCTING EFFECTIVE TEACHER EVALUATION

Know your state's teacher evaluation guidelines.  
Know your district's policies on teacher evaluations.  
Ensure teachers understand evaluation expectations and procedures.  
Schedule pre- and post-conferences.  
Utilize a current and meaningful teacher evaluation tool.  
Provide teachers with constructive feedback.  
Conduct evaluations several times a year, observing at different times of the day, and choosing a different purpose and focus for observations.

Because communicating the evaluation process and procedures is such an essential aspect of ensuring effective teacher evaluations, it is important that administrators have a process in place that includes what will occur before, during, and after the classroom observation. Below is a description of one possible process administrators can follow when conducting teacher evaluations in their schools.

### 1. Be Familiar with the State's Teacher Evaluation Guidelines

Each state has specific guidelines and procedures administrators must follow when conducting teacher evaluations. Most states require administrators to participate in professional development regarding how to conduct teacher evaluations before they begin evaluating teachers. Study states laws and procedures on evaluating teachers, including the number of times and dates by which all teachers should be evaluated to ensure you are able to schedule observations as well as pre- and post-observations conferences in a timely manner.

Florida's Professional Development System Evaluation Protocol guidelines can be found here:

<http://www.teachinflorida.com/LinkClick.aspx?fileticket=AdKRV%2F81F8I%3D&tabid=66>

### 2. Know the District's Policies Regarding Teacher Evaluations

It is also essential that administrators understand the district's policies and procedures regarding how and when teacher evaluations should be conducted. It may be that the district has a particular evaluation instrument administrators are expected to use as well as specific areas and practices they want evaluated that differ from the guidelines outlined by the state.

For example, see Hillsborough County's Teacher Evaluation Handbook, found here:

<http://www.fldoe.org/profdev/pdf/pa/Hillsborough.pdf>

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### **3. Ensure That Teachers Understand Evaluation Expectations and Procedures**

Research has shown that teachers are more likely to view the evaluation process as meaningful and valuable when they understand expectations and procedures and how the process will result in improving their instructional practices. In addition to communicating expectations and procedures, document the dates and ways in which this information was delivered to teachers. Should it be necessary to dismiss or place a teacher on a professional growth plan, it is essential that administrators are able to provide documentation that the teacher was made aware of expectations and courses of action pertaining to the evaluations.

### **4. Schedule Pre- and Post-Evaluation Conferences**

A pre-evaluation conference allows the administrator to discuss expectations and procedures with the teacher being observed prior to the time of the actual observation.

Pre-evaluation questionnaires provide the teacher with time to plan and reflect upon the purpose of the evaluation and to provide administrators with information regarding what they can expect to observe during the classroom visit. Similarly, a post-observation conference provides both the teacher and administrator with an opportunity to reflect upon the lesson(s) observed, the effective teacher and student behaviors that were observed, any areas of difficulty experienced by the teacher and/or students, and to set specific and measurable goals for improvement. In addition, the post-observation conference allows the teacher to indicate what additional support he/she feels is needed, and allows both the teacher and administrator to create a plan of action for ensuring that support is provided, that the teacher is working toward improving instructional practices, and that dates for follow-up are set.

### **5. Utilize a Current Meaningful Teacher Evaluation Tool**

As mentioned previously, most states and districts require administrators to use specific tools when conducting teacher evaluations. The evaluations forms included in this guide are intended to be used in conjunction with any district- or state-mandated forms. The information on these forms can be used to record specific observed behaviors and practices and can then be transferred over to the district- or state-mandated forms. This provides principals with an opportunity to conduct targeted observations that can be used to evaluate teacher effectiveness in a variety of situations.

Administrators should feel free to revise and update these forms in order to meet the needs of their schools and specific teachers.

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## **6. Provide Constructive Feedback**

Whether the teacher being observed is a novice or master teacher, it is important that constructive feedback be provided to the teacher after the classroom visit. Even the most effective teachers appreciate being challenged to higher levels of performance. Offering feedback that leads to improving instructional practice and student achievement will serve to challenge teachers to improve their instruction and impact student learning. If a teacher demonstrating severe deficiencies in instructional practices, it will be imperative that the administrator create a plan of improvement that includes how he/she will ensure that the teacher receives necessary support and professional development, what the expected improvements are and by when they should be implemented, and when the follow-up observation(s) will take place.

## **7. Conduct Several Evaluations Throughout the Year**

Because evaluations will take place several times during the year, it will help to select a particular purpose or area of focus for each observation. This may include observing for implementation of a particular instructional practice or strategy, conducting both formal and informal observations, observing the teacher while teaching different subject areas, and/or to follow up on a previously set instructional goal. Selecting different purposes, times of the day, and areas of focus for teacher evaluations can help make the teacher evaluation process meaningful and relevant for both the teachers and the administrator.

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## Using the *Model Lessons Videos* to Inform and Improve Teacher Performance

Research has consistently shown that teacher effectiveness is highly correlated to student achievement. In fact, research conducted over the past twenty years indicates that individual teachers account for the largest differences between students at the end of any given year after controlling for the differences that students bring to the classroom at the beginning of the year. Therefore, one way to ensure that the teacher evaluation process is effective is to utilize professional development tools aimed at improving teacher instruction and increasing student achievement.

### The *Model Lessons Videos*: A Professional Development Tool

One of the tools administrators can use to help themselves, curriculum coaches, and teachers become more knowledgeable about teacher behaviors that are aligned with indicators of teacher effectiveness is the *Model Lessons* videos. The *Model Lessons* videos are video clips of master teachers demonstrating many of the indicators of teacher effectiveness.

For example, as they view the videos, administrators and teachers will be able to observe a teacher creating a culture of learning from one another (Domain 2) by actively engaging students through effective questioning and participation in collaborative conversations (Domain 3), using classroom procedures and routines to manage the pacing of the lesson as well as students' conduct (Domain 2), and providing students with specific and constructive feedback (Domain 3).

### Viewing the *Model Lessons Videos*

The videos can be viewed before and after classroom observations and evaluations have been conducted. Before the evaluations, principals can make the teachers aware of what the particular focus of an observation will be. This can lead to conversations between and among teacher regarding the specific behaviors, routines, and instructional strategies and activities that fall under a specific area of focus. After the evaluations, the videos can be used by administrators to assist teachers in addressing areas of concern or weakness, and with meeting specific professional growth goals. They can be viewed by the teachers independently, in small groups, and/or with their mentors or curriculum coaches. In short, these videos provide administrators and teachers with another vehicle that can be used to improve teacher instruction and student achievement.



## Using the *Model Lessons Videos*

Videos that can be used to provide teachers with examples of effective instruction are listed in this table.

<b>THE MODEL LESSONS VIDEOS</b>		
<b>Domain 1: Planning and Preparation</b>		
The teacher demonstrates a comprehensive understanding of the content to be taught, knowledge of the student's backgrounds and instructional needs, and how to design instruction and assess student learning.		
<b>Indicator</b>	<b>Grade Level</b>	<b>Video(s)</b>
Demonstrating knowledge of content and pedagogical methods	K	Phonics
	K, 1, 2	Full Phonics Lesson
	K, 1, 2	Phonics: Blending and Building Words
	1, 2	Fluency Activities
	2	Thinking Aloud
	3	Modeling Fluency
	3	Fluency
	4–6	Full Phonics Lesson
	4–6	Multi-syllabic Words: Introducing Multi-syllabic Words
	4–6	Multi-syllabic Words: Blending Multi-syllabic Words
	4–6	Multi-syllabic Words: Reading Big Words Strategy
	5–6	Fluency
	K–6	Think Aloud (ELL)
	K–6	Understanding Instructional Pacing
	1	Phonemic Awareness—Substitutions
	1	Phonemic Awareness—Blending Initial and Final Consonants
	1	Fluency: Phrasing
1	Fluency	
1	Close Reading with Shorter Texts	
1	Close Reading with Literature Anthology	

	1	Vocabulary Movement Kinesthetic
	1	Close Reading—Set-Up Segment 1
	3	Close Reading—Modeling and Application Segment 2
	3	Close Reading with Literature Anthology
	3	Vocabulary: Shades of Meaning
	3	Vocabulary: Idioms
	3	Close Reading
	5	Vocabulary: Shades of Meaning
	5	Vocabulary: Morphology
	5	Vocabulary: Idioms
	5	Vocabulary: Word Squares
Demonstrating knowledge of students' backgrounds and needs	K–5	Visual Vocabulary Resources (ELL)
	2	Prior Knowledge
	5–6	Critical Thinking
	K–6	Introduction to Grouping for Instruction
	K–6	Homogenous and Heterogeneous Grouping
	K–6	Selecting Group Size
	K–6	Grouping for Compatibility and Cooperation
	K–6	Accessing Complex Text
	K–6	Close Reading: Accessing Complex Text
Selecting appropriate instructional goals	K, 1, 2	Word Automaticity
	K, 1	Interactive Writing
	3	Reading Comprehension
	5–6	Vocabulary
	5–6	Vocabulary
	5–6	Summarizing
	1	Analytical Writing
	1	Accessing Complex Text
	1	Research and Inquiry

	3	Fluency—Intonation and Expression
	3	Fluency—Accuracy and Phrasing
	3	Research to Build and Present Knowledge
	5	Integrate Idea—Shared Research
Demonstrating knowledge and appropriate use of resources	K	Using Pictures
	K, 1, 2	Phonics: Introducing Sound-Spelling Card
	K, 1, 2	Phonics: Word Reading (Flip Chart)
	K, 1, 2	Phonics: Building Fluency with Sound-Spellings
	K, 1, 2	Phonics: Dictation
	K, 1, 2	Oral Vocabulary Cards
	4–6	Multi-syllabic Words: Building Multi-syllabic Words
	4–6	Multi-syllabic Words: Syllable Fluency
	4–6	Multi-syllabic Words: Syllable Fluency
	4–6	Graphic Organizers
	4–5	Graphic Organizers
	5–6	Understanding Nonfiction Texts
Designing coherent instruction	1	Comprehension
	2	Analyzing a Prompt
	3–6	Writing: Writer’s Craft Introduction
	3–6	Writing: Writing Mini-lesson
	3–6	Writing: Reading/Writing Connection
	4	Previewing Text
	5–6	Nonfiction Texts
	1	Vocabulary Synonyms and Antonyms
	1	Vocabulary Acquisition and Use
	3	Close Reading Complete Lesson
	3	Analytical Writing: Modeled Practice
	3	Analytical Writing: Clip 2
	5	Analytical Writing

	5	Analytic Writing: Part One: Modeled Practice
	5	Analytic Writing: Part Two: Independent Practice
Assessing and measuring student learning	K, 1, 2	Automaticity Practice
	K, 1	Solo Reading
	1	Fluent Reading
	K–6	Collecting Data for Assessment
	K–6	Gathering and Managing Data
<p><b>Domain 2: The Classroom Environment</b>  The teacher demonstrates skill in creating an environment conducive to learning, including the physical arrangement of the space, routines and procedures, and interpersonal interactions.</p>		
<b>Indicator</b>	<b>Grade Level</b>	<b>Video(s)</b>
Creating a respectful environment	5	Collaborative Conversations: Modeling Appropriate Behaviors
Establishing a culture of learning from one another	2, 3	Think-Pair-Share
	3	Managing Small Groups
	K–6	Think-Pair-Share
	1	Collaborative Conversations
	3	Collaborative Conversations
Managing classroom procedures and routines	4–6	Managing the Classrooms
	4–6	Rotating Small Groups
	K–6	Assigning Jobs in the Classroom
	K–6	Teaching Procedures for Communication
	K–6	Establishing Routines for Transitions
	K–6	Introduction to Transitions and Behavioral Cueing
	K–6	Facilitating Smooth Transitions
	K–6	Using American Sign Language (ASL) to Cue Behavior
	K–6	Managing Tasks/Workstations
	K–6	Managing Small Groups
	K–6	Managing Transitions

	K-6	Classroom Management/Categories
	K-6	Introduction to Creating Routines and Rotation Charts
	K-6	Encouraging Collaboration at Worktables and Workstations
Managing student conduct	K-6	Routine Ways of Speaking
	K-6	Voice and Tone Level
	K-6	Communicating in Situations of Conflict
	K-6	No-Choice Situations
	K-6	Introduction to Selecting Consequences
	K-6	Regrouping and Delayed Consequences
	K-6	Engaging or Disengaging
	K-6	Establishing Fines
	K-6	Handling Persistent Problems
	K-6	Kinesthetic Strategies
	K-6	Avoiding Behavioral Outbursts and Encouraging Self-Regulation
Organizing physical space and materials	1	Workstations
	K-6	Organizing the Classroom Environments
	K-6	Using Mailboxes to Manage Assignment
<b>Domain 3: Instruction</b> The teacher demonstrates effectiveness in delivering the content, engaging students in the learning process, and incorporating a range of instructional strategies that enable students to learn.		
<b>Domain</b>	<b>Grade Level</b>	<b>Video(s)</b>
Communicating clearly and accurately	K-6	Voice Tone and Level
Using questioning and discussion techniques	1	Retelling
	2	QAR
	3-6	Writing: Revision Assignments
	3	Peer Conferences
	K-6	Discussion (ELL)

Engaging students in learning	K	Phonemic Awareness
	K	Fluency
	K, 1	Vocabulary
	1	Shared Writing
	4	Vocabulary
Providing specific and constructive feedback to students	2	Writing Revisions
Demonstrating flexibility and responsiveness to students' needs	K–7	Interactive Question-Response Guide
	K–6	Total Physical Response (ELL)
	K–6	Picture Match (ELL)
	K–6	Using Songs (ELL)
	K–6	Read Aloud (ELL)
	K–6	Pantomime (ELL)
	K–6	Elaboration (1) (ELL)
	K–6	Choral Reading (ELL)
	K–6	Concepts of Print (ELL)
	K–6	Vocabulary Cards (ELL)
	K–6	Realia (ELL)
	K–6	Accessing Knowledge (ELL)
	K–6	Interactive Writing (ELL)
	K–6	Previewing Text (ELL)
K–6	Managing Text (ELL)	
<p><b>Domain 4: Professional Responsibilities</b></p> <p>The teacher effectively carries out additional professional responsibilities, including self-assessment and reflection, communication with parents, colleagues, and the community; participating in ongoing professional growth and development, and contributing to the school and district environment.</p>		
<b>Domain</b>	<b>Grade Level</b>	<b>Video(s)</b>
Growing and developing professionally	K–6	Coaching and Monitoring Implementation

# Preparing for Effective Teacher Evaluations

Preparation will go a long way toward ensuring that the teacher evaluation process is meaningful and effective for the administrator, teacher, and the students receiving instruction.

## Conducting Multiple Observations Throughout the Year

Most states and/or districts expect administrators to conduct multiple teacher observations and evaluations throughout the academic year. Research suggests that four or five observations as part of a single evaluation would be ideal (Blunk, 2007 as cited in Mathers, Oliva, & Laine, 2008). In a district where principals must conduct four yearly teacher evaluations, an administrator may choose to conduct two longer, more formal classroom observations (one at the beginning and another in the middle or at the end of the year) and two shorter, more informal observations. The longer evaluation visits can be announced, while the shorter visits can be unannounced classroom “walk-throughs.” Regardless of whether the observations conducted are formal or informal, each visit should include a post-observation meeting to provide the teacher with specific feedback regarding instructional practices and student learning.

## Steps to Help Prepare for Teacher Evaluations

**1. Place teacher evaluation dates in the school calendar.** Given the numerous responsibilities they must meet, administrators will do well to plan and place observations dates in the calendar prior to the start of the school year. Below is an example of how an administrator may decide to schedule the teacher observations and conferences to be conducted throughout the year.

<b>SCHEDULING TEACHER OBSERVATIONS</b>		
<b>September–October</b> <b>Beginning-of-the Year</b> <b>Evaluations and Conferences</b>	<b>January–February</b> <b>Mid-Year Observations and</b> <b>Conferences</b>	<b>April–May/June</b> <b>End of Year Observations and</b> <b>Conferences</b>
Initial Observation(s) Conferences <ul style="list-style-type: none"><li>• Teacher self-assessment</li><li>• Work with teacher to set professional growth goals and create professional growth plans</li><li>• Set student learning goals and objectives</li></ul>	Follow-Up Observation(s) Conferences <ul style="list-style-type: none"><li>• Discuss goals set/met/not met in the professional growth plan</li><li>• Revisit and determine progress of student learning objectives</li><li>• Deliver feedback regarding performance to date (areas of strength and improvement, as well as areas of concern)</li><li>• Set additional goals for areas of concern</li></ul>	Final Observation(s) Conferences <ul style="list-style-type: none"><li>• Discuss goals set/met/not met in the professional growth plan</li><li>• Assess student attainment of learning objectives</li><li>• Deliver feedback regarding performance for the academic year (areas of strength and improvement, as well as areas of concern)</li><li>• Set additional goals for areas of concern</li><li>• Assign final evaluation rating</li></ul>
Provide teachers with specific feedback and ongoing support regarding set goals throughout the year.		

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**2. Create a master schedule.** The master schedule should allow for an extended amount of time to observe each teacher on the schedule, including transition time between classrooms. For example, a minimum of ten minutes per teacher for shorter evaluation visits will allow the administrator an opportunity to observe teacher-student behaviors and interactions. For more formal observations administrators should expect to spend between thirty to forty minutes in a single classroom.

**3. Determine a note-taking system.** Administrators will need to determine how they will take notes and record information during observations (e.g. Classroom Observation Form, running record forms, a notepad, a laptop, etc.).

**4. Review the teacher's Professional Growth Plan/Goal(s).** After the beginning-of-the-year observation has been conducted, administrators should review a teacher's Professional Growth Plan goal(s) prior to conducting the next visit. This will help the administrator familiarize him/herself with the areas of strength and concern, as well as the goals that were set after the previous observation.

**5. Review the teacher evaluation rubrics.** Reviewing the rubrics by which teachers will be evaluated will reduce bias and ensure that evaluation observations are focused on measurable teacher and student behaviors. Rubrics should be made available to teachers prior to observations so that they are aware of the criteria that will be used to evaluate them.

**6. Notify the teacher in advance of when the pre-observation conference, the classroom observation, and post-observation conference will occur.** For longer, more formal teacher evaluation visits, notify the teacher in advance of when the classroom observation and post-observation conference will take place. Regardless of whether the observation being conducted is formal or informal in nature, announced or unannounced, a post-observation conference should be scheduled during which the administrator can provide the teacher with specific and constructive feedback.



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**7. Select Area(s) of Focus.** Prior to conducting a teacher observation, it is also helpful for administrators to determine what the purpose and focus of the observation will be. For example, observations can be conducted to

- collect first-hand information about a teacher’s strengths and areas for development;
- identify the fidelity or degree of implementation of specific curricular programs and/or initiatives;
- ensure the implementation of a specific teaching practice;
- determine teacher’s attainment of a previously set professional growth goal;
- observe the interactions between students and teachers;
- monitor the school culture.

Administrators can have teachers view the *Model Lessons* videos prior to an evaluation so that they can see examples of effective instruction as well as examples of specific instructional strategies, such as questioning and discussion techniques that lead to increased student engagement, and classroom routines and procedures that lead to more effective use of instructional time.

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# Conducting the Teacher Evaluation

**1. Take notes about what is seen and heard.** As the evaluation is conducted, the administrator should take notes regarding specific teacher and student behaviors that are seen and heard.

- What is the teacher doing/saying?
- What are students doing/saying?
- What materials/resources are being used (e.g., books, posters, computers, audio-visual equipment, etc.)?
- What do you notice about the physical space (e.g., seat arrangements, placement of resources and reference materials, samples of student work, etc.)?

**2. Develop an efficient process for taking and organizing observation notes.** Whether a running record form, a notepad, or a digital device (laptop, tablet, etc.) is being used to record notes, administrators should develop a note-taking process that will make it easy to translate notes into specific feedback and allows him/her to fill out the teacher evaluation form with relative ease. These notes are not intended to be shared with the teacher being observed. Instead, they will be used to provide the teacher with specific and constructive feedback during the post-observation conference and to fill out the teacher evaluation form.

**3. Keep interruptions to a minimum.** Unless a co-teaching or demonstration lesson has been scheduled, it is best to avoid interrupting the lesson. This will allow the administrator to observe instruction, teacher-student interactions, and the learning environment as it usually takes place.

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## Teacher Evaluation Forms

This section includes several samples of evaluation and running record forms that administrators can use when conducting teacher evaluations. Administrators are encouraged to use forms such as these to help them target specific teacher behaviors that lead to effective instruction. Administrators may choose to edit these forms to fit their teachers' needs and/or the specific state and/or district requirements for evaluating teacher effectiveness.

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## CLASSROOM OBSERVATION RUNNING RECORD FORM

Teacher's Name \_\_\_\_\_

Room \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Subject/Grade \_\_\_\_\_

Place a (✓) or brief comment in the appropriate column.

### I. Instruction

<b>Expectations</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Unsatisfactory</b>
1. Provides written lesson plans and preparation in accordance with the objectives of the instructional program.	_____	_____	_____
2. Establishes positive learning expectation standards for all students.	_____	_____	_____
3. Periodically evaluates pupils' progress and keep up-to-date records of pupils' achievements.	_____	_____	_____
4. Applies research-based principles of learning theory and pedagogy.	_____	_____	_____
5. Uses a range of instruction resources available	_____	_____	_____
6. Exhibits a willingness to participate in the development and implementation of new ideas and teaching techniques.	_____	_____	_____
7. Provides bulletin board and interest areas reflective of current student work.	_____	_____	_____
8. Exhibits and applies knowledge of the curriculum related to subject area and instructional level.	_____	_____	_____
9. Shows evidence of student performance and progress.	_____	_____	_____

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## II. School Environment

Expectations	Exceeds	Meets	Unsatisfactory
10. Establishes and maintains reasonable rules of conduct within the classroom consistent with the school Code of Discipline.	_____	_____	_____
11. Maintains attendance book(s), lesson plans, seating chart(s), and grade book accurately.	_____	_____	_____
12. Uses recommendations and suggestions from conference and special education staff meetings.	_____	_____	_____
13. Encourages student growth in self-discipline and positive self-image.	_____	_____	_____
14. Makes students aware of the lesson objectives, goals, and expectations.	_____	_____	_____
15. Practices fairness in teacher-pupil interactions.	_____	_____	_____
16. Exhibits an understanding and respect for students as individuals.	_____	_____	_____

## III. Professional and Personal Standards

1. Presents an appearance that does not adversely affect the students' ability to learn.	_____	_____	_____
2. Demonstrates proper diction and grammatical usage when addressing students.	_____	_____	_____
3. Uses sound and professional judgment when making decisions.	_____	_____	_____

## IV. Site-Based Criteria (Based on School Improvement Plan, Student Achievement Plan, etc.)

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## ONGOING CLASSROOM OBSERVATIONS FORM

Teacher's Name \_\_\_\_\_

Room \_\_\_\_\_

School \_\_\_\_\_

Subject/Grade \_\_\_\_\_

Place a (✓) or brief comment in the appropriate column.

### I. School-wide Environment

Expectations	Exceeds	Meets	Unsatisfactory
1. Carries out daily routines and administrative responsibilities.	_____	_____	_____
2. Complies with the policies, rules, and regulations of the school system and of the building.	_____	_____	_____
3. Participates in the program to improve student attendance.	_____	_____	_____
4. Promotes anti-vandalism programs in the school.	_____	_____	_____

### II. Community Relationships

1. Uses appropriate resources available in the community.	_____	_____	_____
2. Initiates appropriate conferences with parents, administrators, and/or other staff members, in accordance with school procedures.	_____	_____	_____
3. Performs professional responsibilities in an atmosphere of mutual respect with parents and other community members.	_____	_____	_____
4. Communicates the academic progress, attendance, and conduct of students to their parents.	_____	_____	_____
5. Seeks to understand the lifestyles and values of the school community.	_____	_____	_____

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### III. Professional Responsibilities

Expectations	Exceeds	Meets	Unsatisfactory
1. Is punctual and regularly attends school and assignments.	_____	_____	_____
2. Participates in in-service meetings and uses information.	_____	_____	_____
3. Exhibits cooperative attitude toward students, parents, community, and school personnel.	_____	_____	_____
4. Adheres to the rules of the Board of Education and policies and procedures of the district and school site.	_____	_____	_____
5. Makes proper use of professional preparation periods.	_____	_____	_____

### IV. Site-Based Criteria

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### V. COMMENTS:

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Evaluator Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

(Adapted from Duncan, 2004)



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## After the Teacher Evaluation

### Post-Evaluation Conference

Soon after the classroom observation has occurred, a post-evaluation conference should take place. The post-observation conference gives the administrator an opportunity to provide the teacher with specific and constructive feedback about what he or she is doing well and what needs to be improved. Feedback should be specific and include concrete actions and behaviors that were observed in the classroom. Feedback should also be aligned with the language of the rubric being used. Finally, the post-conference observation should include setting specific actionable goals that will be measured during future observations.

Post-observation forms, such as the ones included in the Resources section of this guide, allow the teacher and administrator to reflect upon what went well, what could have been done or handled differently in the lesson, and help guide the conversation toward setting goals for improvement.

### Using Teacher Evaluation Results to Improve Instruction

While teacher evaluations have several purposes, a primary purpose should be to identify areas of weakness in instruction and the strategies and methods by which they can be addressed. Approaches to improving teacher effectiveness can include:

- participation in individual, small-group, or school-wide professional development
- self-study of a particular strategy or instructional practice
- working with a coach, mentor, or curriculum specialist
- college coursework
- participation in action research projects
- participation in professional learning communities within and across schools

As mentioned previously, the videos included in the *Model Lessons* videos can be used as a professional development tool after an evaluation or classroom observation has taken place. Administrators can assign or recommend that teachers watch specific videos to address areas of concern that were noted during the evaluation. These videos can also be used to assist curriculum coaches and mentors who will be providing the teacher with additional support as he or she works toward meeting the goals set after an evaluation has taken place.

Regardless of the approach or approaches taken to address areas of concern, it will be essential that the administrator provide the teacher with the necessary support and resources—including human resources—to assist him or her in learning, implementing, and mastering the skills and strategies necessary to improve instruction. Ongoing observations and follow-up conversations will communicate the commitment the administrator is making to his or her success.

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## Resources

### Pre-Evaluation and Observation Form

Before conducting a teacher evaluation, conduct a pre-observation conference. During this meeting, the administrator and teacher will work to set a date for the observation. The administrator will communicate to the teacher any specific elements/indicators he/she will be looking and listening for. The teacher can then articulate the goals of the lesson being presented and indicate if there is anything specific he/she would like the administrator to look for or focus on during the observation. The pre-evaluation form included in this guide provides a sample template for recording the information discussed during this meeting.

### Post-Observation Conference Record Form

After evaluating a teacher, the administrator and teacher will meet to discuss what was observed during the evaluation. The post-evaluation form provides documentation of the feedback shared with the teacher, goals that were set during the meeting, and resources that will be made available to the teacher to assist him/her with meeting those goals. The post-evaluation form included in this guide provides a sample template for recording the information discussed during this meeting.

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## PRE-EVALUATION AND OBSERVATION FORM

Date \_\_\_\_\_

The purpose of this form is to provide the evaluator and classroom teacher with an opportunity and meet to determine when the teacher evaluation/observation will take place.

Please complete this form and bring it with you to the pre-evaluation meeting so that you and the administrator can discuss the details of the lesson to be observed. Should plans change between the time of the pre-evaluation/observation meeting and the date of the classroom observation, either party can request for the observation to be rescheduled.

Evaluator \_\_\_\_\_ Date of scheduled observation \_\_\_\_\_

Teacher to be observed \_\_\_\_\_ Grade/Class \_\_\_/\_\_\_\_\_

Type of Observation (select):

Initial Yearly Observation

Follow-Up Observation

Professional Growth Plan

Final Yearly Observation

1. Identify the objectives of the lesson.

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2. Describe the instructional strategies/methodologies that will be used during the lesson.

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3. Are there any special circumstances in the class of which the evaluator should be aware?

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4. Indicate whether you request that particular emphasis be placed on any of the performance criteria contained within the Formal Teacher Evaluation Form.

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5. Additional teacher comments or notes:

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6. Evaluator's notes: Must conform to the items on the Formal Observation Form.

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I acknowledge that I have been informed of the date and purpose for the classroom observation to be conducted on the date indicated above. I acknowledge that this evaluation is intended to provide me with constructive feedback regarding my instructional practices and to assist me with developing further as an educator. I have also received and read the criteria/rubric that will be used when conducting the evaluation.

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## POST-OBSERVATION CONFERENCE RECORD FORM

Domain	Specific and Constructive Feedback <small>(Specific examples of what was seen/heard; areas of strength; recommendations for improvement)</small>
<p><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogical methods</p> <p>1b. Demonstrating knowledge of students' backgrounds and needs</p> <p>1c. Selecting appropriate instructional goals</p> <p>1d. Demonstrating knowledge and appropriate use of resources</p> <p>1e. Designing coherent instruction</p> <p>1f. Assessing and measuring student learning</p>	
<p><b>Domain 2: The Classroom Environment</b></p> <p>2a. Creating a respectful environment</p> <p>2b. Establishing a culture of learning from one another</p> <p>2c. Managing classroom procedures and routines</p> <p>2d. Managing student conduct</p> <p>2e. Organizing physical space and materials</p>	
<p><b>Domain 3: Instruction</b></p> <p>3a. Communicating clearly and accurately</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Providing specific and constructive feedback to students</p> <p>3e. Demonstrating flexibility and responsiveness to students' needs</p>	
<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on instruction</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Contributing to the school and district</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	

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**Specific, measureable goals to be met by \_\_\_\_\_.**

(Date)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Resources that will be made available to teacher in an effort to assist with meeting goals**

(includes professional and instructional resources; professional development opportunities; human resources, such as mentors/coaches, etc.):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Signatures below indicate a post-evaluation conference between the teacher and the evaluator was held. The teacher's signature on this form indicates that he/she has seen all comments on the form. The teacher's signature does not necessarily indicate agreement with the evaluation report.

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**Administrator:** \_\_\_\_\_

**Date:** \_\_\_\_\_