

District: Dolores School District RE-4A

Form Set: Dolores School District's Elementary Formal Observation

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

Class Period: \_\_\_\_\_

Organization: Dolores School District RE-4A

Observee: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Content Area: \_\_\_\_\_

# Dolores School District's Elementary Formal Observation

## Classroom Environment Questions

### 1. Student/Teacher Rapport

- Exemplary  
Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms. Teacher has connections with students and has demonstrated safety and belonging in the classroom.
- Accomplished  
Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.
- Proficient  
Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs.
- Basic  
Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom.

Observer Comments

### 2. Expectations and Procedures for Behavior, Learning, and Achievement

- Exemplary  
Expectations for behavior and procedures are clearly communicated and not an issue in the classroom. Student needs are met and engaged learning is the norm for the classroom. Student achievement is evident in the classroom with an absence of procedural interruptions.
- Accomplished  
Expectations for behavior and procedures are clearly communicated and appear to have been developed keeping the needs of the students in mind. The teacher and the students model the values of respect, dignity, honesty, responsibility, and teamwork.
- Proficient  
Expectations and procedures appear to have been established and communicated. Most students appear to be aware of and understand them.
- Basic  
No expectations or procedures appear to have been established or communicated. Students seem to be confused as to what the expectations and procedures are.

Observer Comments

### 3. Monitoring and Response to Student Behavior

- Exemplary**  
Teacher and students are engaged in the learning process. Student behavior is excellent and does not appear to be a relevant concern in the classroom. Mutual respect is evident between teacher and students.
- Accomplished**  
Teacher is alert to student behavior. Monitoring by teacher is subtle and preventative. Teacher response to misbehavior is appropriate, consistent, and respectful of the students' dignity. Student behavior is generally appropriate.
- Proficient**  
Teacher misses the misbehaviors of some students or responds to student misbehavior with inconsistent results.
- Basic**  
Student behavior is not monitored or the response to misbehavior is inconsistent, overly repressive, or does not respect the students' dignity.

Observer Comments

## Planning and Preparation Questions

### 4. Knowledge of Content

- Exemplary**  
Demonstrates extensive knowledge of subject matter is able to connect learning to real world and uses cross-curricular applications, where appropriate. Teacher is passionate about the subject and generates excitement from the students. Discussion is rich and dynamic.
- Accomplished**  
Demonstrates extensive knowledge of subject matter, is able to connect learning to real world and uses cross-curricular applications, where appropriate.
- Proficient**  
Demonstrates basic knowledge of subject matter. Content errors are corrected. Teacher provides limited connection to real world applications.
- Basic**  
Demonstrates limited knowledge of subject matter. Content errors are not corrected.

Observer Comments

### 5. Lesson and Unit Structure

- Exemplary**  
Establishes and articulates long- and short-term goals for learning with high expectations for all students. Instructional activities are related to aligned objectives. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the Colorado State Standards. Careful planning is evident to reach all modalities in students.
- Accomplished**  
Establishes and articulates long- and short-term goals for learning with high expectations for all students. Instructional activities are related to clear objectives. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the Colorado State Standards.
- Proficient**  
There is evidence that daily lessons and long-term goals are generally aligned with the Colorado State Standards. Instructional activities are generally related to learning objectives.
- Basic**  
There is no evidence that daily lessons are aligned with the Colorado State Standards. There is no clear connection between daily lessons, activities, or unit plans. There does not appear to be a stated objective or outcome for student learning.

Observer Comments

## 6. Use of Assessment Data

- Exemplary**  
Assessment data is used in collaboration with colleagues in department/grade-level meetings and is incorporated into the design of lesson plans. Students have an understanding of their individual needs through data analysis provided by the teacher.
- Accomplished**  
Assessment data is used in collaboration with colleagues in department/grade-level meetings and is incorporated into the design of lesson plans.
- Proficient**  
Some assessment data is incorporated into lesson plans.
- Basic**  
Assessment data is not incorporated into lesson plans.

Observer Comments

## 7. Knowledge of Students' Skills, Interests, and Approaches to Learning

- Exemplary**  
Teacher has developed a differentiated classroom that is vibrantly meeting the needs of every student. Collaboration with all teams (RTI, ESS, GT, 504, etc.) is evident and the students are all working at their levels and abilities. Varied interests of students are evident in the classroom and creative thinking and ideas are honored. Teacher displays knowledge of students' skills and interests.
- Accomplished**  
Awareness of students with exceptional needs is evident and specific modifications to accommodate learning are planned. Teacher and support personnel collaborate effectively to meet student needs. Lesson activities are appropriate for the majority of students. Lessons are differentiated to meet student needs and a variety of instructional strategies are appropriately employed to enhance learning. Teacher displays knowledge of students' skills and interests.
- Proficient**  
Awareness of students with special needs is evident but accommodations are sporadic or superficial. Awareness of students who are gifted is not evident. Collaboration with support personnel is limited. Teacher makes some accommodations in assignments. Teacher recognizes the value of understanding students' skills and interests, but such understanding is not reflected in planning and preparation.
- Basic**  
Lessons do not reflect teacher effort to differentiate. All students are required to achieve the same level of proficiency on assignments regardless of special needs. Teacher displays little knowledge of students' interests and skills. Accommodations are generally left to support personnel.

Observer Comments

# Instruction Questions

## 8. Delivery of Directions and Procedures

- Exemplary**  
Directions and explanations are clear and concise. Teacher wisely delivers them modeling the varied modalities and effectively has them repeated by a student. Ample examples are provided for clarity. Students are given opportunity to ask questions prior to beginning.
- Accomplished**  
Directions and explanations are clear to students and seldom require clarification. Directions are modeled effectively to address the varied learning styles of the students. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly.
- Proficient**  
Explanations and directions require occasional clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task.
- Basic**  
Explanations and directions are confusing to students. Students are unable to proceed with independent work. Instructions often must be

repeated.

Observer Comments

### 9. Quality of Questions and Discussion Techniques

- Exemplary  
Questioning strategies include high and low levels of complexity, and engage students. Wait-time strategy is used consistently. A variety of techniques are used to solicit responses from all students. Teacher effectively uses the Socratic method of questioning.
- Accomplished  
Questioning strategies include high and low levels of complexity, and engage students. Wait-time strategy is used consistently. A variety of techniques are used to solicit responses from all students.
- Proficient  
Questions may be motivational and interesting but remain primarily at a lower level. Teacher occasionally calls on students who raise their hands first. Teacher often solicits responses from non-participants.
- Basic  
Questions are vague and of poor quality. Talking out dominates student response to questions. Teacher typically calls on students who raise their hands first, or responds to students who blurt out answers.

Observer Comments

### 10. Evidence of Student Engagement

- Exemplary  
Teacher is creative and passionate about the lesson. Students reciprocate the excitement and successfully engage in the activities and assignments.
- Accomplished  
Teacher provides relevant activities and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities.
- Proficient  
Activities and assignments are appropriate to students and to the subject matter. Teacher attempts to engage students in activities.
- Basic  
Activities and assignments are inappropriate for students in terms of their age or background. Participation in activities is limited to a few students. Behavior of students is indicative of disengagement.

Observer Comments

### 11. Structure/Pacing of Lesson

- Exemplary  
The lesson has a clearly defined structure around which the activities are organized, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate. Monitor/adjustment strategies enhance student understanding. The effective teaching cycle is evident.
- Accomplished  
The lesson has a clearly defined structure around which the activities are organized, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate. Monitor/adjustment strategies enhance student understanding.
- Proficient

The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is usually appropriate.

- Basic  
The lesson has no clearly defined structure, and/or the pacing of the lesson is too slow or rushed.

Observer Comments

## 12. Providing Feedback to Students During Instruction

- Exemplary  
Feedback is specific, personalized, and timely. It is also not given with any ulterior motive for others. A variety of methods are used for feedback. The feedback is relevant to extend the learning. Follow through is provided after the feedback.
- Accomplished  
Feedback is specific, personalized, and timely. A variety of tools and strategies are used to help students assess their progress and reflect on work. Feedback extends learning.
- Proficient  
Feedback is provided but is general and repetitive in nature and not always timely.
- Basic  
Feedback is provided sporadically or not at all. Feedback, which is provided, is of poor quality or inappropriate.

Observer Comments

## 13. Use of Formative Assessment

- Exemplary  
It is evident that the teacher has designed the lesson around assessment. The major points of understanding are focused in the assessments. The lesson is formulated with the final assessments in mind (teaching backward). Students demonstrate strong engagement and mastery through assessment. Students are willing to answer incorrectly.
- Accomplished  
Teacher provides varied assessments throughout the lesson to ensure the students understand the concept, material, or ideas presented. When necessary, the teacher reteaches information that students did not master or demonstrate a good working understanding.
- Proficient  
Teacher provides some opportunities for assessing students. Teacher is cognitive of the assessment results and adjusts accordingly.
- Basic  
The lesson has no ongoing assessment. Students have no opportunity to demonstrate understanding.

Observer Comments

# Professional Responsibilities Questions

## 14. Reporting of Student Data

- Exemplary  
Provides all students with timely information about their progress and helps students use this data to improve their achievement. Students are not taken by surprise about grades and know they have an advocate in their teacher.

- Accomplished**  
Provides all students with timely information about their progress and helps students use this data to improve their achievement.
- Proficient**  
Provides students with information about their current progress. Assessment instruments, seatwork, and homework are handed back in a timely manner.
- Basic**  
Provides students with some information about their test scores, grades, and report cards. Assessment instruments, seatwork, and homework are not handed back in a timely manner.

Observer Comments

## 15. Character

- Exemplary**  
Teacher is an exemplary role model in the area of character. The teacher models the character traits that our schools hold and can be depended upon at any time to have a genuine and quality spirit. It is a privilege to recognize this caliber of character.
- Accomplished**  
Teacher is a good role model for the staff and students. Teacher is conscientious of their reputation and is desirous of growth in this area of their life.
- Proficient**  
Teacher is conscious of their character growth and is working to maintain a good example for the students.
- Basic**  
Teacher lacks evidence of strong character in his/her life.

Observer Comments

## 16. Communicating with Families

- Exemplary**  
Teacher interactions with families are appropriate and professional. Student concerns are addressed in a timely manner. Teacher takes the time to recognize positive behavior and achievement equally. Parents consider the teacher very informative and communicative.
- Accomplished**  
Teacher interactions with families are appropriate and professional. Student concerns are addressed in a timely manner. Teacher initiates contact with families when appropriate. Parents are not surprised by low grades due to proactive communication.
- Proficient**  
Teacher interactions with families are generally appropriate and professional. Student concerns are often addressed in a timely and respectful manner.
- Basic**  
Teacher interaction with families is unprofessional and at times disrespectful. Student concerns are not addressed in a timely manner.

Observer Comments

## 17. Service to the Profession

- Exemplary**  
Exceeding expectation and achieving toward the Master Teacher level.

- Accomplished**  
Highly competent in the art, skills, or field of knowledge of the teaching profession.
- Proficient**  
Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
- Basic**  
Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comments and/or documentation.

Observer Comments

## Summary Questions

### Students made the expected one year’s growth in their fall to spring NWEA scores for reading.

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- Exemplary**  
More than 75% of students made one year’s growth.
- Accomplished**  
65-75% of students made one year’s growth.
- Proficient**  
55-64% of students made one year’s growth.
- Basic**  
54% or less made one year’s growth.

Observer Comments

### Students made the expected one year’s growth in their fall to spring NWEA scores for math.

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- Exemplary**  
More than 75% of students made one year’s growth.
- Accomplished**  
65-75% of students made one year’s growth.
- Proficient**  
55-64% of students made one year’s growth.
- Basic**  
54% or less made one year’s growth.

Observer Comments

### Students are at grade-level benchmark in reading using the DIBELS EOY assessment.

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- Exemplary**  
More than 90% of students are at benchmark.

- Accomplished**  
85-89% of students are at benchmark.
- Proficient**  
70-84% of students are at benchmark.
- Basic**  
69% or less are at benchmark.

Observer Comments

### Summary

Observer Comments

### Additional Comments

Observer Comments

### Teacher Comments

Observer Comments

### Signature of Evaluator:

Observer Comments

### Signature of Teacher:

Observer Comments

## Final Comments