

# **TEACHER OBSERVATION & EVALUATION FORMS**

---



# EPPING SCHOOL DISTRICT – Teacher Full-Classroom Observation

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Observer \_\_\_\_\_

<i>Planning &amp; Preparation</i>	<b>Proficient Defined</b>	<b>Comments</b>
<b>Units of Study</b>	Follows the developed unit plan in planning for instruction	
<b>Lesson Plans</b>	Creates lesson plans which follow Framework for Instruction and can be followed by a substitute teacher	
<b>Assessments</b>	Adjusts lesson to reflect information gathered in student conferences and assessments	
<b>Higher Order Thinking</b>	Promotes HOTS (analysis, problem solving, evaluation, creation, synthesis) in day's objective which are specific & measurable	
<b>Visual cues</b>	Posts anchor charts, focusing question(s), lesson objectives, learning strategies, and class agenda for students to use	
<b>Resources</b>	Provides materials and routines to access materials for students to use in the course of the lesson	

<i>Focus or Mini Lesson</i>	<b>Proficient Defined</b>	<b>Comments</b>
<b>Prior Learning</b>	Activates prior knowledge or experience	
<b>New Learning</b>	States new learning, learning goal explicitly; introduces new material (vocabulary, content, learning strategy)	
<b>Modeling</b>	Models new learning that sets students up for the practice and application work they will undertake	
<b>Student Understanding</b>	Checks for student understanding of the new material at regular intervals	
<b>Communication</b>	Provides plan for practice and application of learning (independent or in groups) and communicates it in at least two ways (spoken, written, visual)	

<i><b>Practice or Application</b></i>	<b>Proficient Defined</b>	<b>Comments</b>
<b>Student Work</b>	Enables students to work on new learning independently, in small groups or as pairs, or as a whole class	
<b>Progress Monitoring</b>	Conferences with students to monitor progress and understanding	
<b>Guided Practice</b>	Works with small groups set up by need; differentiate for interest and skill	
<b>Tasks</b>	Provides differentiated and individualized opportunities for students to manage their own learning; students have the opportunity to practice and apply new skills, content and strategies learned in the focus or mini lesson	
<b>Questioning</b>	Asks higher order questions and encourages students to ask such questions to reflect on their understanding so that they can explain what they know and how they know	
<b>Engagement</b>	Engages students in reading, writing, speaking and listening activities (auditory, visual, kinesthetic)	

<i><b>Assessment &amp; Reflection</b></i>	<b>Proficient Defined</b>	<b>Comments</b>
<b>Summarization</b>	Provides opportunities for students to reflect on their learning; articulate what they learned or why they made the decisions they did; identify what they did not understand	
<b>Formative Assessment</b>	Links assessment to the day's learning goal or objectives and designs it to inform the next instructional period	
<b>Conferences</b>	Uses conferences with students to determine level of understanding and individualize instruction	
<b>Summative Assessment</b>	Designs a variety of assessment tools to reflect the learning goals, engage students in higher order thinking and assess learning	

<b>Rubrics</b>	Provides rubrics, standards, and exemplars to make the assessment expectations explicit for students	
<b>Feedback</b>	Provides timely feedback to students to revise and improve their work	
<b>Reporting</b>	Uses appropriate tools to report progress to parents and students in a timely manner	

<b>Classroom Environment/ Management</b>	<b>Proficient Defined</b>	<b>Comments</b>
<b>Routines</b>	Teaches routines that promote fairness, respect and the effective use of time	
<b>Materials</b>	Makes certain students have access to instructional materials and use the procedures to use and return them	
<b>Expectations</b>	Articulates clear expectations for student behavior which are consistently and fairly enforced	
<b>Relationships</b>	Uses understanding of child development to build positive relationships, foster appropriate social interactions, and develop individual and group responsibilities	
<b>Exemplars</b>	Displays quality student work	
<b>Other</b>		

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature\* \_\_\_\_\_ Date \_\_\_\_\_

(\*Signature indicates receipt of the document. Teachers may add their own comments.)



# EPPING SCHOOL DISTRICT – Teacher Mini-Observation Report

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date/Time \_\_\_\_\_ Observer \_\_\_\_\_

OBSERVATIONS	COMMENDATIONS	RECOMMENDATIONS
<b>SAFETY:</b> <ul style="list-style-type: none"> <li>▪ Professional Responsibilities (Environment &amp; Social / Emotional)</li> <li>▪ Routines / Rituals / Transitions</li> <li>▪ Climate</li> </ul>		
<b>OBJECTIVE:</b> <ul style="list-style-type: none"> <li>▪ Learning Goal</li> <li>▪ Prior Learning</li> <li>▪ New Learning</li> <li>▪ Learning Strategies</li> </ul>		
<b>TEACHING:</b> <ul style="list-style-type: none"> <li>▪ Modeling</li> <li>▪ Gradual Release of Responsibilities</li> <li>▪ Differentiation</li> <li>▪ HOTS</li> </ul>		
<b>ENGAGEMENT:</b> <ul style="list-style-type: none"> <li>▪ Multiple Modalities</li> <li>▪ Questioning</li> <li>▪ Conferencing</li> </ul>		
<b>LEARNING:</b> <ul style="list-style-type: none"> <li>▪ Checks for Understanding</li> </ul>		
<b>SPECIFIC CONTENT/ OTHER</b>		

<b>FOLLOW UP MEETING REPORT</b>

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

(\*Signature indicates receipt of the document. Teachers may add their own comments.)



# Epping School District Teacher Summative Evaluation

---

Teacher:		Service Year:	1	
Grade:			2	
Subject:			3	
School Year:			4	
			5	
			>5	
Certification:		Renewal Year:		

Recommend for Contract Renewal:	Yes		No	
Recommend for Improvement Plan:	Yes		No	

*Assessment using Teacher Expectations Rubric:*

*Full and Mini-Classroom Observations:*

*Teacher Learning Growth:*

*Student Learning Growth:*

*Other:*

*Signatures:*

---

Signature of Supervisor

---

Signature of Teacher\*

---

Date

---

Date

\*Signature does not indicate agreement, only that this evaluation has been seen and discussed. Teacher may attach comments.

*Distribution:*

- Teacher – copy
- Supervisor – copy
- Personnel File - original

# Epping School District Teacher Improvement Plan

---

\*The Teacher Improvement Plan replaces the Annual Teacher Goal and Action Plan requirement.

Teacher:			
Grade:			
Subject:			
School Year:			
Certification:		Renewal Year:	

Improvement Plan Date:	
Review Plan Date:	
Review Plan Date:	
Review Plan Date:	
Recommendation Date:	

**AREAS OF CONCERN:**

<b>1.</b>	
Area of Concern	
Action Required	
Evidence of Success	
Timeline	
Other	
<b>2.</b>	
Area of Concern	
Action Required	
Evidence of Success	
Timeline	
Other	

Failure to improve in the identified deficiencies in the improvement plan may lead to non-renewal.

*STATUS: Please list any documents attached.*

Review Meeting Date:	
Review Meeting Date:	
Review Meeting Date:	

**RECOMMENDATION:**

Recommend for Removal from Improvement Plan	Yes		No	
Recommend for Continuation of Improvement Plan	Yes		No	
Recommend for Contract Renewal	Yes		No	

**COMMENTS:**

**SIGNATURES:**

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Signature of Teacher\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Association Representative

\_\_\_\_\_  
Date

\*Signature does not indicate agreement, only that this improvement plan has been seen and discussed. Teacher may attach comments.

**DISTRIBUTION:**

- Teacher – copy
- Supervisor – copy
- Personnel File - original