

**TEACHER-LEVEL  
EVALUATION INSTRUMENTS**



2016-2017  
[www.southfield.k12.org](http://www.southfield.k12.org)

*Division of Human Resources*  
*Division of Curriculum & Instruction*  
*MEA/SEA*

A decorative border resembling a scroll, with a central rectangular box containing text. The scroll has a light gray shadow and a small circular detail at the top right corner.

**ALL DOCUMENTS MUST BE UTILIZED**

**ALL DOCUMENTS MUST BE SHARED WITH TEACHER UPON  
REQUEST**

Southfield Public Schools		Classroom Walk-Through Inventory	
Date		Course/Content/Subject:	
Time:		Grade:	

**Core Prop 1: Teachers are committed to students and their learning.**

**Core Prop 2: Teachers know the subjects they teach and how to teach those subjects to students.**

**1A Focus on Curriculum: What is the learning objective?**

☐ Evident
 ☐ Not Evident
 ☐ Unable to determine

**1B Focus on Curriculum: Is the learning objective evident to the students? (select one)**

☐ Evident
 ☐ Not Evident
 ☐ Unable to determine

**1C Focus on Curriculum: Is the learning objective(s) on target for grade-level standards? (select one)**

☐ Evident
 ☐ Not Evident
 ☐ Unable to determine

**1D Focus on Curriculum: Is the assessment method known to students? (select one)**

☐ Evident
 ☐ Not Evident
 ☐ Unable to determine

**Core Prop 2: Teachers know the subjects they teach and how to teach those subjects to students.**

**Core Prop 3: Teachers are responsible for managing and monitoring student learning.**

**2A Focus on Instruction: Identify instructional practices**

<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Hands On Experience	<input type="checkbox"/> Coaching	<input type="checkbox"/> Independent Practice
<input type="checkbox"/> Lecture	<input type="checkbox"/> Providing Directions/Instructions	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Testing
<input type="checkbox"/> Presentation	<input type="checkbox"/> Discussion:	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> None Identified

**2B Focus on Instruction:**

☐ Whole Group
 ☐ Small Group
 ☐ Pairs
 ☐ Individual

**2C – 2D Focus on Instruction: Identify research-based instructional strategies (T = Teachers, S = Students)**

<b>T</b>	<b>S</b>		<b>T</b>	<b>S</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Identifying similarities and differences	<input type="checkbox"/>	<input type="checkbox"/>	Cooperative learning
<input type="checkbox"/>	<input type="checkbox"/>	Summarizing and note taking	<input type="checkbox"/>	<input type="checkbox"/>	Setting objectives and providing feedback
<input type="checkbox"/>	<input type="checkbox"/>	Reinforcing effort and providing recognition	<input type="checkbox"/>	<input type="checkbox"/>	Generating and testing hypothesis
<input type="checkbox"/>	<input type="checkbox"/>	Homework and practice	<input type="checkbox"/>	<input type="checkbox"/>	Questions, cues, and advance organizers
<input type="checkbox"/>	<input type="checkbox"/>	Nonlinguistic representations			

**2E Focus on Instruction: Identify primary teacher location in the classroom**

☐ Front of class
 ☐ Circulating
 ☐ With small group
 ☐ At desk

**Core Prop 2: Teachers know the subjects they teach and how to teach those subjects to students.**

**Core Prop 3: Teachers are responsible for managing and monitoring student learning.**

**3A Focus on the learner: Identify Student actions**

- |                                    |                                  |  |
|------------------------------------|----------------------------------|--|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Reading | <input type="checkbox"/> Hands on Work           |
| <input type="checkbox"/> Speaking  | <input type="checkbox"/> Writing | <input type="checkbox"/> Workbooks or Worksheets |

**3B Focus on the learner: Identify instructional materials**

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> Overhead/Board/Flip Chart      | <input type="checkbox"/> Video             | <input type="checkbox"/> Textbook   |
| <input type="checkbox"/> Content-specific manipulatives | <input type="checkbox"/> Computer software | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Handheld technology            | <input type="checkbox"/> Websites          | <input type="checkbox"/> None       |

**3C Focus on the learner: Determine level(s) of student work**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Recalling information (Knowledge)          | <input type="checkbox"/> Understanding information (Comprehension) | <input type="checkbox"/> Using information in a new way (Application) |
| <input type="checkbox"/> Breaking information into parts (Analysis) | <input type="checkbox"/> Combining information (Synthesis)         | <input type="checkbox"/> Making judgments (Evaluating)                |

**3D Focus on the learner: Determine level of class engagement**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Most students authentically engaged in respectful work | <input type="checkbox"/> Students display surface engagement | <input type="checkbox"/> Dysfunctional – Many not engaged |
|---|--|---|

**Core Prop 3: Teachers are responsible for managing and monitoring student learning.**

**4 Focus on classroom environment**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Materials available in classroom | <input type="checkbox"/> Scoring rubrics are posted | <input type="checkbox"/> High quality student work posted |
| <input type="checkbox"/> Routines and procedures evident  | <input type="checkbox"/> High expectations evident  | <input type="checkbox"/> Students respectful and engaged  |
| <input type="checkbox"/> Learning objectives visible      |   |   |

**Core Prop 4: Teachers think systematically about their practice and learn from experience.**

**5 Focus on the needs of all learners The teacher is meeting the needs of all learners by modifying:**

- |  |  |                                      |  |                                      |
|--|--|--------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Content different | <input type="checkbox"/> Process different | <input type="checkbox"/> Environment | <input type="checkbox"/> Product different | <input type="checkbox"/> Not evident |
|--|--|--------------------------------------|--|--------------------------------------|

Administrative Recommendations

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- 1.
- 2.
- 3.
- 4.

Building Administrator's Signature	Today's Date
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## Professional Instructional Practice Domains

<i>Domain 1</i> (25%) 2016-17	<i>Domain 2</i> (10%) 2016-17	<i>Domain 3</i> (30%) 2016-17	<i>Domain 4</i> (25%) 2016-17	<i>Domain 5</i> (10%) 2016-17
<b>Planning and Preparation</b>	<b>Learning Environment</b>	<b>Instruction</b>	<b>Student Assessment</b>	<b>Professional Responsibilities</b>
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of content and pedagogy (including GLCE, HSCE, Standards, etc.)</li> <li>• Demonstrates knowledge of students (i.e. learning style, goals, etc...)</li> <li>• Selects appropriate instructional goals and objectives</li> <li>• Demonstrates knowledge of materials and resources</li> <li>• Designs coherent units, lessons, and related activities</li> <li>• Demonstrates solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines</li> <li>• Demonstrates thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns</li> <li>• Demonstrates through instructional activities and understanding and ability to effectively engage learners in respectful and relevant learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an environment of respect and rapport</li> <li>• Organizes and manages physical space to create or establish a culture for learning</li> <li>• Manages classroom instructions and procedures</li> <li>• Manages student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clearly and accurately with students</li> <li>• Uses appropriate questioning and discussion techniques</li> <li>• Uses strategies to engage students actively in the learning process</li> <li>• Provides appropriate and timely feedback to students</li> <li>• Demonstrates flexibility and responsiveness to student differences</li> <li>• Utilizes instructional time effectively</li> <li>• Uses a variety of instructional methods; utilizes differentiated instruction</li> <li>• Makes instruction relevant to students</li> <li>• Demonstrates an ability to establish goals that are clear and permit viable methods of assessment.</li> <li>• There is evidence in the lesson that the assessment criteria is clear and has been clearly communicated to students. There is also evidence that the students comprehend the criteria and standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses student learning appropriately</li> <li>• Establishes criteria and standards for assessment congruent with instructional goals / objectives</li> <li>• Uses formative and summative assessment data to guide instruction and determine student's progress</li> <li>• Uses a variety of evaluative techniques</li> <li>• Communicates learning results to internal stakeholders in a meaningful and timely manner</li> <li>• Assists students in evaluating their own progress</li> <li>• There is evidence that the assessment(s) are completely congruent with the instructional goals both in process and content</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains accurate records (including appropriate use of district electronic data system)</li> <li>• Frequently communicates with families of students</li> <li>• Positively contributes to the school, district, and academic community</li> <li>• Engages in continuous professional development and growth</li> <li>• Shows respect &amp; professionalism to all stakeholders (i.e. admin., staff, students, parents, community, etc...)</li> <li>• Reflects thoughtfully on own teaching practice</li> <li>• Adheres to district &amp; school initiatives</li> </ul>

For each of the following domains, identify goals using the **SMART GOALS FORMAT**, provided on page 4 of this document.

1. Planning and Preparation

**Goal**

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2. Learning Environment

**Goal**

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3. Instruction

**Goal**

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4. Student Assessment

**Goal**

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5. Professional Responsibilities

**Goal**

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## SMART GOALS FORMAT

### Step 1: Knowing the SMART Goals Definition.

If you have ever taken any type of goal setting seminar or class, you may be familiar with the SMART acronym when it comes to creating goals. Goals should be:

- Specific
- Measurable
- Attainable
- Relevant
- Timebound

**SMART** goals work for any magnitude of accomplishment whether it is a goal you are trying to meet next week or over the next 5 years.

### Step 2: Specific Goals

Be specific when creating a goal. A general goal statement is not as focused and may be hard to reach. For instance, instead of stating "I want to write more often," a better statement would be, "I will write in my blog at least twice a week."

### Step 3: Measurable Goals

For a goal to be effective, it should be measurable. Examples of measurable goals are writing 20 articles or running 3 miles. With goals you can measure, there are specific achievements to strive for instead of reaching for vague goals like "write more" or "lose weight".

### Step 4: Attainable Goals

To be successful, strive for realistic goals. Setting up goals that are not reachable can be frustrating and lead to potential failure. If a goal can not realistically be reached, it will become exhausting trying to get there. Another way to set attainable goals, is to begin with small goals first. By setting more attainable, mini goals, there is a better chance to complete those in the SMART goal process than if you shoot for the stars.

### Step 5: Relevant Goals

Be sure your goals align with your personal vision. The goals should be relevant to your direction and purpose in life. Sometimes, people choose goals irrelevant to their interests, but are instead based on what others believe they should accomplish.

Maintain SMART goals that are relevant to the direction you want to go. If you do not want to be a top level supervisor or become a fiction writer, do not create goals that will lead in that direction.

### Step 6: Timebound Goals

Successful and smart goal setting requires establishing a time frame in which to reach the goal. If a goal is to run a marathon "someday", you probably will never accomplish it based on such a vague statement.

To achieve the marathon goal, establish milestones along the way with specific time lines for each goal. For instance, a smart goal would be to run 5 miles a day 3 times a week.

### Step 7: Establish Performance Goals, Not Outcome Based

For establishing smart goals, performance goals are more effective than goals based on results. For instance, some freelance writers establish goals based on earnings like the goal to earn \$100 in a given month. This goal is outcome based, not performance based. Outcome based goals are not always under your control.

Many times, outcome goals can be unrealistic, unattainable, uncontrollable, and have the potential to lead to disappointment. Instead, choose a goal you have more influence over such as, "I will write 20 articles next month. This is a goal based on your performance, which has a better chance for success.

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

School / Department: \_\_\_\_\_ School Year: \_\_\_\_\_

This document serves as official notification of your participation in the formal observation process. Please adhere to the criteria and deadlines established. If you have any questions about the evaluation process, please consult with your supervisor or administrator for clarification.

Criteria	Deadline
<b>Professional Instructional Practice Domains</b> (review document containing criteria for evaluation – 5 domains)	Review Document prior to Observation
<b>Annual Goals Document</b>	Establishment of mutually agreed upon objectives and outcomes (Goals Document) completed and submitted by October 15 <sup>th</sup>
<b>Pre-Observation Form</b> (optional based on Administrator's preference)	Completed & Submitted to observer no later than 8:00 a.m. on the day of the observation
<b>Typed Copy of Lesson Plan or Plan Book to be Observed</b>	Submitted to observer no later than 8:00 a.m. on the day of the observation
<b>Copy of Attendance &amp; Grade Book Summary of Formative and Summative Assessments Entered</b> (Date range to be specified by administrator)	Submitted to observer no later than 8:00 a.m. on the day of the observation
<b>Post-Observation Reflection Form</b> (optional based on Administrator's preference)	Completed & Submitted after the observation (either before the post-observation conference or bring it to the conference)
<b>Professional Development Log</b>	February 28 <sup>th</sup> and May 30 <sup>th</sup>

<b>Date Observation(s) Scheduled:</b>	1.  2.
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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Administrator / Supervisor



## Pre-Observation Form

This form is to be completed by the instructor and issued to the administrator/observer no later than 8:00 a.m. on the day of the observation. It is designed to assist both the instructor and the administrator in making the observation more meaningful and productive.

Instructor:	Room #:	Date of Observation:
Name of Course:	Hour:	No. of Students:

1. Briefly describe the students in the class that will be observed, including those with special needs. (For example: strengths, learning styles, challenges, difficulties students typically experience in your class, etc. anything you think an observer should know in advance)

2. What are the goals of the lesson that will be observed? In other words, what do you want the students to specifically learn? How will you determine if the students learned the lesson (i.e. assessment)? What do you plan to do if difficulties arise?

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Post-Observation Reflection Form

This form is to be completed by the instructor **after** the observation. The instructor should submit the completed form according to the administrator's / observer's request or bring the completed form (typed responses to the questions) to the scheduled post-observation conference.

Instructor:	Room #:	Date of Observation:
Name of Course:	Hour:	No. of Students:

1. As I reflect upon the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended? How do I know? Do I have evidence that my instructional goals were met?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. If I had the chance to teach this lesson again, what would I do differently? Why?
5. What are my areas of strength?
6. What possible areas of growth exist? What activities or steps will I take to improve in these areas?
7. As I reflect upon my teaching practice/performance during the observation, using the following scale, I would rate my performance: Highly Effective, Effective, Minimally Effective, Ineffective. Why?
8. Provide samples of students work on the assignment/lesson taught. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers/work. (\*Submit with the completed reflection form at the post-observation conference)

## Performance Standards for Evaluations

**Highly Effective:** Evidence indicates that a teacher performing at this level has a thorough conceptual understanding of, and consistently implements in various situations, each competency within the teaching domain in a highly effective and appropriate manner. This level of performance exceeds district expectations; it is typified by highly accomplished professionals who operate at a qualitatively higher level. Such classrooms consist of a community of learners who are highly motivated and actively engaged, assume considerable responsibility for their own learning, and perform at high levels. Teachers performing at this level make a significant contribution to education; they share their expertise with others and are capable of modeling their instruction with a high degree of proficiency.

**(Quality Score = 100 – 91)**

**Effective:** Evidence indicates that a teacher performing at this level has a clear conceptual understanding of, and effectively and consistently implements, in various situations, all or almost all competencies within the teaching domain appropriately and without significant errors. This level of performance fully meets district expectations. Most capable teachers will regard themselves, and will be regarded by others, as performing at the proficient level.

**(Quality Score = 90 – 75)**

**Minimally Effective:** Evidence indicates that a teacher performing at this level has a generally accurate conceptual understanding of most of the competencies within the teaching domain, and implements many elements with some success. While implementation does accomplish the basic purpose, it is not consistently successful or appropriate. This level of performance partially meets district expectations. With additional experience, professional development, and coaching and supervision, teachers performing at a basic level should become proficient implementing the teaching domain within a reasonable time period.

**(Quality Score = 74 – 50)**

**Ineffective:** Evidence indicates that a teacher performing at this level does not yet have a complete conceptual understanding, and may possibly have some major misconceptions, of several competencies within the teaching domain. Implementation does not regularly accomplish the basic educational purpose. This level of performance does not meet district expectations, and will require specific plans and assistance for improved performance within a reasonable time period.

**(Quality Score = 49 – 0)**

**Purpose & Guidelines:**

- To view teaching and learning in action
- To gather evidence-based data from formal observation(s)
- Be as unobtrusive as possible; do not disrupt the learning process
- Observe a complete lesson
- Observe quietly

Teacher \_\_\_\_\_ Classroom # \_\_\_\_\_ Date of Observation \_\_\_\_\_

Class Subject \_\_\_\_\_ Number of Students Present \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_

Please indicate the degree to which you find the following practices evident in the classroom: **Highly Effective, Effective, Minimally Effective, Ineffective**

*Additional comments as needed and a summative domain rating.*

<b>Planning and Preparation (25%)</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
The objective of the lesson is clearly articulated/defined and suitable for diverse students' needs. (5)	5	4	3	0
Teacher is knowledgeable of content, pedagogy (including GLCE, HSCE, or Standards), and instructional materials and resources. (4)	4	3	2	0
Lesson is designed to challenge students to meet high expectations. (4)	4	3	2	0
Teacher is knowledgeable of students' skills, interests, varied approaches to learning, and knowledge. (3)	3	2.5	1.5	0
Teacher selects appropriate instructional goals and objectives. (3)	3	2	1.5	0
Teacher designs coherent units, lessons, and activities. (3)	3	2	1.5	0
District curriculum outcomes are clearly stated and pacing reflects needs of students and district expectations. (3)	3	2	1.5	0
<b>COMMENTS:</b>	<b>25</b>	<b>18.5</b>	<b>13</b>	<b>0</b>
<b>DOMAIN RATING: (25%)</b>	<b>Quality Score: Total Pts/25</b>			

<b>Learning Environment (10%)</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
A culture for learning and expectations for achievement have been established. (3)	3	2	1	0
The classroom provides a safe, orderly, student-friendly, and physically comfortable environment. (2)	3	1.5	0.5	0
Student behavior is monitored and managed effectively; responses to student misbehavior are appropriate. (2)	2	1	0.5	0
Teacher interactions with students are respectful and contribute to student learning. There is a positive learning climate.(2)	2	1.5	1	0
<b>COMMENTS:</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>0</b>
<b>DOMAIN RATING: 10%</b>	<b>Quality Score: Total Pts/10</b>			

(Administrator to complete)

<b>Instruction (30%)</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
Oral and written communication is clear and accurate. (3)	3	2	1.5	0
Teacher's use of high level questioning and discussion techniques is appropriate, builds shared understandings, and encourages authentic participation by all students. (3)	3	2	1.5	0
A variety of developmentally appropriate instructional strategies and methods are used; differentiated instruction is utilized effectively. (3)	3	2.5	1.5	0
Instruction is focused on learning objective. (3)	3	2.5	1.5	0
Teacher models expected behavior and guides student practice. (3)	3	2.5	1.5	0
Students are actively engaged in learning. (3)	3	2.5	1.5	0
Instructional time in the classroom is maximized. (3)	3	2.5	1.5	0
Corrective feedback is used while monitoring student progress and time on task. (3)	3	2.5	1.5	0
Teacher makes the lesson relevant and encourages students to make connections to other subjects and to the world beyond the classroom. (3)	3	2	1	0
Instruction procedure includes connecting to prior learning, closure/summary of lesson, evaluating student learning, and extension activity/assignment. (3)	3	2	1	0
<b>COMMENTS:</b>	<b>30</b>	<b>23.5</b>	<b>14</b>	<b>0</b>
<b>DOMAIN RATING: 30%                      Quality Score: Total Pts/30</b>				

<b>Student Assessment (25%)</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
Teacher evaluates objectively according to district criteria. (4)	4	3	2.5	0
Teacher uses a variety of evaluative techniques. (3)	3	2.5	2	0
Teacher uses formative and summative assessment data to guide instruction and determine student's progress. (4)	4	3.5	3	0
Teacher communicates learning results to internal stakeholders in a meaningful and timely manner. (3)	3	2	1.5	0
Students have an opportunity to demonstrate their learning and monitor/evaluate their progress. (4)	4	3.5	3	0
Assessments are aligned with learning goals / content of instruction. (4)	4	3.5	3	0
Teacher reflects thoughtfully on his/her instructional practice (reflective practitioner). (3)	3	2	1	0
<b>COMMENTS:</b>	<b>25</b>	<b>20</b>	<b>16</b>	<b>0</b>
<b>DOMAIN RATING: 25%                      Quality Score: Total Pts/25</b>				

(Administrator to complete)

<b>Professional Responsibilities (10%)</b>	<b>H</b>	<b>E</b>	<b>M</b>	<b>I</b>
Teacher communicates frequently with families of students and makes an effort to engage them in the instructional program. (1.5)	<b>1.5</b>	<b>1.0</b>	<b>0.5</b>	<b>0</b>
Teacher's interactions with stakeholders are respectful, professional and consistent with school and district guidelines. (1.5)	<b>1.5</b>	<b>1.0</b>	<b>0.5</b>	<b>0</b>
Information about the instructional program, district/school initiatives, and student work is communicated or posted. (1.0)	<b>1.0</b>	<b>0.75</b>	<b>0.5</b>	<b>0</b>
Teacher's system for maintaining records adheres to district expectations and accurately documents student performance and progress. (1.0)	<b>1.0</b>	<b>0.75</b>	<b>0.5</b>	<b>0</b>
Teacher participates in school/district projects or events and maintains positive relationships with stakeholders. (1.5)	<b>1.5</b>	<b>1.0</b>	<b>0.5</b>	<b>0</b>
Teacher engages in continuous professional development and growth. (1.5)	<b>1.5</b>	<b>1.0</b>	<b>0.5</b>	<b>0</b>
Teacher has regular and consistent attendance. With no more than the following days missed (1.0) H = 0 – 3 E = 4 – 9 M = 10 – 17 I = 18+	<b>1.0</b>	<b>0.75</b>	<b>0.5</b>	<b>0</b>
Teacher has no discipline issues. (1.0) H = 0 E = 1 M = 2 I = 3+	<b>1.0</b>	<b>0.75</b>	<b>0.5</b>	<b>0</b>
<b>COMMENTS:</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>
<b>DOMAIN RATING: 10%</b> <b>Quality Score: Total Pts/10</b>				

<u><b>Year</b></u>	<u><b>Domain 1</b></u>	<u><b>Domain 2</b></u>	<u><b>Domain 3</b></u>	<u><b>Domain 4</b></u>	<u><b>Domain 5</b></u>
2016-2017	25%	10%	30%	25%	10%

\*Current year

### **QUALITY SCORES**

<u><b>Rating</b></u>	<u><b>Score</b></u>
Highly Effective	100-91
Effective	90-75
Minimally Effective	74-50
Ineffective	49-0

Name of Observer: \_\_\_\_\_ School: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_ Position: \_\_\_\_\_

☐ Pre-Observation Conference Form

☐ Post-Observation Conference Form

Date of Observation: \_\_\_\_\_

**(Administrator to complete)**

<b>Southfield Public Schools</b>	<b>Formal Evaluation</b>	<b>Confidential</b>
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Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Current Teaching Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

**Classification:** ☐ Tenure ☐ Probationary

Please indicate the performance standard of each domain based on the evidence and evaluation and evaluation instruments used this school year: **Highly Effective**, **Effective**, **Minimally Effective**, **Ineffective**; provide additional comments as needed and a summative appraisal rating.

DOMAIN	DOMAIN RATING
<b>Planning and Preparation (25%)</b>	Comments:
<b>Learning Environment (10%)</b>	Comments:
<b>Instruction (30%)</b>	Comments:
<b>Student Assessment (25%)</b>	Comments:
<b>Professional Responsibilities (10%)</b>	Comments:
Is the teacher punctual for class, meetings, and school events?  <input type="checkbox"/> Consistently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	Does the teacher's overall attendance record give any cause for concern? <input type="checkbox"/> Yes <input type="checkbox"/> No  If the answer is YES, please explain:
Does the teacher provide district/school documents when requested (i.e. syllabus, lesson plans, attendance reports, progress reports, goals, etc.)?  <input type="checkbox"/> Consistently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	Does the teacher participate actively in professional development activities to enhance content knowledge and pedagogical skills to contribute to the profession?  <input type="checkbox"/> Consistently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
<b>Summative Appraisal Rating:</b>	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective
Recommended Status for Next School Year:	<input type="checkbox"/> Second Year Probation <input type="checkbox"/> Third Year Probation <input type="checkbox"/> Fourth Year Probation <input type="checkbox"/> Fifth Year Probation <input type="checkbox"/> Tenure <input type="checkbox"/> IDP / Intensive Assistance & Enhancement Needed <input type="checkbox"/> Not Recommended for Continued Employment
Recommended Teaching Assignment for Next Year:	

I understand that if I disagree with the statements in this evaluation, I may submit my own statement within five days after receiving this report.

Signed: _____	Date: _____
Teacher	
Signed: _____	Date: _____
Assistant Principal/Department Supervisor	
Signed: _____	Date: _____
Principal	

# Supplemental Resource(s)

## Guide for Teacher Final Appraisal Rubric

**Description:** A rubric to help evaluate one's teaching skills; guide to assist administrators with providing content to include on the final appraisal summary section.

Elements/Competencies	Highly Effective (100-91)	Effective (90-75)	Minimally Effective (74-50)	Ineffective (49-0)
Knowledge of Content	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher makes content errors or does not correct content errors students make.
Knowledge of Age Group	Teacher displays thorough knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays minimal knowledge of developmental characteristics of age group.
Clarity of Goals	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.
Balance of Goals	Goals reflect an opportunity for student initiative in establishing important learning.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect only one type of learning and one discipline or strand.
Resources for Teaching	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.	Teacher is fully aware of all resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is unaware of resources available through the school or district.
Resources for Students	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	Teacher displays limited awareness of resources available through the school or district.	Teacher is unaware of resources available to assist students who need them.
Learning Activities	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional growth.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional growth.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.



## Guide for Teacher Final Appraisal Rubric

**Description:** A rubric to help evaluate one's teaching skills; guide to assist administrators with providing content to include on the final appraisal summary section.

Elements/Competencies	Highly Effective (100-91)	Effective (90-75)	Minimally Effective (74-50)	Ineffective (49-0)
Materials & Resources	All materials and resources support the instructional goals, and engage all students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	Materials and resources do not support the instructional goals or engage students in meaningful learning.
Instructional Groups	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups where appropriate.	Instructional groups are varied, as appropriate to the different instructional goals	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups do not support the instructional goals and offer no variety.
Lesson and Unit Structure	The lesson's or unit's structure is clear and allows for different strategies according to student needs. Time allocations are appropriate.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
Criteria and Standards	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students comprehend the criteria and standards.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards have been developed, but they either are not clear or have not been clearly communicated to students.	Proposed approach contains no clear criteria or standards.
Assessment Matches Goals	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	Some of the instructional goals are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional goals.
Assessment Used for Planning	Students are aware of how they are meeting the established standards and participate in a plan for continued success.	Teacher uses assessment results to plan for individuals and groups of students.	Teacher uses assessment results to plan for the class as a whole.	The assessment results affect planning for these students only minimally.