

**Observation #2 (Walkthrough/ Formative) for  
Sherae Cannon**

**Evaluator:** LISA GUGINO

**Employee ID:**  
**Facility Name:**

**Modified Date:** 03/23/2017

Planning	Rating	Specific Comments
<p>1. Professional Knowledge - <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p> <p>2. Instructional Planning - <i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	<p>Level IV</p> <p>Level III</p>	<p>You demonstrate the ability to link present content with past and future learning experiences and real world experiences. You also demonstrate accurate, deep, and current knowledge of subject matter. You use pedagogical skills relevant to the math you are teaching and best practices based on current research. You are always happy to help others with the ST math program.</p> <p>You plan instruction effectively for content mastery, pacing, and transitions. You develop appropriate course, unit and daily plans, and is able to adapt plans when needed.</p>
Instructional Delivery	Rating	Specific Comments
<p>3. Instructional Strategies - <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning &amp; to facilitate the students' acquisition of key knowledge &amp; skills.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p> <p>4. Differentiated Instruction - <i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	<p>Level III</p> <p>Level III</p>	<p>Your students were engaged in their learning. You used a kahoot on combining integers that was effective. You gave students short assignments on combining integers. This kept them engaged and gave them a thorough practice session. Both you and your co-teacher were circulating to the groups of students and were checking their work. Students with incorrect answers were able to see their errors and correct them.</p> <p>Your lesson plans provide remediation, enrichment, and acceleration to further student understanding of material.</p>
Assessment of and for Learning	Rating	Specific Comments
<p>5. Assessment Strategies - <i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p> <p>6. Assessment Uses - <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students &amp; parents.</i></p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p>	<p>Level III</p> <p>Level III</p>	<p>You align student assessment with the established curriculum. You use formal and informal assessments for diagnostic, formative, and summative purposes. You also collaborate with others to develop common assessments, when appropriate.</p> <p>You use diagnostic assessment data to develop learning for students, to differentiate instruction, and to document learning. You also use assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.</p>
Learning Environment	Rating	Specific Comments

7. Positive Learning Environment - *The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

8. Academically Challenging Environment - *The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

Level III Your classroom environment is wonderful. You and your co-teacher model caring, fairness, respect, and enthusiasm for learning. Your students know that you are there for them, You have created a warm, attractive, inviting, and supportive classroom environment.

Level III You maximize instructional time. You encourages productivity by providing students with appropriately challenging and relevant material and assignments. You provides academic rigor, encourage critical and creative thinking.

Professionalism and Communication	Rating	Specific Comments
-----------------------------------	--------	-------------------

9. Professionalism - *The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

10. Communication - *The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

Level IV You demonstrate flexibility in adapting to school change and you engage in ongoing professional growth activities. You also serve as a teacher leader for ST math.

Level III You listen and respond with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues). You collaborate and networks with colleagues and community to reach educational decisions that enhance and promote student learning.