

**Observation #1 (Walkthrough/ Formative) for
Sherae Cannon**

Evaluator: LISA GUGINO

Employee ID:

Modified Date: 11/07/2016

Facility Name:

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>Sample Performance Indicators <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>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p>	<p>Level III</p> <p>Level III</p>	<p>You meet your students at their level and push them with rigorous work. You display an understanding of the intellectual, social, emotional, and physical development of the age group. You also demonstrate ability to link present content with past and future learning experiences.</p> <p>You analyze student learning data to inform planning. You develop plans that are clear, logical and sequential. Also, you plan for instruction to meet the needs of all students.</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 & to facilitate the students' acquisition of key knowledge & skills.</i></p> <p>Sample Performance Indicators <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>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p>	<p>Level III</p> <p>Level III</p>	<p>Students were engaged in active learning that kept their interest. You reinforced learning goals consistently throughout the lesson as they were working on division skills. You communicated and checked for understanding throughout the lesson. You used a variety of research-based strategies and resources. As student moved from station to station, students had a different division using a different strategy.</p> <p>You differentiated the instructional content, process, product, and learning environment to meet individual developmental needs. Students were grouped and given different work based on their needs. You use diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</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>Sample Performance Indicators <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 & parents.</i></p> <p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p>	<p>Level III</p> <p>Level III</p>	<p>You use grading practices that report final mastery in relationship to content goals and objectives. You also collaborate with others to develop common assessments, when appropriate.</p> <p>You use diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. You systematically analyze and use data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.</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 You promote a climate of trust and teamwork within the classroom. Your students know that you care for them and want you to succeed. You listen and pay attention to students' needs and responses, and you have created a warm and inviting classroom environment.

Level III You maximize instructional time. You provide transitions that minimize loss of instructional time. Student did a great job of moving from one station to the next. You also communicate high, but reasonable, expectations for student learning.

Professionalism and Communication	Rating	Specific Comments
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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 maintain professional demeanor and behavior. You evaluate and identify areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. Your work with ST Math has been wonderful for your students. You are knowable with the program and are moving students to higher levels of understanding.

Level III You adhere to school and district policies regarding communication of student information. You engage in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner. You also listen and respond with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).