

# Level II Classroom Observation Form

Created By: Liz Marrufo, Designed By: Arsenio Romero

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Focus Area: \_\_\_\_\_ Date of Observation: \_\_\_\_\_ Time: \_\_\_\_\_

	<u>Assessment Criteria</u>			<u>Evidence</u>
<p><b>Strand A-Instruction (1,2,5)</b></p> <ul style="list-style-type: none"> <li>• <b>Competency 1:</b> The teacher accurately demonstrates knowledge of the content area and approved curriculum.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher expands on the state standards and the approved curriculum to make them relevant for students.</li> <li>2. The teacher consistently communicates content knowledge, learning goals, directions, and procedures accurately and includes details. The teacher knows to clarify if students are confused. Vocabulary and written language is clear and at an appropriate level.</li> <li>3. The teacher displays solid content knowledge and makes connections to other disciplines. The teacher's representations of content are appropriate and provide links to students' knowledge and experience.</li> </ol>	S	U	
<ul style="list-style-type: none"> <li>• <b>Competency 2:</b> The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher uses instructional groupings productively, and groupings are fully appropriate to the goals of a lesson. Students demonstrate an understanding of their roles in the group.</li> <li>2. The teacher's selects strategies that are suitable to students and instructional goals.</li> <li>3. Relevant and suitable resources are consistently and effectively implemented in supporting student learning of instructional goals.</li> <li>4. The teacher generally provides opportunities for students to apply, practice, and demonstrate knowledge in the learning styles and modalities that best suit them.</li> <li>5. The teacher designs and implements necessary modifications and adaptations in instruction and curriculum. The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students. Students with special needs have access to the general education curriculum in the least restrictive environment.</li> </ol>	S	U	
<ul style="list-style-type: none"> <li>• <b>Competency 5:</b> The teacher effectively utilizes student assessment techniques and procedures.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment and instruction are aligned and based on content standards. The teacher uses multiple ways for students to exhibit knowledge and skills. The teacher encourages students to use assessments to improve their knowledge and skills.</li> <li>2. The teacher uses information gained from assessment to adjust daily lesson plans, activities, and instruction. The teacher uses assessment to gauge a lesson's effectiveness and the extent to which students achieve instructional goals.</li> <li>3. The teacher's system for documenting information on student attendance, assignments, assessment, and behavior is understood by students and is fully effective.</li> <li>4. The teacher communicates with parent/caregivers and students about students' progress on a regular, timely, and consistent basis. The teacher responds appropriately to concerns about progress.</li> </ol>	S	U	
<p><b>Strand B-Student Learning(3,4,6,7)</b></p> <ul style="list-style-type: none"> <li>• <b>Competency 3:</b> The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher explains and demonstrates relevance of topics and communicates the importance of instructional intent, directions, or plan.</li> <li>2. The teacher expects and explains a high standard for successful achievement.</li> <li>3. The teacher uses a variety of approaches, including peer and student assessment, to ensure clarity about his/her actions, directions, and explanations to further students understanding and learning.</li> <li>4. The teacher requests comments from and communicates regularly with students about their progress.</li> </ol>	S	U	
<ul style="list-style-type: none"> <li>• <b>Competency 4:</b> The teacher comprehends the principals of student growth, and learning, and applies them appropriately.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher's questioning skills and discussion techniques are predominantly based on multiple levels of thinking. The teacher asks questions that are intended to expand students' understanding of the concepts. The teacher frequently provides opportunities for students to analyze and synthesize information.</li> <li>2. The teacher adapts strategies and selects particular materials/resources to meet the needs of individual students.</li> </ol>	S	U	
<ul style="list-style-type: none"> <li>• <b>Competency 6:</b> The teacher manages the educational setting in a manner that promotes positive behavior and safe and healthy environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher identifies, explains, and models constructive behavior patterns. The teacher establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community. The teacher monitors student behaviors and redirects with replacement behaviors. The teacher consistently enforces expectation and responds to disruptive behavior.</li> <li>2. The teacher establishes routines and procedures so that little instructional tome is lost. Transitions occur smoothly, and momentum is maintained during transitions, distractions, and interruptions.</li> <li>3. The teacher consistently prepares and arranges materials in advance for easy student and teacher accessibility. There is minimal loss of instructional time.</li> <li>4. The teacher consistently provides a safe classroom environment. The teacher attends to the health and well-being of students.</li> </ol>	S	U	
<ul style="list-style-type: none"> <li>• <b>Competency 7:</b> The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher acknowledges and validates the ideas, learning needs, interest, and feelings of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher respects difference students backgrounds, experiences, learning abilities, languages and cultures and considers these factors when planning and implementing lessons.</li> <li>2. The teacher communicates clearly and consistently with students about their achievement outcomes and progress. The teacher individualizes instruction and assessment based on students achievement outcomes.</li> <li>3. The teacher challenges students with high expectations. At the same time, the teacher understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs. The teacher provides students with the support they need to achieve at high levels.</li> <li>4. The teacher designs opportunities for each student to succeed based on individual learning needs. The teacher reflects upon and adjusts instruction to differences in students; knowledge, abilities, experiences, and cultural heritage and traditions.</li> <li>5. The teacher designs specific activities that require active student involvement and creativity. Students participate actively in the learning process.</li> <li>6. The teacher communicates clear and consistent expectations for students' behavior. Students contribute to the learning process and help establish a positive classroom climate. Students primarily monitor their own behavior, although the teacher may need to remind students about their behavior depending on the activity.</li> <li>7. The teacher creates an inclusive and caring environment in which each individual is respected and valued. The teacher works to help develop students' self-esteem, motivation, character, and sense of responsibility.</li> </ol>	S	U	

<b>Strand C-Professional Learning (8, 9)</b> <ul style="list-style-type: none"> <li><b>Competency 8:</b> The teacher demonstrates a willingness to examine and implement change, as appropriate</li> </ul>	<ol style="list-style-type: none"> <li>The teacher consistently seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. The teacher bases his/her professional development plan on the information.</li> <li>The teacher consistently demonstrates and implements a variety of strategies and best practices to motivate and/or engage students in learning.</li> <li>The teacher consistently takes risks to promote instructional improvement by supporting and incorporating change initiatives.</li> </ol>	S	U	<b>Evidence</b>
	<ul style="list-style-type: none"> <li><b>Competency 9:</b> The teacher works productively with colleagues, parents, and community members.</li> </ul> <ol style="list-style-type: none"> <li>The teacher is cooperative with colleagues in developing and implementing decisions made at the team or school level.</li> <li>The teacher systematically communicates with parents/ caregivers about the instructional program.</li> <li>When conflicts arise, the teacher uses conflict resolution strategies.</li> <li>The teacher uses community and parent resources in the development of the instructional program.</li> </ol>	S	U	

**Commendable:**

- 1)
- 2)
- 3)

**Next Steps:**

- 1)
- 2)
- 3)

**Comments:**

**Check List:**

**Grade Book:** \_\_\_\_\_

**Classroom Management:** \_\_\_\_\_

**Word Wall:** \_\_\_\_\_

**Rules Posted:** \_\_\_\_\_

**Daily Schedule:** \_\_\_\_\_

**Procedures Evident:** \_\_\_\_\_

**Good Time Management:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Student Work Displayed:** \_\_\_\_\_

**Active Learning:** \_\_\_\_\_

**Students on Task:** \_\_\_\_\_

**Technology:** \_\_\_\_\_

\_\_\_\_\_  
Evaluators Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date