

# Level III Classroom Observation Form

Created By: Liz Marrufo, Designed By: Arsenio Romero

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Focus Area: \_\_\_\_\_

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

Time: \_\_\_\_\_

<p><b>Strand A-Instruction (1,2,5)</b></p> <p>● <b>Competency 1:</b> The teacher accurately demonstrates knowledge of the content area and approved curriculum.</p>	<p><b>Assessment Criteria</b></p> <ol style="list-style-type: none"> <li>The teacher actively builds on the state standards and the approved curriculum by providing instruction based on student's knowledge and by anticipating possible student misunderstanding.</li> <li>The teacher's content knowledge is accurate, directions and procedures are clear, and learning goals are explicit. The teacher conveys explicit connections to other lessons and/or subjects. Written and spoken vocabulary enriches the lesson.</li> <li>The teacher displays extensive content knowledge and makes connections to other disciplines. Students create their own representations of content and extend their learning.</li> </ol>	S	U	<b>Evidence</b>
<p>● <b>Competency 2:</b> The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</p>	<ol style="list-style-type: none"> <li>The teacher appropriately constructs grouping in relations to instructional expectations. Students demonstrate understanding of groups dynamics (e.g., students on task, high level of participation, equal work distribution). Students collaboration leads to an exchange of ideas that achieve learning goals.</li> <li>The teacher demonstrates effective selection and uses a variety of methods that are relevant to students and instructional goals.</li> <li>Resources are consistently suitable and relevant for student learning of instructional goals. Students are given opportunities to choose, adapt, or create resources to enhance their learning.</li> <li>The teacher consistently provides opportunities for students to apply, practice, and demonstrate knowledge in the varied learning styles and modalities that best suit them.</li> <li>The teacher participates and collaborates with colleagues and parents to design and implement necessary modifications and adaptations in instruction and curriculum. The teacher seamlessly integrates strategies and materials/resources to accommodate diverse students needs. Students with special needs have access to the general education curriculum.</li> </ol>	S	U	
<p>● <b>Competency 5:</b> The teacher effectively utilizes student assessment techniques and procedures.</p>	<ol style="list-style-type: none"> <li>Assessment and instruction are seamless. The teacher continually assesses student learning formally and informally and uses outcomes of assessment as the basis for future instructional planning. Students are aware of how they are meeting standards and instructional goals.</li> <li>The teacher consistently uses information gained from formal and informal assessments to gauge a lesson's effectiveness and the extent to which students achieve instructional goals. The teacher uses assessment results to adjust daily activities and instruction to meet the needs of students.</li> <li>The teacher's system for documenting information on students learning includes state standards achievement; documentation is up-to-date and easily understood by students, parents/caregivers, administrators, and other school personnel. Students maintain and track their individual progress.</li> <li>The teacher initiates communication on a frequent basis on both positive and negative aspects of students' progress.</li> </ol>	S	U	
<p><b>Strand B-Student Learning(3,4,6,7)</b></p> <p>● <b>Competency 3:</b> The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</p>	<ol style="list-style-type: none"> <li>The teacher engages students in explanation and/or demonstration of the relevance to topics and activities and involves them in establishing instructional direction and plan.</li> <li>Students understand and can articulate the standard for successful achievement.</li> <li>The teacher uses a variety of approaches, including peer and students assessment, to ensure clarity about his/her actions, directions, and explanations. Students offer further examples to enhance understanding and learning.</li> <li>The teacher consistently engages students in the analysis and evaluation of their learning. The teacher has a system to communicate with students on their progress and actively works with them to enhance learning beyond the classroom.</li> </ol>	S	U	
<p>● <b>Competency 4:</b> The teacher comprehends the principals of student growth, and learning, and applies them appropriately.</p>	<ol style="list-style-type: none"> <li>The teacher 's questioning skills and discussion techniques are predominantly intended to expand students' understanding of the concepts. The teacher provides many opportunities for students to analyze, synthesize, and evaluate information. The teacher encourages students to formulate questions and initiate discussion.</li> <li>The teacher seamlessly integrates strategies, materials, and resources to accommodate diverse student needs. Students are given opportunities to choose, adapt, or create resources to enhance their learning.</li> </ol>	S	U	
<p>● <b>Competency 6:</b> The teacher manages the educational setting in a manner that promotes positive behavior and safe and healthy environment.</p>	<ol style="list-style-type: none"> <li>The teacher engages students in establishing expectations for creating a learning environment. The teacher encourages them to develop a classroom management system that teaches each student accountability for self and others and acceptable, appropriate behaviors. The teacher integrates the teaching of constructive, pro-social behaviors into regular instruction. Students demonstrate active and appropriate participate.</li> <li>The teacher establishes a system in which students assume some responsibility for routine tasks. Transitions are seamless, and distractions and interruptions do not interfere with learning.</li> <li>The teacher systematically prepares and arranges materials in advance for easy student and teacher accessibility. There is seamless use of materials and time.</li> <li>The teacher consistently monitors the classroom to ensure a safe, productive environment. The teacher also provides multiple opportunities to address the health and well-being of students.</li> </ol>	S	U	
<p>● <b>Competency 7:</b> The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.</p>	<ol style="list-style-type: none"> <li>The teacher adjusts practices based on observation and knowledge of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse groups. The teacher treats all students equitably, recognizing and planning for individual difference in cultures, languages, learning abilities, backgrounds, and experiences. Students recognize their own backgrounds and abilities and similarities they have with their teacher and classmates.</li> <li>The teacher communicates, in various modes, with students about their achievement outcomes and progress. The teacher individualizes instruction and assessment based on student's strengths and needs. The teacher regularly challenges students to strive for the next level of achievement in a given area.</li> <li>The teacher demonstrates an awareness of the influence of context, disability, language, culture, and socio-economic status on student learning. The teacher challenges students to achieve at high levels. The teacher, other students, and other appropriate resources support students in the learning process.</li> <li>The teacher uses varied types of instruction and assessment that meet individual students' areas of strengths and needs in themselves, and they work to augment both areas. Students feel successful on a regular basis.</li> <li>The teacher provides an environment in which students are encouraged to learn independently and together and are challenged to achieve more. Students work with the teacher, other students, and other resources to develop interesting and creative work products.</li> <li>The teacher motivates students to be responsible for their own learning. Students take initiative to enhance the learning environment and classroom climate. Students behavior is consistent in individual, small group, and large group activities. Students constructively monitor the behavior and learning of their peers.</li> <li>The teacher fosters respect for individual, cultural, linguistic, disability, and religious differences. The teacher and students take differences and similarities into consideration throughout the learning process.</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 demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching. The teacher shares information with colleagues. The teacher builds his/her professional development plan from an analyses of his/her growth areas.</li> <li>The teacher implements and initiates a variety of strategies and best practices to engage students consistently and fully while leading them to choose, adapt, and create strategies best suited to their learning styles.</li> <li>The teacher assumes a leadership role in discourse about change, taking implementation risks and serving as a model for such change.</li> </ol>	S	U	<u>Evidence</u>
	<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 collaborative with colleagues in developing and implementing decisions made at the team or school level. The teacher initiates and leads other teachers in discourse about professional issues and may assume a leadership role at the team, school, or district level.</li> <li>The teacher actively works to engage parents in students' learning and in the instructional program.</li> <li>When conflict arises, the teacher uses conflict resolution strategies and may assist others in the use of the strategies.</li> <li>The teacher actively works to engage parents and the community in the instructional program. Students work on projects or events that are enhanced by parents/or community participation.</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:** \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date