

STEP 2 – Formal Observation Form (PDF Version)

COVER SHEET

Purpose: This three-part form is to be used by teachers and principals/evaluators as a tool for conducting formal classroom observations in line with the Danielson Framework for Teaching (FFT).

Evaluators: Please refer to *The Framework for Teaching: A Guide for Reflection, Observation, and Conversation* on the Principal Portal for descriptions of components and ratings for each observation rubric.

Formal Observation Steps: This form is comprised of three parts for each step of the formal evaluation.

- Pre-observation (Completed by teacher and evaluator)
- Formal Observation (Completed by evaluator)
- Post-observation (Completed by teacher and evaluator)

Please indicate your professional development stage:

Professional Development Stage	Description
<input type="checkbox"/> Stage 1 <i>First year employed at school</i>	Teachers are in <i>Stage 1</i> if it is their first year employed at the school , regardless of their number of years of overall teaching experience.
<input type="checkbox"/> Stage 2 <i>1-3 years employed at school</i>	Teachers are in <i>Stage 2</i> if they have been employed one to three years at the school .
<input type="checkbox"/> Stage 3 <i>4+ years employed at school</i>	Teachers are in <i>Stage 3</i> if they have been employed four or more years at the school .

To be completed by the teacher:

TEACHER NAME

POSITION/TITLE

DATE OF LAST DOCUMENTED FORMAL OBSERVATION AT CURRENT SCHOOL

DATE OF LAST DOCUMENTED FORMAL OBSERVATION IN CURRENT ROLE/POSITION

ANNUAL GOAL STATEMENT (COMPONENT 4E)

Include your annual professional growth goal statement. *Note: Refer to Annual Goals Form.*

PART I: PRE-OBSERVATION

Purpose: Part I of this form is used to guide the one-to-one conference between the teacher and evaluator before the formal classroom observation takes place. Teachers should submit this form, along with a formal written lesson plan and any supplementary materials, ahead of the scheduled pre-observation conference and per the evaluator’s expected timeline.

To be completed by the teacher:

DATE OF PRE-OBSERVATION CONFERENCE

GRADE LEVEL AND CURRICULUM AREA TO BE OBSERVED

DATE OF SCHEDULED FORMAL OBSERVATION

STUDENT LEARNING PROFILES, NEEDS, AND PRIOR KNOWLEDGE (COMPONENT 1B)

Briefly describe the learning profiles of students in this class, including those with special needs.

Briefly describe the previous lesson you are building upon. What prior knowledge have students already acquired about this content?

Describe any challenges you anticipate students having about the lesson content. What is your plan for addressing these challenges?

DESIRED RESULTS (COMPONENT 1C)

List the ADW curriculum standards to be addressed in the lesson. Additionally, how will Catholic identity be incorporated?

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List the student objectives (outcomes) for the lesson. What specifically will students be able to do by the end of the lesson and how will they meet these outcomes?

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ASSESSMENT EVIDENCE (COMPONENT 1F)

Describe how students will be assessed for achievement of desired results. What summative and/or formative assessments will be used?

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Describe how your analysis of students' past assessment evidence informed the design of your lesson plan.

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LEARNING PLAN AND STUDENT ENGAGEMENT (COMPONENTS 1A, 1D, & 1E)

Describe your plan for how you will engage students in the lesson content. What instructional materials or other resources will you use to promote student engagement?

OPTIONAL: ADDITIONAL COMMENTS

Include any comments pertaining to the formal observation that you want to call to the attention of the evaluator.

To be completed by evaluator after pre-observation conference:

DOMAIN 1: PLANNING & PREPARATION		
COMPONENT	RATING	NOTES (OPTIONAL)
1A: Applying Knowledge of Content and Pedagogy	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
1B: Knowing & Valuing Students	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
1C: Setting Instructional Outcomes	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
1D: Using Resources Effectively	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
1E: Planning Coherent Instruction	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
1F: Designing & Analyzing Assessments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
PRINCIPAL/EVALUATOR COMMENTS		

TEACHER/STAFF NAME (PRINT OR TYPED)

PRINCIPAL NAME (PRINT OR TYPED)

TEACHER/STAFF SIGNATURE AND DATE

PRINCIPAL SIGNATURE AND DATE

Distribution: One copy to Employee, one copy to Supervisor, and original copy to Employee File.

PART II: FORMAL OBSERVATION

Purpose: Part II of this form is used to guide the evaluator's observation of the teacher's lesson plan instruction, in line with the Danielson Framework for Teaching (FFT).

To be completed by evaluator:

TEACHER NAME, POSITION/TITLE

EVALUATOR NAME, POSITION/TITLE

GRADE LEVEL AND CURRICULUM AREA OBSERVED

DATE OF FORMAL OBSERVATION

DOMAIN 2: LEARNING ENVIRONMENTS		
COMPONENT	RATING	NOTES (OPTIONAL)
2A: Cultivating Respectful and Affirming Environments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
2B: Fostering a Culture for Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
2C: Maintaining Purposeful Environments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
2D: Supporting Positive Student Behavior	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
2E: Organizing Spaces for Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	

DOMAIN 3: LEARNING EXPERIENCES		
COMPONENT	RATING	NOTES (OPTIONAL)
3A: Communicating About Purpose and Content	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
3B: Using Questioning and Discussion Techniques	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
3C: Engaging Students in Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
3D: Using Assessment for Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
3E: Responding Flexibly to Student Needs	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
PRINCIPAL/EVALUATOR COMMENTS		

TEACHER/STAFF NAME (PRINT OR TYPED)

PRINCIPAL NAME (PRINT OR TYPED)

TEACHER/STAFF SIGNATURE AND DATE

PRINCIPAL SIGNATURE AND DATE

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PART III: POST-OBSERVATION

Purpose: Part III of this form is used to guide the one-to-one conference between the teacher and evaluator after the formal classroom observation takes place. Teachers should submit this form to the evaluator ahead of the scheduled post-observation conference, along with samples of student work as evidence of learning as a result of the observed lesson.

To be completed by the teacher:

DATE OF POST-OBSERVATION CONFERENCE

--

GRADE LEVEL AND CURRICULUM AREA OBSERVED

--

DATE OF COMPLETED FORMAL OBSERVATION

--

STUDENT LEARNING PROFILES, NEEDS, AND PRIOR KNOWLEDGE (COMPONENT 4F)

Describe how well students' learning needs were met during the lesson, to include any accommodations or modifications that were made or that need to be considered for future instruction. What changes (if any) would you make to better address students' needs?

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DESIRED RESULTS (COMPONENT 4A)

Describe how well the targeted ADW curriculum standards were addressed. What changes (if any) would you make to better address the standards and incorporate Catholic identity?

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Describe how well students met the intended outcomes of the lesson. What changes (if any) would you make to help students meet the desired results?

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ASSESSMENT EVIDENCE (COMPONENT 4B)

Describe how student progress was documented. How were reliable records of students' progress toward mastery maintained?

Explain how students' assessment evidence collected from the observed lesson will inform future instruction.

LEARNING PLAN AND STUDENT ENGAGEMENT (COMPONENT 4A)

Describe students' engagement during the lesson. What changes (if any) would you make to increase student engagement?

Explain how you might teach the lesson differently with the same group of students. Why?

PRINCIPLED TEACHING (COMPONENTS 4C, 4D, & 4E)

In what ways do you plan to continue engaging families and community members in your learning environment?

In what ways do you plan to continue contributing to the school community and culture? (e.g., service projects, collaboration, school community-building, etc.).

Describe how you see yourself continuing to grow and develop professionally in support of your annual goal.

OPTIONAL: ADDITIONAL COMMENTS

Include any comments pertaining to your teaching or professional growth that you want to call to the attention of the evaluator.

To be completed by the evaluator:

DOMAIN 4: PRINCIPLED TEACHING		
COMPONENT	RATING	NOTES (OPTIONAL)
4A: Engaging in Reflective Practices	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
4B: Documenting Student Progress	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
4C: Engaging Families and Communities	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
4D: Contributing to School Community and Culture	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
4E: Growing and Developing Professionally	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
4F: Acting in Service of Students	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
PRINCIPAL/EVALUATOR COMMENTS		

TEACHER/STAFF NAME (PRINT OR TYPED)

PRINCIPAL NAME (PRINT OR TYPED)

TEACHER/STAFF SIGNATURE AND DATE

PRINCIPAL SIGNATURE AND DATE

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