

SHORELINE PUBLIC SCHOOLS

Pre-Observation Conference Date: _____
Observation Date: _____
Post-Observation Date: _____
<b>ATTACH COPY OF OBSERVATION NOTES</b>

**PERFORMANCE CYCLE OBSERVATION REPORT-EXPANDED**  
**(Certificated Teachers, Librarians, & Subject-matter Specialists)**

Employee \_\_\_\_\_ School \_\_\_\_\_

Grade Level/Subject Area(s) Observed \_\_\_\_\_ Evaluator \_\_\_\_\_

**NOTES:**

The items circled below are those items observed and referred to in the Summary Statement  
The items checked (✓) are areas of concern with respect to this specific observation/date/information.

**CRITERION 1: INSTRUCTIONAL SKILL**

**1A. Lesson Planning and Design**

The competent educator demonstrates instructional skills by:

- \_\_\_ 1. Designing lessons with clear objectives, focusing on concepts, skills, and strategies using state and district standards.
- \_\_\_ 2. Designing lessons that are consistent with district curricula, school improvement plans/building goals, and department agreements.
- \_\_\_ 3. Designing lessons that incorporate current research and practices including:
  - a. differentiated instruction;
  - b. integration of appropriate technology;
  - c. integration of diverse cultural resources.
- \_\_\_ 4. Incorporating reflection and assessment results in order to improve and inform instruction.

**1B. Instructional Practices and Strategies**

The competent educator demonstrates instructional skills by:

- \_\_\_ 1. Stating learning objectives and giving clearly understood directions
- \_\_\_ 2. Using instructional strategies that meet objectives.
- \_\_\_ 3. Meeting individual students' needs and learning styles using a wide variety of instructional practices and resources, including:
  - a. flexible grouping;
  - b. differentiation of instruction;
  - c. modifications and accommodations;
  - d. print, non-print, and electronic resources.
- \_\_\_ 4. Using a wide variety of strategies to engage students in learning, including:
  - a. linking previous knowledge and experience
  - b. wait time
  - c. appropriate pacing
  - d. questioning strategies;
  - e. encouraging higher level thinking skills
- \_\_\_ 5. Using available technology to enhance and improve instruction.
- \_\_\_ 6. Regularly using a variety of assessment tools to monitor and adjust student learning during instruction.
- \_\_\_ 7. Providing feedback as students progress toward goals and encouraging students to reflect on their own progress.
- \_\_\_ 8. Making full use of instructional time.

**1C. Assessment**

The competent educator demonstrates instructional skills by:

- 1. Creating and utilizing multiple and appropriate assessment tools such as:
  - a. rubrics;
  - b. checklists;
  - c. performance assessments;
  - d. objective tests;
  - e. portfolios;
  - f. student self-reflections and critiques.
- 2. Aligning assessments with lesson objectives and state and district standards.
- 3. Communicating clear assessment criteria and standards to students and parents/guardians.

**1D. Student Learning Opportunities**

The competent educator provides the student with developmentally appropriate opportunities to demonstrate learning by:

- 1. Articulating required learning targets.
- 2. Understanding the importance of their learning and why it is useful to them.
- 3. Listening to all group members, learning to respect and value divergent ideas, and resolving differences through respectful means.
- 4. Engaging in higher-level thinking skills and using a variety of strategies to analyze information and solve problems.
- 5. Reflecting on their thinking/learning strategies and communicating what strategies worked well and what strategies did not.
- 6. Explaining and applying relevant assessment criteria.

**CRITERION 2: CLASSROOM MANAGEMENT**

The competent educator demonstrates effective classroom management skills by:

- 1. Maintaining a record keeping system as required by law and District policy.
- 2. Organizing and arranging the classroom to facilitate learning and minimize student disruption.
- 3. Managing time effectively to maximize instructional time and learning.
- 4. Establishing clear classroom procedures and expectations for students.
- 5. Providing a classroom environment appropriate to different learning styles and abilities.
- 6. Promoting and modeling appropriate interaction with respect to culture, gender, and individual differences.
- 7. Providing smooth and efficient transitions between learning activities and environments.
- 8. Fostering a healthy and safe classroom environment.
- 9. Managing instructional resources supplies and equipment within the context of learning activities.

**CRITERION 3: COMMITMENT TO EDUCATION AS A PROFESSION**

The competent educator demonstrates a commitment to education as a profession by:

- 1. Exhibiting knowledge of the theory, principles, and methods of teaching.
- 2. Actively participating in meetings, committees and/or other activities relevant to the professional assignment.
- 3. Adhering to and enforcing school law, State regulations, board policy, and established administrative procedures.
- 4. Adhering to school-wide agreements and expectations.
- 5. Keeping current with professional practices.
- 6. Sharing knowledge gained from the professional teaching community.
- 7. Working collaboratively with team members.

**CRITERION 4: EFFORT TOWARD IMPROVEMENT**

The competent educator demonstrates effort toward improvement by:

- 1. Engaging in regular self-evaluation of professional performance to identify areas of success and growth.
- 2. Systematically seeking and receiving feedback from a variety of sources.
- 3. Exploring and learning new curriculum and instructional techniques.

**CRITERION 5: THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS**

The competent educator encourages positive student behavior by:

- 1. Supporting school and District discipline policies.
- 2. Clearly defining and publishing classroom behavior expectations to students and parents/guardians.
- 3. Communicating student discipline issues and behaviors needing improvement to students and parents/guardians.
- 4. Showing awareness of student behavior in the classroom; responding to student behavior with feedback that is specific, consistent, respectful, and designed to be effective.
- 5. Utilizing a variety of progressive interventions.
- 6. Consulting and cooperating with parents/guardians, support staff, and administrators to develop and implement remediation plans for student behavior problems.
- 7. Assisting students in developing habits of self-discipline to support learning; expecting students to accept responsibility for their behavior individually and as group members.

**CRITERION 6: INTEREST IN TEACHING STUDENTS**

The competent educator demonstrates interest in teaching students by:

- 1. Providing assistance, encouragement, recognition, and specific feedback that promotes an equitable and inclusive learning environment.
- 2. Consistently using respectful language and behavior to promote a positive, safe, and supportive learning environment.
- 3. Listening to all students, valuing divergent ideas, and settling differences in a mutually respectful manner.
- 4. Using a variety of instructional and management techniques to establish and maintain student motivation and engagement.
- 5. Working to form effective partnerships with parents/guardians to support student learning.

**CRITERION 7: KNOWLEDGE OF SUBJECT MATTER**

The competent educator demonstrates knowledge of subject matter by:

- 1. Presenting accurate information in each content area of the professional assignment
- 2. Incorporating real world applications to make subject matter relevant.
- 3. Keeping current with developments in subject matter assignments.

**CRITERION 8: COMMUNICATION/INTERPERSONAL RELATIONS SKILLS**

The competent educator demonstrates effective communication and interpersonal skills by:

- 1. Interacting professionally and respectfully with colleagues, administrators, and parents/guardians.
- 2. Maintaining confidentiality concerning information about students and their families.
- 3. Communicating with parents/guardians regarding student progress.

**SUMMARY STATEMENT:**

AREA(S) OF FOCUS SELECTED BY TEACHER:  
(optional to record)

\_\_\_\_\_  
Employee Date

\_\_\_\_\_  
Principal/Supervisor Date

NOTE: Both signatures are required. Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation conference. Provide a copy of this report to the employee within ten (10) working days of an observation or a series of observations.

Copies – File, Evaluator, and Employee  
Revised 4/05