

Task: Classroom Teacher Observation**CLASSROOM TEACHER OBSERVATION***DOMAIN 1: Planning and Preparation*

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.

DOMAIN 2: Classroom Environment

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

Students are seated in individual rows focused towards the front of the room and the smart board.

Mr. Schrack (SS) has notes and problem solutions written on the white board.

Domain 3: Instruction

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Mr. Schrack (SS): Alright I want you to practice a couple of these and then we will do an activity. Anyone not here on Friday?

Student raises hand.

SS hands the student a worksheet.

SS: I want you to do 13 - 17 and then we will talk about it on the board.

SS circulates the room and checks in with students as they work through the problems.

SS continues to check in individually with students as they work through the problems. SS has a small group off to the side of the classroom working with the co-teacher.

Student work individually, in pairs, and in small groups on the problem set.

SS erases the front board.

SS opens the Quizizz page on the front board.

SS: Alright Shane is going to do number 1 on the board.

Students begin to put problems on the board.

SS confers with students at the board putting their problems on the board.

SS: So guys get your chromebooks out, I want you to try a couple of these problems

SS puts a quizizz on the board. Students work on the quizizz at their seats.

SS circulates the room as students work on their quizizz and problems at the board.

Domain 4: Professional Responsibilities

Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families’ home language, culture, and values. They assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.

Attached Workflow
Current Status
Submitted Date
Submitted By
Workflow Steps

DR Review + SV Review

Approved

03/25/2024 at 10:17 AM

GARY MCMANUS

1	Reviewed by STEPHEN SCHRACK on 05/18/2024 at 8:27 PM	FULL TIME SUBSTITUTES
2	Reviewed by GARY MCMANUS on 05/20/2024 at 07:16 AM	ADMINISTRATORS