

## Optional Observation Form 1 – By Competency

**Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.**

SCHOOL: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

START TIME: \_\_\_\_\_

END TIME: \_\_\_\_\_

2.1 OBJECTIVE	
<b>Evidence</b>	<b>Indicator</b>

  

2.2 CONTENT	
<b>Evidence</b>	<b>Indicator</b>

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**2.3 ENGAGEMENT**

<b>Evidence</b>	<b>Indicator</b>

**1.4 UNDERSTANDING**

<b>Evidence</b>	<b>Indicator</b>

<b>2.5 MODIFY INSTRUCTION</b>	
<b>Evidence</b>	<b>Indicator</b>
<b>2.6 RIGOR</b>	
<b>Evidence</b>	<b>Indicator</b>

<b>2.7 MAXIMIZE INSTRUCTIONAL TIME</b>	
<b>Evidence</b>	<b>Indicator</b>
<b>2.8 CLASSROOM CULTURE</b>	
<b>Evidence</b>	<b>Indicator</b>

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**2.9 HIGH EXPECTATIONS**

<b>Evidence</b>	<b>Indicator</b>

Overall Strengths:

Overall Areas for Improvement:



## Optional Pre-Observation Form - Teacher

**Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.**

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_

DATE AND PERIOD OF SCHEDULED OBSERVATION: \_\_\_\_\_

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

- 1) What learning objectives or standards will you target during this class?
  
  
  
  
  
  
  
  
  
  
- 2) How will you know if students are mastering/have mastered the objective?
  
  
  
  
  
  
  
  
  
  
- 3) Is there anything you would like me to know about this class in particular?
  
  
  
  
  
  
  
  
  
  
- 4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

## Optional Post-Observation Form - Evaluators

**Instructions:** The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END TIME:  
\_\_\_\_\_

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post conference.

## Optional Post-Observation Form – Teacher

SCHOOL: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

START TIME: \_\_\_\_\_

END TIME:

\_\_\_\_\_

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

- 1) How do you think the lesson went? What went well and what didn't go so well?
  
  
  
  
  
  
  
  
  
  
- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?
  
  
  
  
  
  
  
  
  
  
- 3) If you were to teach this lesson again, what would you do differently?
  
  
  
  
  
  
  
  
  
  
- 4) Did the results of this lesson influence or change your planning for future lessons?

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit [www.riseindiana.org](http://www.riseindiana.org)

## Optional Mid-Year Professional Practice Check-In Form

SCHOOL: \_\_\_\_\_

SUMMATIVE EVALUATOR: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Note: Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.**

Number of Formal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Informal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Domain 1: Planning	Mid-Year Assessment of Domain 1
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<p>1.1 Utilize Assessment Data to Plan</p> <p>1.2 Set Ambitious and Measurable</p> <p>1.3 Achievement Goals</p> <p>1.4 Develop Standards-Based Unit Plans and Assessments</p> <p>1.5 Create Objective-Driven Lesson Plans and Assessments</p> <p>1.6 Track Student Data and Analyze Progress</p>	
<p><b>Mid-Year Rating (Circle One)</b></p>	<p><b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b></p>



Domain 2: Instruction	Mid-Year Assessment of Domain 2
1.1 Develop Student Understanding and Mastery of Lesson Objectives	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
1.1 Demonstrate and Clearly Communicate Content Knowledge to Students	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
1.1 Engage Students in Academic Content	

<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
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1.1 Check for Understanding	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
1.1 Modify Instruction as Needed	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
1.1 Develop Higher Level Understanding Through Rigorous Instruction and Work	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>

1.1 Maximize Instructional Time	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
1.1 Create Classroom Culture of Respect and Collaboration	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
1.1 Set High Expectations for Academic Success	

<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
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<b>Domain 3: Leadership</b>	<b>Mid-Year Assessment of Domain 3</b>
1.1 Contribute to School Culture 1.2 Collaborate with Peers 1.3 Seek Professional Skills and Knowledge 1.4 Advocate for Student Success 1.5 Engage Families in Student Learning	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A</b>
<b>Domain 4: Professionalism</b>	<b>Mid-Year Assessment of Domain 4</b>
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
<b>Mid-Year Rating (Circle One)</b>	<b>Meets Standards                      Does Not Meet Standards</b>