

Teacher Evaluation AND Observation Checklists

Teacher Evaluation Checklist

Establishes On this checklist

- ☐ Feedback journey with the school's evaluation model and standards
- ☐ Review the evaluation timeline and requirements
- ☐ Intro meeting with your evaluator including general topics on observations

Goal Setting

- ☐ Identify areas for professional growth
- ☐ Make your goal for the evaluation cycle or upcoming standards
- ☐ Identify a goal timeline, steps, resources, and the success factors
- ☐ Schedule feedback data for your goal
- ☐ Ponder, ensure goal supports schoolwide initiatives

Instructional Vision or Philosophy

- ☐ Focus on consistency with state standards and procedures
- ☐ Make lesson plans and materials organized and available
- ☐ Support the classroom environment in learning and safety
- ☐ Incorporate data feedback consistently and provide feedback every 4 weeks

Evaluation

- ☐ Make copies of all observations when set
- ☐ Save copies of lesson plans and student work if needed
- ☐ Create goal related data and evidence
- ☐ Document all professional development activities

Formal Classroom Observation

- ☐ If possible, select a lesson plan or target feature
- ☐ Develop a detailed lesson plan that includes rubric and standards
- ☐ Prepare all necessary materials and resources
- ☐ Test technology or multimedia elements
- ☒ See Formal Observation Checklist for more detailed information

Additional Preparations

- ☐ Identify specific feedback you want to request from evaluator
- ☐ Think through your reasoning for instructional decisions
- ☐ Reflect on prior strengths, weaknesses, and questions
- ☐ Outline proposed next steps for growth

Reflection and Growth

- ☐ Review feedback received from your evaluator
- ☐ Document suggested changes and reflections
- ☐ Assess progress toward goal achievement
- ☐ Identify new areas for continued improvement



Formal Classroom Observation Checklist

Before the Lesson

Select a lesson you've taught before within the previous year of the previous observation

The following strategies used in the lesson align with your professional goal

The lesson showcases the strengths of your student(s) as they feature independent work or group work engaged with learning independently

Lesson includes 2 different instructional approaches

Lesson includes formative assessment

It includes student data that is student appropriate

Before the Observation

Review a detailed lesson plan

Include an explanation of where this observation is the target unit

Prepare all necessary materials and resources

Test any technology or multimedia elements

Take lessons, data, and work and understand classroom space

Make an inventory of all materials ready for instruction

Make a plan ready for the evaluator to see

During the Observation

Display all structures, the signals, and today's goal

Begin and end work on task work - use a timer if you're already established that as your regular routine

Create the room whenever students are doing independent or group work

Encourage participation, the standards, setting the standards without your opinion or bias being the standard

Have clear closing or exit ticket

Try to observed teacher with the school

After the Observation

Complete the observation form and provide feedback to the evaluator

Review the observation form and provide feedback to the evaluator

Review the observation form and provide feedback to the evaluator

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For teachers going through the evaluation process

Evaluation Procedures For The Classroom Teacher

David Baud



Evaluation Procedures For The Classroom Teacher:

Evaluation Procedures for the Classroom Teacher Donald H. Bennion, 1973 Handbook on Teacher Evaluation with CD-ROM James Stronge, Pamela Tucker, 2020-10-14 Easy to use authoritative and flexible the tools in this book and CD ROM have been developed over the last 15 years and have been field tested in over 500 schools These tools will empower you to do your evaluations based on current thinking and best practices **Evaluation** Pauline Rea-Dickins, Kevin

Germaine, 1992-07-16 Part of a scheme for teachers who want to deepen their knowledge in order to improve their professional skills whether they are on in service courses or working with colleagues in teacher development groups

Teacher Evaluation Anthony J. Shinkfield, D.L. Stufflebeam, 1995-11-30 Teacher Evaluation Guide to Professional Practice is organized around four dominant interrelated core issues professional standards a guide to applying the Joint Committee s Standards ten alternative models for the evaluation of teacher performance and an analysis of these selected models The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation CREATE The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles facts ideas processes and procedures Finally the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation *Evidence-Based*

Strategies for Effective Classroom Management David M. Hulac, Amy M. Briesch, 2017-08-22 Classroom management is critical to successful teaching but many K 12 teachers struggle with it This indispensable guide distills the best classroom management science into easy to implement strategies teachers can use to promote a productive and safe learning environment Chapters provide evidence based guidelines for implementing classwide prevention strategies token economies group contingencies and self management interventions Procedures for evaluating intervention effectiveness and individualizing interventions are described Reproducible tools include 9 forms and 21 quick reference coach cards that distill the key steps of each strategy The large size format and lay flat binding facilitate photocopying purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman **A Comparison Study of Evaluation Procedures of the Full-time**

Classroom Teacher and Substitute Teacher at the City District Level in the State of Ohio William C. Zwick, 1982

The Marginal Teacher C. Edward Lawrence, 2005-04-13 Updated Edition of Bestseller Simplify complicated teacher dismissals by doing your homework Are you faced with the difficult task of teacher evaluations Does the burden of proof fall to you in cases of teacher dismissals For over a decade principals have turned to The Marginal Teacher as a resource for ensuring instructional competency in their schools This third edition of The Marginal Teacher offers timely solutions for successfully dealing with marginal teachers Lawrence illustrates the proper actions that principals should integrate into the evaluation processes to successfully gather documentation to help improve or terminate an ineffective teacher Complete with

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Ross,1927 **Code of Federal Regulations** ,1995 Special edition of the Federal register containing a codification of document of general applicability and future effect as of Apr 1 with ancillaries Dynamite in the Classroom Sandra Schurr,1989 **"Code of Massachusetts regulations, 1994"** ,1994 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **The Massachusetts register** ,1987-05-29 **"Code of Massachusetts regulations, 1996"** ,1996 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **"Code of Massachusetts regulations, 1995"** ,1995 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

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