

Teacher Leader Observation Form

The Springfield Public School System's Standards of Teacher Leader Performance will be the Massachusetts Department of Education's seven (7) Principles of Effective Teaching, segments of the Principles of Effective Administration and the supporting indicators.

An observer will determine if the standards are met by Teacher and if the indicators do not meet (D), meet (M), or exceed (E) expectations, are not observable (NO), or are not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. A teacher may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a Does Not Meet (D) in a principle must be indicated at the 2nd post observation conference.

The TL shall be provided with a copy of the observation form prior to the pre-observation conference.

Teacher: _____ School: _____ Subject: _____

Level/Grade: _____ Period: _____ Class Size: _____

Teaching Assignment: _____

Type of Classroom: _____ Standard: _____ Sub-standard: _____

School: _____ Academic Year: _____

Date of Observation: _____ Length of Observation: _____

Unusual Conditions: _____

Shaded indicators will be discussed at pre-observation conference. Teacher may be requested to submit evidence for shaded indicators as may be necessary.

Standards of Teacher Performance					
D = Does not meet expectations M = Meets expectations					
E = Exceeds expectations NA = Not applicable to this teacher NO = Not observable during lesson					
	D	M	E	NA	NO
Principle I. Currency In the Curriculum:					
<i>A. The teacher is up to date regarding curriculum content</i>					
1. Demonstrates a working knowledge of the core curriculum of the teachers assignment.					
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis and synthesis when planning units lessons, and assessments.					
3. Keeps current in the field and applies knowledge to the instructional program.					
4. Contributes to the ongoing evaluation of the curriculum.					
Principle II. Effective Planning and Assessment of Curriculum and Instruction					
<i>A. The teacher plans instruction effectively</i>					
5. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.					
6. Sets short-term and yearlong goals for curricular units which derive from unifying themes of fundamental importance to students' present or future lives.					
7. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.					
8. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and to students' needs and learning styles.					
9. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts and vocabulary that are important for students to know in order to be successful at a task					

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10. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.										
11. Plans engaging ways to introduce each unit of study.										
12. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers, and others.										
13. Designs curriculum experiences in which students take increasing responsibility for their own learning.										
14. Integrates the teaching of reading, listening, writing, speaking, viewing and the use of appropriate learning tools (e.g., calculators, computers, etc.) within the discipline.										
B. The teacher plans assessment of student learning effectively.										
15. Determines specific and challenging standards for student learning.										
16. Develops and uses authentic assessment which describes a student's learning process as well as his/her learning achievements.										
17. Incorporates time for individual and interactive reflection including response journals, debriefings and group discussions.										
C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.										
18. Regular uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision-making.										
19. Implements evaluation procedures which appropriately assess the objectives taught.										
20. Communications students progress to parents, students and staff members in a timely fashion using a range of information including portfolios, anecdotal records and other artifacts.										
21. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.										
22. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.										
Principle III. Effective Management of Classroom Environment										
A. The teacher creates an environment that is positive for student learning and involvement										
23. Implements instructional opportunities where students are interacting with ideas, materials, teachers and one another.										
24. Implements curriculum experiences in which students take increasing responsibility for their own learning.										
25. Demonstrates openness to student challenges about information and ideas.										
26. Uses classroom time and classroom space to promote optimal learning.										
27. Understands principles and patterns of child growth and development and uses this knowledge in working with students.										
28. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.										
B. The teacher maintains appropriate standards of behavior, mutual respect and safety.										
29. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.										
30. Manages routines effectively.										
31. Maintains appropriate professional boundaries with students.										
32. Serves as a positive role model for students.										
Principle IV. Effective Instruction										
A. The teacher makes learning goals clear to students.										
33. Makes connections between concepts taught and students' prior knowledge and experiences.										

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B. The teacher uses appropriate instructional techniques.					
C. The teacher uses appropriate questioning techniques.					
Principle V. Promotion of High Standards and Expectations for Student Achievement					
A. The teacher communicates learning goals and high standards and expectations to students.					
B. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.					

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Principle VIII: Effective Instructional Leadership for Teacher Leaders					
The effective teacher leader works with others to create learning environments that address the needs of students.					
<i>A. The Teacher Leader facilitates the development of a shared mission and vision.</i>					
80. Encourages teachers to view authentic learning and authentic assessment as linked.					
<i>B.. The Teacher Leader applies current principles, practices, and research to foster effective teaching.</i>					
81. Demonstrates knowledge of the instructional process and teaching methodologies.					
82. Assists teachers to develop inquiry-based teaching practices.					
83. Assists teachers to make significant changes in practice as changes are dictated in the field.					
<i>C. The Teacher Leader leads the renewal of curriculum and instructional programs.</i>					
84. Encourages and assists staff to be knowledgeable in subject areas and also to identify connections between disciplines.					
85. Assists staff to distinguish between what is central and what is peripheral in the subject area when analyzing, planning, and supervising units, courses, and programs so that instruction time on central concepts, skills, and understanding are protected within their area of licensure.					
<i>D. The Teacher Leader supports ongoing professional development.</i>					
86. Fosters effective professional development based on research and models of desired practice including time for reflection, planning, problem solving and collaboration; repeated practice and feedback; and respect for individual adaptations.					
87. Involves staff in identifying professional development needs.					

D = Does not meet expectations

Must have an accompanying explanation and recommendation for improvement

M = Meets expectations

E = Exceeds expectations

NA = Not applicable to this teacher

NO = Not observable indicates standards that are not observable during observations. Teachers may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference, the NO shall be determined to be a “D”, “M”, or “E”.

Observable and/or measurable data to support any “D” determination for an indicator:

Recommendations for improvement for an indicator – must be observable and/or measurable:

Description of how improvement for an indicator will be measured:

A Professional Improvement Plan is attached to this observation form when a Teacher Leader does not meet one of the Principles of Effective Teaching.

Observer's Signature

Date

Teacher's Signature

Date

The teacher's signature does not necessarily indicate agreement with the contents of the Observation Report. The teacher has the right to make a written statement within 15 school days after the post-observation conference; said statement shall become part of the Final Evaluation Report. The teacher shall be provided with a copy of the observation form at the post observation meeting.