



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Teachers

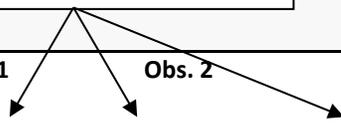
2014-2015

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Educator Name: _____ School Name _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Dimension
	3 — Effective		Obs. 1 Obs. 2 Obs. 3 	
<i>Rubric's description of professional proficiency at a 3-Effective level.</i>				
Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Classroom Management	Dimension: Preparation		
Teacher plans for and executes a lesson relating to short-term and long-term objectives.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long term objectives.				
Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.				
Plans consistently address student diversity and describe how instruction will be differentiated.				
Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).				
Comments:				

2	Domain: Classroom Management	Dimension: Discipline		
Teacher clearly defines and effectively manages expected behavior.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Establishes, communicates, and consistently implements appropriate standards of conduct.				
Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.				
Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional				

activities.

As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.

Comments:

3

Domain: **Classroom Management**

Dimension: **Building-Wide Climate Responsibilities**

Teacher assures a contribution to building-wide positive climate responsibilities.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.

Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.

Comments:

4

Domain: **Classroom Management**

Dimension: **Lesson Plans**

Teacher develops daily lesson plans designed to achieve the identified objectives.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Plans are developed consistently and on time based upon an analysis of data.

Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).

Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

Comments:

5	Domain: Classroom Management	Dimension: Assessment Practices		
Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair and in accordance with district’s grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.</p>				
Comments:				

6	Domain: Classroom Management	Dimension: Student Relations		
Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>				
Comments:				

7	Domain: Instructional Effectiveness	Dimension: Literacy		
Teacher embeds the components of literacy into all instructional content.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>				

Comments:

8	Domain: Instructional Effectiveness	Dimension: Current State Standards		
	Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.				
Comments:				

9	Domain: Instructional Effectiveness	Dimension: Involves All Learners		
	Teacher uses active learning, questioning techniques and/or guided practices to involve all students.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Routinely uses strategies to ensure engagement of all students.				
Engages most students in active learning experiences 80 percent of the class time.				
Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.				
Provides adequate wait time for student response and engagement.				
Engages students by incorporating their general skills and interests into the lesson.				
Comments:				

10	Domain: Instructional Effectiveness	Dimension: Explains Content		
Teacher teaches the objectives through a variety of methods.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>				
Comments:				

11	Domain: Instructional Effectiveness	Dimension: Clear Instruction & Directions		
Teacher provides clear instruction and direction.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students’ ages and interests.</p>				
Comments:				

12	Domain: Instructional Effectiveness	Dimension: Models		
Teacher demonstrates / models the desired skill or process.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.				
Comments:				

13	Domain: Instructional Effectiveness	Dimension: Monitors		
Teacher checks to determine if students are progressing toward stated objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.				
Uses different types of student response techniques, both individual / group.				
Uses student response techniques to check for understanding.				
Uses feedback from students regarding their understanding.				
Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.				
Comments:				

14	Domain: Instructional Effectiveness	Dimension: Adjusts Based Upon Monitoring		
Teacher changes instruction based on the results of monitoring.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>				
Comments:				

15	Domain: Instructional Effectiveness	Dimension: Establishes Closure		
Teacher summarizes and fits into context what has been taught.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>				
Comments:				

16	Domain: Instructional Effectiveness	Dimension: Student Achievement		
	Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>				
Comments:				

17	Domain: Professional Growth and Continuous Improvement	Dimension: Professional Learning		
	Uses Professional Growth as a Continuous Improvement Strategy			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>				
Comments:				

18	Domain: Professional Growth and Continuous Improvement	Dimension: Professional Accountability		
	Exhibits behaviors and efficiencies associated with professionalism.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.</p>				
Comments:				

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19	Domain: Interpersonal Skills	Dimension: Effective Interpersonal Skills		
	Effective Interactions and Collaboration with Stakeholders.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Interacts with families and colleagues in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Comments:				

20	Domain: Leadership	Dimension: Professional Involvement & Leadership		
	Exhibits Positive Leadership through Varied Involvements.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Agrees to participate in school or district events when asked.				
Finds ways to contribute to the profession and follows through.				
Assumes a proactive role in addressing student needs.				
Comments:				