CSSU Teacher Supervision & Evaluation Feedback Form

Teacher:	
School:	
Supervisor:	
Date of Observation:	
Date of Observation Summary	

Enclosed are rubrics derived from Charlotte Danielson's *Frameworks for Teaching* and are used by permission from Charlotte Danielson.
The Supervisor will use this form to provide feedback on an Observation. Teachers/Supervisor will use rubrics related to the teacher's specific goal.

Formal Observation Process

Teacher will complete **Pre-observation Planning Notes** and attend a **Pre-observation Conference** with the administrator prior to each formal observation.

A **Formal Observation** will be scheduled. The administrator will use the rubrics describing the criteria from the *Framework for Teaching/CSSU Teaching Standards* to assess teaching performance during the observation and to guide improvement.

A **Post-observation Conference** will occur after each formal observation to provide feedback to the teacher. Administrator completes a *Formal Observation Summary*.

Signatures

_____   _____
Teacher Signature   Date   Supervisor Signature   Date

Note: The teacher signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement with statements made on this Summary, the teacher may submit a written statement to the evaluator outlining the specific areas of disagreement. This statement will be attached to this Observation Summary. The evaluator will submit one copy of the report to CSSU for inclusion in the teacher's personnel file. (Refer to personnel file cover sheet checklist for a detailed list of items to be included in the personnel file at CSSU.)

Pre-Observation Planning Notes

Teacher Name	
School	
Class to be observed (grade, subject, date)	
Observer	
Date of Pre-Observation Conference:	

PDP Goals

Goal #	Goal Description (Short description/key words)	Domain #
1		
2		
3		

1. What are your student learning goals or objectives for this lesson or activity?

2. Why did you choose these learning goals?

3. Describe your plan for instructional delivery. *Address each of the following and provide a rationale for each area (please attach any planning documents*
➤ Instructional strategies: (Activities, student grouping patterns, time allocations)
➤ Assessment: (How will you know students are learning the goals of the lesson?)
➤ Specific plans to address different learner needs, including behavior, learning styles, and IEP needs:
➤ Materials, resources, technology, including personnel if appropriate (attach copies of materials that students will use during the lesson):
4. Is there anything else you want the observer to know (about the group, the room, the schedule, etc.?)?
5. Any specific focus for the observation to which you would like the observer to pay attention? *(Are there particular Domains or Domain Elements you would like the observer to look for)*

Domain 1: Planning & Preparation				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value, or suitable for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students of individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Evidence/Notes:

Summary:

Suggestions for Future Practice:

Domain 2: The Classroom Environment				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: **Creating an Environment of Respect and Rapport**	Classrooms interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: **Establishing a Culture for Learning**	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture of learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c: **Managing Classroom Procedures**	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d: **Managing Student Behavior**	Student behavior is poor with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2e: **Organizing Physical Space**	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Evidence/Notes:

Summary:

Suggestions for Future Practice:

Domain 3: Instruction				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: **Communicating Clearly and Accurately**	Teacher's oral and written communication contains errors or is unclear or in appropriate to students.	Teacher's oral and written communication contains nor errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b: **Using Questioning and Discussion Techniques**	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: **Engaging Students in Learning**	Students are not at all intellectually engaged in significant learning, as a result of in appropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations, of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3d: **Providing Feedback to Students**	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teacher's to students in uneven, and its timeliness in inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e: **Demonstrating Flexibility and Responsiveness**	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persist in ensuring the success of all students.

Evidence/Notes:

Summary:

Suggestions for Future Practice:

Domain 4: Professional Responsibility				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: **Reflecting on Teaching**	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining Accurate Records**	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: **Communicating with Families**	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d: **Contributing to the School and District**	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4e: **Growing and Developing Professionally**	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4f: **Showing Professionalism**	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditional underserved, are honored in the school.

Evidence/Notes:

Summary:

Suggestions for Future Practice: