

NEWARK PUBLIC SCHOOLS

<p><b><u>FORMATIVE TEACHER OBSERVATION</u></b>    Completed By: _____</p> <p>Teacher Name _____ ID# _____ School / Department _____ Grade _____ Principal _____ Tenured _____ Non-Tenured _____ Subject Area _____ Date _____ Time _____ Announced _____ Unannounced _____</p> <p style="text-align: center;"><b><u>Lesson Summary—Domains 2 and 3 (Domain 1, if applicable)</u></b></p> <p><b><u>Objective:</u></b> _____</p> <p><b><u>Summary:</u></b> _____ _____</p> <p><b><u>Areas of Strength:</u></b> _____ _____</p> <p><b><u>Areas for Improvement and/or Growth:</u></b> _____ _____</p>	<p style="text-align: center;"><b><u>Professional Responsibilities -- Domain 4</u></b></p> <p><b><u>Summary:</u></b> _____ _____</p> <p><b><u>Areas of Strength:</u></b> _____ _____</p> <p><b><u>Areas for Improvement and/or Growth:</u></b> _____ _____</p> <hr/> <p>Post-Observation/Reflection Conference Date: _____</p> <hr/> <p style="text-align: center;"><b><u>Teacher's Comments</u></b></p> <hr/> <p style="text-align: center;"><u>Assessment</u></p> <p><b>UNSATISFACTORY</b> ____    <b>BASIC</b> ____    <b>PROFICIENT</b> ____    <b>DISTINGUISHED</b> ____</p> <hr/> <p><b><u>Signatures:</u></b></p> <table style="width:100%;"><tr><td style="width:33%; border-top: 1px solid black;">_____</td><td style="width:33%; border-top: 1px solid black;">_____</td><td style="width:33%; border-top: 1px solid black;">_____</td></tr><tr><td>Print : OBSERVER / TITLE</td><td>Signature: OBSERVER/TITLE</td><td>DATE</td></tr><tr><td style="border-top: 1px solid black;">_____</td><td style="border-top: 1px solid black;">_____</td><td style="border-top: 1px solid black;">_____</td></tr><tr><td>Print: TEACHER</td><td>Signature: TEACHER</td><td>DATE</td></tr><tr><td style="border-top: 1px solid black;">_____</td><td style="border-top: 1px solid black;">_____</td><td style="border-top: 1px solid black;">_____</td></tr><tr><td>Print: PRINCIPAL / DESIGNEE *</td><td>Signature: PRINCIPAL</td><td>DATE</td></tr><tr><td style="border-top: 1px solid black;">_____</td><td style="border-top: 1px solid black;">_____</td><td style="border-top: 1px solid black;">_____</td></tr><tr><td>Print: WITNESS *</td><td>Signature: WITNESS</td><td>DATE</td></tr></table>	_____	_____	_____	Print : OBSERVER / TITLE	Signature: OBSERVER/TITLE	DATE	_____	_____	_____	Print: TEACHER	Signature: TEACHER	DATE	_____	_____	_____	Print: PRINCIPAL / DESIGNEE *	Signature: PRINCIPAL	DATE	_____	_____	_____	Print: WITNESS *	Signature: WITNESS	DATE
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*This cover sheet will be attached to all observation summaries of teacher performance. One or more domain summary sheets will be attached and additional pages may be added as needed.*

*\*Principal and witness signatures may need to be added in particular circumstances.*

# NEWARK PUBLIC SCHOOLS

## PROFESSIONAL OBSERVATION FORM – DOMAIN 1: PLANNING PREPARATION

TEACHER’S NAME: \_\_\_\_\_ PLANNING CONFERENCE DATE: \_\_\_\_\_

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>1(a) Demonstrating knowledge of content and pedagogy</b>	Teacher demonstrates minimal understanding of the subject, the structure of the discipline, or the content-related pedagogy as evidenced by content misconceptions and uncorrected errors within submitted documentation (i.e., lesson plans, PDAs, etc) or planning conference.	Teacher demonstrates a marginal understanding of the subject, the structure of the discipline, or the content-related pedagogy as evidenced by submitted documentation (i.e. lesson plans, PDAs, etc.) or planning conference.	Teacher demonstrates solid understanding of the subject, the structure of the discipline, and the content-related pedagogy as evidenced by submitted documentation (i.e. lesson plans, PDAs, etc.) or planning conference. Teacher’s planning practices reflect sound pedagogical knowledge.	Teacher demonstrates an extensive understanding of the subject, the structure of the discipline, and the content-related pedagogy as evidenced by submitted documentation or planning conference. Teacher’s planning anticipates student needs and demonstrates a continuing search for improved practice.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>1 (b) Demonstrating knowledge of students</b>	Teacher makes little or no attempt to acquire knowledge of students’ backgrounds, skills, or interests, and does not use such information in planning. Teacher is unaware of the affective needs of students.	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 marginally addresses the affective needs of students.	Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for groups of students. Teacher addresses the affective needs of students.	Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning. Teacher consistently addresses the affective needs of students.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>1(c) Selecting instructional goals and objective(s)</b>	Teacher’s goals and objectives are unclear, not aligned to the NJCCCS, meet the needs of few students in the class, and do not permit viable methods of assessment.	Teacher’s goals and objectives are clear, aligned to the NJCCCS, meet the needs of some of the students in the class, and may not permit viable methods of assessment.	Teacher’s goals and objectives are clear, aligned to the NJCCCS, meet the needs of most of the students in the class, and permit viable methods of assessment.	Teacher’s goals and objectives reflect higher order learning, are aligned to the NJCCCS, permit viable methods of assessment, and take into account the varying needs of students.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>1(d) Designing coherent instruction</b>	The instructional design does not support the stated objective(s), nor is it stated how students will be engaged in meaningful learning. Developmentally appropriate materials and resources are not identified.	The instructional design marginally supports the stated objective(s) and somewhat engages students in meaningful learning. Developmentally appropriate materials and resources are selected, but not utilized effectively.	The instructional design clearly supports the stated objective(s) and is differentiated to address the needs of most students. Developmentally appropriate resources and materials are utilized effectively.	The instructional design clearly supports the stated objective(s) and is differentiated to address the needs of all students. Students participate in its development and in the selection of resources, where appropriate

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>1(e) Assessing student learning</b>	Teacher’s plan to assess student learning does not contain clear criteria or standards, and does not measure the learning outcomes described in the instructional objectives. Teacher has no plans to use assessment results in designing future instruction.	Teacher’s plan for student assessment includes criteria and standards that are not entirely clear and/or understood by students, but partially measures the learning outcomes described in the instructional objectives. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment includes clear assessment criteria and standards that have been communicated to students, and effectively measure the learning outcomes described in the instructional objectives. Teacher uses the assessment to plan for groups of students and individuals.	Teacher’s plan for student assessment includes clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Students use the assessment to monitor their own progress in achieving the learning outcomes.

**TEACHER PRACTICE:**

**PROFESSIONAL OBSERVATION FORM – DOMAIN 2: CLASSROOM ENVIRONMENT**

**TEACHER’S NAME:** \_\_\_\_\_ **OBSERVATION DATE:** \_\_\_\_\_

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2(a) Creating an environment of respect and rapport</b>	Classroom interactions are inappropriate with negative overtones such as sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate with occasional displays of insensitivity.	Classroom interactions reflect warmth and caring and are respectful of the cultural, developmental, and personal differences of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring. Students themselves ensure maintenance of high levels of civility among members of the class.

**OBSERVED TEACHER PRACTICE:**

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2(b) Managing student behavior</b>	Student behavior is poor with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehaviors.	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 has established clear standards of conduct, monitors student behavior, 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. Response to student behavior is highly effective and sensitive to students’ individual needs.

**OBSERVED TEACHER PRACTICE:**

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2(c) Managing classroom procedures</b>	Classroom routines and procedures are nonexistent or ineffective. Available materials/resources are used inefficiently and result in excessive loss of instructional time.	Classroom routines and procedures are established, but not consistently implemented. Available materials/resources are used inconsistently, resulting in some loss of instructional time.	Classroom routines and procedures are established and function effectively. Available materials/resources are used efficiently, resulting in a minimal loss of instructional time..	Classroom routines and procedures are seamless in their operation and students assume considerable responsibility for their smooth functioning.

**OBSERVED TEACHER PRACTICE:**

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2(d) Establishing a culture for learning</b>	Classroom environment reflects low expectations for student achievement. The teacher and/or most students convey a negative attitude toward the learning. Students do not demonstrate pride in their work.	Classroom environment reflects modest expectations for student achievement. The teacher communicates the importance of the learning, but with only minimal acceptance from the students. Students demonstrate little pride in their work.	Classroom environment reflects high expectations for student achievement. The teacher and students convey commitment to the learning. Students demonstrate pride in their work.	Teacher demonstrates passionate commitment to the learning. Students assume much of the responsibility for establishing a learning environment in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.

**OBSERVED TEACHER PRACTICE:**

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2(e) Organizing physical space</b>	Teacher makes poor use of the physical environment, resulting in unsafe and/or inaccessible conditions	Teacher makes minimal use of the physical environment resulting in a safe classroom with limited use of resources.	Teacher makes appropriate use of the physical environment resulting in a safe classroom with effective use of resources to support learning.	Teacher encourages student participation in maintaining a safe environment. Students contribute to ensuring that the physical environment supports the learning of all students.

**OBSERVED TEACHER PRACTICE:**

**NEWARK PUBLIC SCHOOLS**

**PROFESSIONAL OBSERVATION FORM – DOMAIN 3: INSTRUCTION**

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3(a) Communicating clearly and accurately</b>	Teacher's oral and written communication contains syntactical and grammatical errors, or is unclear and inappropriate for students. Teacher's spoken language is inaudible.	Teacher's oral and written communication does not contain 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 uses content language and encourages student use.	The teacher's oral and written communication is clear and expressive anticipating possible student misconceptions. Teacher's well chosen vocabulary enriches the lesson and serves as a positive model.

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3(b) Using questioning and discussion techniques</b>	Teacher makes poor use of questioning and discussion techniques as indicated by low-level questions, limited student participation, and little genuine discussion. Teacher mediates and answers all questions.	Teacher's use of questioning and discussion techniques is uneven with some high level questions and limited student participation.	Teacher's use of questioning and discussion techniques usually reflects high level questions, discussion, and broad participation. Adequate time is available for students to respond and when appropriate, teacher steps to the side during discussions.	From the teacher's appropriate use of high level questioning and discussion techniques, the students formulate many of the high level questions and facilitate the active participation of other students in the discussion.

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3(c) Engaging students in learning</b>	Students are not engaged in the learning as evidenced by inappropriate activities and/or materials, poor representation of content, lack of lesson structure, and/or inappropriate student grouping.	Students are partially engaged in the learning due to teacher's inconsistent representation of content and limited use of appropriate activities, materials, lesson structure, and/or student grouping.	Students are engaged throughout the lesson in significant learning. The structure and pacing of the lesson allow for student understanding, reflection, and closure when appropriate. Learning is facilitated through the use of appropriate instructional strategies and materials.	Students are highly engaged in the learning process and make significant contributions to the content of the lesson, activities, and materials. The structure and pacing of the lesson allow for student understanding, reflection, and sharing of their learning.

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3(d) Providing feedback to students</b>	Teacher's verbal and/or written feedback to students is of poor quality and is not given in a timely manner.	Teacher's verbal and/or written feedback to students is uneven, and its timeliness and/or accuracy is inconsistent.	Teacher's verbal and/or written feedback to students is accurate, substantive, constructive, specific, and timely.	Teacher's verbal and/or written feedback to students is accurate, substantive, constructive, specific, and timely. Students make use of feedback from teacher and peers (if applicable) in their learning.

COMPONENT OBSERVED PERFORMANCE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3(e) Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction in spite of evidence of poor student understanding or of students' lack of interest. Teacher fails to respond to students' questions. Teacher does not assume 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, by monitoring and adjusting instructional plans as needed, and by responding to students' interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in supporting the success of all students.

**TEACHER'S NAME:** \_\_\_\_\_ **OBSERVATION DATE:** \_\_\_\_\_

**OBSERVED TEACHER PRACTICE:**

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**NEWARK PUBLIC SCHOOLS**

**PROFESSIONAL OBSERVATION FORM – DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**TEACHER’S NAME:** \_\_\_\_\_ **Entry Date:** \_\_\_\_\_

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>4a: Reflecting on Teaching</b>	Teacher does not reflect accurately on lessons nor proposes ideas as to how they may be improved.	Teacher's reflections on lessons are generally accurate, and teacher makes global suggestions as to how they might be improved.	Teacher reflects accurately on the lessons citing general characteristics and making specific suggestions about how they may be improved.	Teacher's reflections on lessons are highly accurate and perceptive citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>4b: Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate instructional and noninstructional records, resulting in errors and confusion as evidenced by a lack of plan books, grade books, and folders which track student progress.	Teacher's system for maintaining accurate instructional and noninstructional records is rudimentary and only partially effective as evidenced by plan books, grade books, and student folders which track student progress.	Teacher's system for maintaining accurate instructional and noninstructional records is efficient and effective as evidenced by plan books, grade books, and student folders which track student progress.	Teacher's system for maintaining accurate instructional and noninstructional records is efficient and effective, as evidenced by varied examples of organized student performance artifacts to illustrate progressive growth. Students make contribution to the maintenance of system.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>4c: Communicating with Families</b>	Teacher provides little or no information to families and makes no attempt to inform them of the instructional program or student progress.	Teacher complies with school procedures for communicating with families and makes an effort to inform them of the instructional program and student progress.	Teacher communicates frequently with families to inform them of the instructional program and student progress.	Teacher uses a variety of strategies and resources to engage families in the instructional program and student progress.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>4d: Contributing to the School and District</b>	Teacher's relationships with others in the school community are generally negative. Teacher makes no effort to become involved in school or district projects.	Teacher's relationships with others in the school community are inconsistent. Teacher makes little effort to become involved in school or district projects.	Teacher maintains positive relationships with others in the school community. Teacher participates in school or district projects.	Teacher maintains positive relationships with others in the school community. Teacher assumes responsibility and/or leadership for school or district projects.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>4e: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities required in his/her PIP.	Teacher occasionally participates in professional development activities required in his/her PIP.	Teacher meets professional development responsibilities required in his/her PIP.	Teacher meets professional development responsibilities required in his/her PIP and makes a contribution to the profession.

**TEACHER PRACTICE:**

**NEWARK PUBLIC SCHOOLS**

**PROFESSIONAL OBSERVATION FORM: DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**TEACHER'S NAME:** \_\_\_\_\_ **ENTRY DATE:** \_\_\_\_\_

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>PERFORMANCE</b>				
<b>4f: Demonstrating Promptness/Attendance</b>	Teacher's attendance and promptness are not consistent and are significantly below District AIP Policy standards.	Teacher's attendance and promptness are not consistent and do not meet District AIP policy standards.	Teacher's attendance and promptness are consistent and meet the District AIP Policy standards.	Teacher's attendance and promptness are exemplary and contribute to student achievement.

**TEACHER PRACTICE:**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Performance</b>				
<b>4g: Implementing District Policies (Discipline, Dress Code, Homelessness, Child Abuse Prevention, Student Attendance, Fire Drill, PRC/504, etc.)</b>	Teacher's actions do not meet district policy requirements.	Teacher's actions are inconsistent in meeting district policy requirements.	Teacher's actions consistently meet district policy requirements.	Teacher's actions show exemplary practice of meeting district policy requirements.

**TEACHER PRACTICE:**

