



**Teacher Post-Observation Self-Assessment Tool (Form 3)**  
**The School District of Lee County**

<b>Teacher:</b>		<b>Observer:</b>		<b>School ID#:</b>		<b>EMPLID#</b>	
<b>Pre-Observation Conference Date:</b>		<b>Date of Observation:</b>		<b>Post-Observation Conference Date:</b>			

**Instructions:**

1. After a formal classroom observation, the teacher conducts a self-assessment (Form 3) of the lesson by highlighting the appropriate components/levels of performance. Comments may also be entered.
2. The teacher sends the self-assessment to the observer within two days of the observation.
3. The observer studies the teacher self-assessment, and marks on the observer rubric the components of agreement, that is, those components where the teacher's self-assessment of the lesson matches with the observer's assessment of that component. The observer does not mark the components where the teacher's thinking and the observer's thinking do not match. These will be discussed in step 4.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. The observer also shares the ratings based on the evidence observed during the observation. The observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.
5. At the conclusion of the process, the observer makes a rating decision and records the result in the observer rubric.

<p><b><u>DOMAIN 2: The Classroom Environment</u></b></p> <p>2a. Creating an Environment of Respect          2b. Establishes a Culture for Learning          2c. Establishes and Manages Classroom Procedures          2d. Stops Misconduct by Using Effective, Appropriate Techniques          2e. Organizes Physical Space</p>	<p><b><u>DOMAIN 3: Instruction</u></b></p> <p>3a. Communicating with Students          3b. Using Questioning and Discussion Techniques          3c. Engaging Students in Learning          3d. Using Assessment in Instruction          3e. Demonstrating Flexibility and Responsiveness</p>
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**Classroom Strategies and Behaviors Rating Scale:**

The generic rating scale described below may be used to determine the appropriate rating for each of the elements during the observed lesson.

<b>Requires Action (RA)</b>	<b>Developing (D)</b>	<b>Accomplished (A)</b>	<b>Exemplary (E)</b>
Does not use strategy or uses strategy incorrectly or with parts missing.	Engages students in strategy with no significant errors or omissions	Engages students in strategy and monitors extent to which it produces desired outcomes	Adapts and creates new strategies for unique student needs and situations



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<i>Performance Rating</i>				
	Requires Action	Developing	Accomplished	Exemplary
<b>Domain 2: The Classroom Environment</b>				
<b>2a. Creating an Environment of Respect</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. Students themselves ensure high levels of civility among members of the class.
Teacher Reflection:				
<b>2b. Establishes a Culture for Learning</b>	The teacher has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low. Student pride in work is not evident.	The teacher has partially established a positive culture for learning. Commitment to the subject matter is developing, and there are modest expectations for student achievement. Students show modest pride in their work.	The teacher has created a positive classroom culture for learning, characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject matter by both the teacher and students. Students demonstrate pride in their work.	The teacher has created a culture for learning characterized by high levels of student energy and the teacher's passion for the subject area. Everyone shares a belief in the importance of the subject and the belief that all students can succeed if they work hard. All students hold themselves to high standards of performance; for example, by initiating improvement to their work.
Teacher Reflection:				
<b>2c. Establishes and Manages Classroom Procedures</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which are only partially effective.	Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Teacher Reflection:				



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<i>Performance Rating</i>				
	<b>Requires Action</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>2d. Stops Misconduct by Using Effective, Appropriate Techniques</b>	<p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p>The teacher does not address off-task, inappropriate, or challenging behavior efficiently, thereby creating significant negative impact on the learning of students in the class. The teacher does not reinforce positive behavior.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful.</p> <p>The teacher addresses some off task, inappropriate, or challenging behavior efficiently, thereby creating some negative impact on the learning of students in the class. The teacher reinforces positive behavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.</p> <p>The teacher addresses most off-task, inappropriate, or challenging behavior efficiently, thereby creating little negative impact on the learning of students in the class. The teacher strategically reinforces positive behavior.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Expectations are developed and taught. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to individual student needs.</p> <p>The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently, thereby creating no negative impact on the learning of students in the class. Students take an active role in monitoring the standards of behavior and there is significant evidence that students support the positive classroom culture.</p>
<b>Teacher Reflection:</b>				
<b>2e. Organizing Physical Space</b>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<b>Teacher Reflection:</b>				




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					<i>Performance Rating</i>					
					Requires Action	Developing	Accomplished	Exemplary		
<b>Domain 3: Ins</b>										
<b>3a. Communicating with Students</b>					<p>The teacher has an inadequate presence in the classroom.</p> <p>The teacher ineffectively develops students' understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective.</p>	<p>The teacher has a positive presence in the classroom.</p> <p>The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson and connecting the objective to prior knowledge.</p>	<p>The teacher has a positive presence in the classroom.</p> <p>The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, and explaining the importance of the objective.</p>	<p>The teacher has a positive presence in the classroom.</p> <p>The teacher effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson.</p>		
Teacher Reflection:										
<b>3b. Using Questioning and Discussion Techniques</b>					<p>The teacher checks for understanding of content, but misses nearly all key moments.</p> <p>Checks do not provide an accurate pulse of the class' understanding.</p> <p>The teacher asks questions that are low-level or inappropriate, elicits limited student participation and recitation rather than discussion, and does not respond to students' correct answers by probing for higher-level understanding in an effective manner. The teacher does not use guided discussion techniques.</p>	<p>The teacher checks for understanding of content, but misses several key moments.</p> <p>Checks sometimes provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction, if necessary.</p> <p>The teacher asks few questions that elicit a thoughtful response, attempts to engage all students in the discussion but is only partially successful, and rarely responds to students' correct answers by probing for higher level understanding in an effective manner. The teacher attempts to use guided discussion techniques with limited success.</p>	<p>The teacher checks for understanding of content, but misses one or two key moments.</p> <p>Checks often provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction, if necessary.</p> <p>The teacher asks many questions that elicit a thoughtful response and allows sufficient time for students to answer, engages all students in the discussion, steps aside when appropriate, and sometimes responds to students' correct answers by probing for higher level understanding in an effective manner. The teacher uses guided discussion techniques with success.</p>	<p>The teacher checks for understanding of content at all key moments.</p> <p>Checks almost always provide an accurate pulse of the class' understanding, such that the teacher has enough information to adjust subsequent instruction if necessary.</p> <p>The teacher regularly asks questions that reflect high expectations and are culturally and developmentally appropriate, allows sufficient time for students to answer, promotes critical and creative thinking, ensures that all voices are heard, and frequently responds to students' correct answers by probing for higher level understanding in an effective manner. The teacher frequently uses guided discussion techniques with success.</p>		
Teacher Reflection:										



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					<i>Performance Rating</i>			
		Requires Action	Developing	Accomplished	Exemplary			
3c. Engaging Student Learning		<p>Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcome or not sensitive to the students' culture or level of understanding, resulting in little intellectual engagement.</p> <p>Lessons have no structure, are poorly paced, and have no academic focus.</p> <p>The teacher does not use technology (as available) in the teaching and learning processes.</p> <p>Teacher's knowledge of subject is very limited.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or are rarely sensitive to the students' culture or level of understanding, resulting in moderate intellectual engagement.</p> <p>Lessons have recognizable structure, but are not fully maintained, are poorly paced, and have limited academic focus.</p> <p>The teacher rarely uses technology (as available) in the teaching and learning processes.</p> <p>Teacher demonstrates partial knowledge of subject matter.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and are sometimes sensitive to the students' culture and level of understanding, resulting in intellectual engagement with most students engaged in work of a high level of rigor.</p> <p>Lessons have coherent structure, are appropriately paced, and have consistently apparent academic focus.</p> <p>The teacher sometimes uses appropriate technology (as available) in the teaching and learning processes.</p> <p>Teacher demonstrates knowledge of subject matter.</p>	<p>Activities and assignments, materials, and groupings of students promote significant learning for the instructional outcomes and are frequently sensitive to the students' culture and level of understanding, resulting in high intellectual engagement with all students engaged in work of a high level of rigor.</p> <p>Lessons have coherent structure that is adapted as necessary to the needs of individuals, are appropriately paced to allow for student reflection and closure, and continuously maintain academic focus.</p> <p>The teacher frequently uses appropriate technology (as available) in the teaching and learning processes, and teaches students how to use technology to create projects.</p> <p>Teacher demonstrates a depth and breadth of subject matter.</p>			
		Teacher Reflection:						
3d. Using Assessment in Instruction		<p>Formative assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students.</p> <p>Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is rarely used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven.</p> <p>Students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is sometimes used in instruction, through self-assessment by students and monitoring of progress of learning by the teacher and/or students. Feedback to students is of high quality.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is frequently used in a sophisticated manner in instruction, through student involvement in establishing criteria, self-assessment by students, and monitoring of progress by both the teacher and students. Feedback to students is of high quality and from a variety of sources.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>			
		Teacher Reflection:						

