

Fresno Unified School District

LESSON OBSERVATION FORM

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Supervisor: [Click here to enter text.](#)

Period/Assignment: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

LEGEND

N/O	DE	MS	GE	NMS
Not Observe	Demonstrates Expertise	Meeting Standards	Growth Expected	Not Meeting Standards

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

	N/O	DE	MS	GE	NMS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Using knowledge of students to engage them in learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Connecting subject matter to meaningful, real-life contexts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Promoting critical thinking through inquiry, problem solving, and reflection
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Monitoring student learning and adjusting instruction while teaching

COMMENTS:

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

	N/O	DE	MS	GE	NMS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive Interactions among students



3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe



4. Creating a rigorous learning environment with high expectations and appropriate support for all students



5. Developing, communicating, and maintaining high standards for individual and group behavior



6. Employing classroom routines, procedures, norms, and supports for positive behaviors to ensure a climate in which all students can learn



7. Using instructional time to optimize learning

COMMENTS:

Empty rectangular box for comments.

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

N/O DE MS GE NMS



1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks



2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter



3. Organizing curriculum to facilitate student understanding of the subject matter



4. Utilizing instructional strategies that are appropriate to the subject matter



5. Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students



6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

COMMENTS:

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

N/O DE MS GE NMS

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Establishing and articulating goals for student learning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Developing and sequencing long-term and short-term instructional plans to support student learning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students |

COMMENTS:

V. ASSESSING STUDENTS FOR LEARNING

N/O DE MS GE NMS

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Collecting and analyzing assessment data from a variety of sources to inform instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Reviewing data, both individually and with colleagues, to monitor student learning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction |



5. Involving all students in self-assessment, goal setting, and monitoring progress



6. Using available technologies to assist in assessment, analysis, and communication of student learning



7. Using assessment information to share timely and comprehensible feedback with students and their families

COMMENTS:

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

N/O DE MS GE NMS



1. Reflecting on teaching practice in support of student learning



2. Establishing professional goals and engaging in continuous and purposeful professional growth and development



3. Collaborating with colleagues and the broader professional community to support teacher and student learning



4. Working with families to support student learning



5. Engaging local communities in support of the instructional program



6. Managing professional responsibilities to maintain motivation and commitment to all students



7. Demonstrating professional responsibility, integrity, and ethical conduct

COMMENTS: