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| **BRITISH COLUMBIA OFFICE OF EDUCATION**  **Teacher Observation Report** | | | |
| Teacher |  | Date |  |
| Subject |  | School |  |
| Big Idea |  | Supervisor |  |
| Lesson Summary |  | | |

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| **PLANNING** | | | | | | | | | | | | |
|  | **Unsatisfactory** | | | **Needs Improvement** | | | **Meets Expectation** | | | **Exceeds Expectation**  **\* All of ME plus…** | | |
| **Classroom Schedule/ Yearly Plans** | No classroom schedule.  No yearly plans. | | | Partial classroom schedule (either grades or subjects missing). | | | All grades/all subjects listed, typed, and easy to read, posted in classroom, copy sent to OE.  Attention given to required time allotments. | | | All grades/all subjects listed and displayed attractively, easy to read, posted in classroom, copy sent to OE. | | |
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| **Weekly lesson plans** | Plans are unavailable. | | | Plans are mostly available, difficult to interpret, or sketchy. | | | Plans are available for all grades/all subjects with a copy to the principal (e-mail or paper) on Monday morning before school. | | | Plans are available for all grades/all subjects with a copy to the principal (e-mail or paper) on Monday morning before school with sufficient detail that a supply teacher could follow. | | |
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| **Unit Plans** | Unit plans show little development or are missing key elements. | | | Unit plans show some development and are written for core (e.g. math, LA) subject areas. Objectives are missing behavioural terms (I can statements). | | | Unit plans are written all areas for all grades. All unit plan elements are included. Plans are shared with the principal. | | | Unit plans show extensive planning, including evidence of consideration for prior learning, special needs, connections to other subjects, and spiritual values. | | |
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| **Classroom Climate** | Climate is not flexible and responsive to learners. Students demonstrate lack of self-confidence and self-criticism. | | | Climate is somewhat flexible to learners. Learner is somewhat nurtured. Learners are ambivalent about their capability and self-worth. | | | Climate is flexible and meets most learners’ needs. Attitude is mostly friendly and nurturing. Students appear confident in their learning. | | | Climate is flexible and meets diverse learners needs. Students demonstrate confidence and are clearly willing to be risk-takers in their learning. | | |
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| **Comments** |  | | | | | | | | | | | |

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| **INSTRUCTION** | | | | | | | | | | | | |
|  | **Unsatisfactory** | | | **Needs Improvement** | | | **Meets Expectation** | | | **Exceeds Expectation**  **\* All of ME plus…** | | |
| **Integration of Faith and Learning** | No connections between faith and learning.  No opportunity to apply an Adventist Worldview to the curriculum.  No evidence of faith in the classroom. | | | Limited or superficial connection between faith and learning.  Application of the Adventist Worldview appears forced or tagged on to the lesson.  Limited evidence of faith in the classroom. | | | Natural extension of the curriculum to include an Adventist Worldview.  Evidence of faith integration in the classroom (lesson, bulletin boards, routines, discipline etc.). | | | Adventist Worldview and faith are integrated seamlessly in all areas of the curriculum and classroom (lesson, bulletin boards, routines, discipline etc.). | | |
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| **Active engagement** | Students are uninvolved in learning.  Learning activities and materials address only recall or have single correct responses.  Lesson timing is unrealistic (drags or is rushed). | | | Students are passive (primarily filling out worksheets, workbooks), and generally compliant. Instructional groupings used are partially appropriate to the activities. | | | Students engaged in a variety of ways to learn. Most learning is inquiry or problem based.  Learning tasks have multiple correct responses and encourage higher-order thinking skills. | | | Classroom atmosphere is fast-paced with students showing evident eagerness to learn more. Classroom is a “happening” place. Evidence of invitational learning for all students. Virtually all students are intellectually engaged in the lesson. | | |
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| **Technology Integration** | Available technology is not being used in the classroom to enhance the lesson. | | | Limited use of technology to enhance the lesson or difficulties are experienced in using the technology during the lesson. | | | Available technology is appropriately used to support learning. | | | Available technology is seamlessly integrated into the learning process in an imaginative way. | | |
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| **Classroom Protocols** | No evidence that students are aware of routines.  Transitions are disorganized. | | | Some evidence that students are aware of routines or are confused as to when to carry them out. | | | Students understand appropriate routines for self-directed learning (e.g. when teacher is busy) and usually follow this protocol.  Transitions between large and small group activities are smooth. | | | Students understand and almost always make appropriate choices for self-directed learning.  Students are self-directed during transitions with minimal prompting. | | |
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| **Comments** |  | | | | | | | | | | | |

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| **ASSESSMENT** | | | | | | | | | | | | |
|  | **Unsatisfactory** | | | **Needs Improvement** | | | **Meets Expectation** | | | **Exceeds Expectation**  **\* All of ME plus…** | | |
| **Rubrics** | No rubrics exist. | | | A few rubrics exist; students unaware of what an “exceptional paper or project looks like. Assignment given but guidelines for anticipated results are “a mystery.” | | | Rubrics for all major categories of work. Students understand what an “A” art project looks like. | | | Students understand expectations so well that they can usually explain what they can do to improve their grades(s) on various projects/assignments.  Students are involved in rubric creation. | | |
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| **Formative Assessment** | No formative assessments have been designed.  Teacher makes no effort to determine whether students understand the lesson. | | | Feedback is vague and not used to improve learning.  Understanding is monitored using a single method or without evidence of understanding from students. | | | Feedback includes specific and timely guidance. Evidence of formative assessments used during instruction.  Lesson plans indicate possible adjustments based on formative data. | | | Students are actively involved in collecting information from formative assessments and provide input. Students are given the opportunity for reflection on their own learning. | | |
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| **Summative Assessment** | Assessments do not match instructional outcomes.  Assessments lack criteria. | | | Only some of the instructional outcomes are addressed in planned assessments. Only one or two types of summative assessments are used. | | | Assessment criteria are clearly written.  Assessment types match the learning objectives. | | | Teacher-designed assessments are authentic and offer appropriate real-world application.  Assessments provide opportunities for student choice. | | |
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| **Comments** |  | | | | | | | | | | | |

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| **PROFESSIONAL PRACTICE** | | | | | | | | | | | | |
|  | **Unsatisfactory** | | | **Needs Improvement** | | | **Meets Expectation** | | | **Exceeds Expectation**  **\* All of ME plus…** | | |
| **Pedagogy** | No evidence of awareness of effective practices in key content areas. | | | Minimal evidence of effective practices in key content areas. | | | Shows evidence of effective practices in key content areas and usually uses those practices to inform planning. Teacher is reasonably well informed regarding “new” ways of delivering instruction. | | | Understanding and use of effective practices in key content areas are consistently evident. Teacher is well informed about current practices and the changing needs of today’s learners. Teacher does not wait to be “in-serviced” but takes initiative to be informed. Teacher is eager to try new ways of assisting learning. | | |
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| **Personal Reflection on Instruction** | Unaware of the of the effectiveness of the lesson.  No suggestions for improvement are identified. | | | General sense of whether or not the lesson was effective. Some general modifications for future instruction are identified. | | | Accurate assessment of effectiveness of the lesson.  Specific ways to improve lesson are discussed. | | | Thoughtful assessment using specific indicators. Suggestions for improvement draw on an extensive repertoire. | | |
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| **Professional Development** | No evidence of a professional growth plan.  Does not engage in opportunities for growth and development. | | | Engages in opportunities for growth and development that are only offered internally. There is no attempt to incorporate PD into classroom practice. | | | Professional growth plan is developed, shared with administration, and is focused on improving student learning  Willing to incorporate strategies in the classroom. | | | Teacher searches out opportunities for growth and development (both internal and external).  Shares information and practices learned through professional development with colleagues. | | |
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| **Collaboration With Family** | No attempt to build relationships and/or no communication about the instructional program is available for family.  Family is unaware of the student’s progress. | | | No consistent attempt to communicate or build relationships with family. School or conference related information is sent home. Reporting student progress is only through online gradebook. | | | Information about student learning is regularly sent home. Information about the instructional program is readily available to the family. Activities are designed to appropriately engage the family in their student’s learning. | | | Frequent meaningful communication with family about student performance. Parents and teacher work cooperatively together to improve student learning. | | |
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| **Collaboration with Staff** | Does not participate as a collaborative member of the staff in work groups and school activities. Avoids building relationships with co-workers. | | | When asked, teacher participates in school activities and professional inquiry.  Does not take the initiative to get along with co-workers. | | | Regular participation in collaborative planning and school activities.  Teacher attempts to maintain positive relationships with co-workers. | | | Above and beyond in engaging in the daily operations of the school and/or system.  Teacher willing takes on appropriate leadership roles and/or encourages others to participate and collaborate. | | |
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| **Collaboration with Administration** | No attempt to work with administration. Purposeful resistance to discussing performance with administration. | | | Unwilling to accept constructive criticism and advice.  Seldom, if ever, implements administrations suggestions. | | | Cooperates with supervisor in the completion of assigned tasks.  Generally receptive to constructive criticism and usually willing to explore areas for improvement. | | | Actively seeks administration when necessary, always receptive to constructive criticism and advice.  Successfully implements suggestions when offered and always willing to explore areas for improvement. | | |
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| **Comments** |  | | | | | | | | | | | |

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| **Observation Summary** | | | |
| **Summary** |  | | |
| **Professional Growth Recommendations** |  | | |
| **Supervisor’s Signature** |  | **Date** |  |
| **Teachers may submit comments in writing, by email or mail, to be attached to this Teacher Observation Report.** | | | |