

FORMATIVE OBSERVATION FORM

Amy Hadden	March 22, 2010	Bois D'Arc Elementary
Teacher	Date	School
Communication Arts	Kindergarten	9:15-10:00
Content/Class	Grade/level	Observation time

Data: Scheduled Observation Unscheduled Observation Non-Observed Artifact

I. Instructional Process

A. Demonstrates evidence of lesson and unit planning and preparation. Mrs. Hadden began morning work time by leading the children in reading the mini-book "Seeds." The children circled the popcorn words, "they" and "had", in the book. During carpet time, Mrs. Hadden introduced the big book, GoGo's Goat. The students made predictions about what would happen next during the story. Mrs. Hadden discussed the difference between real and make-believe and the children agreed GoGo's Goat was a fiction book.

B. Demonstrates knowledge of curriculum and subject matter. Mrs. Hadden makes her lesson plans based on Grade Level Expectations for kindergarten. She is very organized and plans far in advance, so all materials are covered throughout the year.

C. Uses effective techniques, strategies and skills during the lesson. Mrs. Hadden uses many different techniques, strategies and skills throughout her instruction. Today, she asked the students to whisper to their shoulder buddy and share ideas. The other shoulder buddy had the opportunity to share, as well.

D. Uses instructional time effectively. Mrs. Hadden provided instruction for many activities throughout the literacy time.

E. Evaluates student progress effectively. Mrs. Hadden checks for understanding throughout the lesson. She asks children to raise their hands for correct responses and is constantly walking around the room checking individual progress.

F. Provides for individual differences. Students are grouped by reading level abilities. Mrs. Hadden works with individual students to help them make academic progress.

G. Demonstrates ability to motivate students. Mrs. Hadden has the children "kiss their brain" when they do something correct. She uses a lot of positive reinforcement remarks and her own positive attitude is contagious with all students. Students are very excited about learning.

H. Maintains a classroom climate conducive to learning. The kindergarten classroom is decorated and set up with age appropriate activities for kindergarten students.

I. Manages student behavior in a constructive manner. Mrs. Hadden has been challenged this year with students struggling with good classroom behavior. She has established classroom rules and utilizes the "pull-a-card" discipline system. She uses behavior charts for individual students to monitor their behavior based on increments of time.

II. Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students. Mrs. Hadden works well with all students. She wants each child to learn to their potential, and it is evident when observing Mrs. Hadden in her classroom.

B. Demonstrates positive interpersonal relationships with educational staff. Mrs. Hadden collaborates with the third grade teacher for book buddies. She has wonderful interpersonal relationships with all educational staff.

C. Demonstrates positive interpersonal relationships with parents and other members of the community. Mrs. Hadden sends home weekly newsletters that keep parents informed and aware of activities going on in the classroom. She also has parent volunteers that help in the classroom.

III. Professional Responsibilities

A. Follows the policies, regulations and procedures of the school district. Yes

B. Assumes responsibilities outside the classroom. Mrs. Hadden does volunteer tutoring after school and is Bois D'Arc's building representative.

C. Demonstrates a commitment to professional growth.* Mrs. Hadden has started working on her Master's Degree. She also attends workshops and conferences that directly relate to her teaching duties.

Comments: Mrs. Hadden sets a positive learning environment for children coming to school for their first year. She brings a high level of standards and professionalism to our building. She has an obvious love for students, and I appreciate all her efforts.

Mrs. Hadden 3/25/10 Mrs. Mays 3-25-2010
Teacher's Signature/Date Principal's Signature/Date

(Signatures indicate that the data has been read and discussed. Copies to the Teacher and Principal.)

* The teacher is responsible for providing the principal with a listing of pertinent information for the current evaluation cycle.

Summative Evaluation Report

Teacher Amy Hadden Date 3-25-2010

Performance Area I: The Instructional Process

CRITERIA* The Teacher...		Performance Levels		PERFORMANCE EXPECTATION
		Does not prepare for classroom instruction	Sometimes prepares for classroom instruction	
A. Demonstrates appropriate preparation for classroom instruction	**Not observed A I	Does not prepare for classroom instruction	Sometimes prepares for classroom instruction	Consistently prepares for classroom instruction
B. Implements a variety of effective teaching techniques	Not observed A I	Shows little or no evidence of variety in teaching strategies	Intermittently uses variety in teaching strategies which are effective	Uses a variety of teaching strategies which are effective in achieving lesson objectives
C. Provides opportunities for individual differences	Not observed A I	Does not provide for individual rates of learning and capabilities	Intermittently provides for individual rates of learning and capabilities	Provides for individual rates of learning and student capabilities
D. Implements instructional objectives effectively	Not observed A I	Shows little or no evidence of implementing instructional objectives	Intermittently implements instructional objectives	Implements instructional objectives
E. Demonstrates a knowledge of subject matter	Not observed A I	Demonstrates an insufficient knowledge of subject matter	Demonstrates limited knowledge of subject matter	Demonstrates adequate knowledge of subject matter
F. Uses a variety of teaching materials	Not observed A I	Uses materials which are irrelevant to the instructional objectives	Intermittently uses materials which are relevant to the instructional objectives	Uses materials which are relevant and appropriate to the instructional objectives
G. Uses instructional time effectively	Not observed A I	Shows little or no evidence of maintaining students on the learning task	Sometimes maintains students on the learning task	Maintains students on the learning task

Instructions: *Circle the appropriate performance level. **Circle "A" if it was appropriate that criterion was not observed; Circle "I" if it was inappropriate that criterion was not observed.

CRITERIA* The Teacher...		Performance Levels		PERFORMANCE EXPECTATION
H. Demonstrates ability to motivate students	**Not observed A I	Shows little or no evidence of motivating students to perform to their abilities	Occasionally motivates students to perform assigned tasks, but Inconsistently requires students to perform according to their abilities	Clearly expects and motivates students to perform assigned tasks to their abilities
I. Demonstrates ability to communicate effectively with students	Not observed A I	Does not communicate clearly; students often appear confused	Sometimes communicates clearly, but does not encourage student input	Communicates clearly and encourages relevant dialogue
J. Provides students with specific evaluative feedback	Not observed A I	Gives no evaluative feedback	Is inconsistent in giving evaluative feedback	Gives specific evaluative feedback

Performance Area II: Classroom Management

A. Organizes classroom environment to promote learning	**Not observed A I	Displays little or no skill in organizing the classroom learning environment	Ineffectively manages the classroom learning environment	Maintains a functional classroom learning environment; selects appropriate activities
B. Manages student behavior in a constructive manner	Not observed A I	Shows little or no classroom control	Is inconsistent in controlling pupil behavior	Establishes and maintains effective discipline

Performance Area III: Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students	**Not observed A I	Is unresponsive to the needs of students	Intermittently shows sensitivity to the needs of students	Demonstrates sensitivity to all students
B. Demonstrates positive interpersonal relations with educational staff	Not observed A I	Shows little or no interest in interacting with educational staff	Intermittently shows interest in activities of educational staff	Works well with members of educational staff

CRITERIA* The Teacher...		Performance Levels		PERFORMANCE EXPECTATION
C. Demonstrates positive interpersonal relationships with the parents/patrons	Not observed A I	Shows little or no interest in interacting with parents/patrons	Intermittently shows interest in the activities and needs of the parents/patrons	Works well with parents/patrons

Performance Area IV: Professional Responsibilities

A. Participates in professional growth activities	**Not observed A I	Shows no interest in professional growth activities	Occasionally participates in professional growth activities	Seeks out and voluntarily participates in relevant professional growth activities
B. Follows the policies and procedures of the school district	Not observed A I	Does not comply with school and district regulations and policies	Intermittently complies with school and district regulations and policies	Fully complies with school and district regulations and policies
C. Assumes responsibilities outside of the classroom as they relate to school	Not observed A I	Does not assume out-of-class responsibilities	Intermittently assumes out-of-class responsibilities	Performs out-of-class responsibilities for smooth operation of the school
D. Demonstrates a sense of professional responsibility	Not observed A I	Does not fulfill directed school responsibilities	Needs to be reminded to meet directed school responsibilities	Fulfills directed school responsibilities

COMMENTS:

COMMENTS: Amy is a model kindergarten teacher. I appreciate her professionalism.

Amy Addley 3/25/10
Teacher's Signature/Date

Mrs. Maes 3-25-2010
Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)