

Your District Public Schools

Central Junior High School

TEACHER'S NAME: James Williams
DATE OF OBSERVATION: 7/21/2007
PERIOD: First

COURSE: Math

ID#: 123-45-6789
SCHOOL YEAR: 2006/2007
GRADE: 6th

FORMATIVE OBSERVATION DATA ANALYSIS

Based on your observations, address each of the following areas using statements which accurately reflect the quality of performance documented by your raw data.

1.0 MANAGEMENT OF INSTRUCTIONAL TIME

Relevant instructional activity was slow to begin
All needed materials and supplies were readily available for use.
Students knew the routines, this maximized the use of time.
Materials and supplies were available for distribution.

2.0 MANAGEMENT OF STUDENT BEHAVIOR

Student talk supported the lesson objectives.
Students responded positively to the teacher's lesson presentation.
Student movement was present but not unsatisfactory.
The teacher monitored independent seat work activity of all students.
The climate was teacher controlled, yet inviting.
Limited adjustment was made to change the classroom environment.
Routine for handling administrative matters was evident.

3.0 INSTRUCTIONAL PRESENTATION: LESSON DESIGN (FOCUS AND REVIEW, LESSON OBJECTIVE, TEACHER INPUT, GUIDED PRACTICE, INDEPENDENT PRACTICE AND CLOSURE) ; OTHER PRACTICES.

The teacher created instructional opportunities for the students.
Class began with a review of the subject to be learned.
Introductory instructions were given prior to assigning the activities.
The teacher's voice sounded enthusiastic and inspiring.
Specific examples and illustrations were adequate.
Students understood the lesson and demonstrated their understanding.
The lesson pace was brisk.
Transitions from activity to activity were too abrupt.
The lesson assignments were very clear.
The lesson was adjusted to encourage development.
Technology could have been better used to support the lesson.
Little encouragement was visible to engage students.

4.0 INSTRUCTIONAL MONITORING OF STUDENT PERFORMANCE

Student performance expectations were very firm and clear.
The teacher constantly controlled student involvement and performance.
There was a check of oral work by questions asked.
Questions were asked one at a time and were clear.
The teacher was very effective in adjusting lessons.
The assignment deadline was due and the students responded.
The teacher walked around the room checking student work.
There was a check of oral work by asking students to speak.
There were few questions asked by the teacher.
Some difficulty was noticed in adjusting lesson.

5.0 INSTRUCTIONAL FEEDBACK

Feedback on in-class work was given by praising the answer.
Relevant feedback was given on out-of-class work.
Correct responses were given quick and positive affirmation.
Satisfactory strategies were used to sustain questioning.
The teacher exhibited excellent knowledge in communication.
Feedback on in-class work was given by repeating the answer.
Feedback was given by grading and passing back papers.
Correct responses were affirmed with praise (good-great-yes-ok).
Feedback on incorrect answers was given by probing questions.
A lack of knowledge of effective communication was noted.

6.0 FACILITATING INSTRUCTION

Lesson plan objectives were obvious and appropriate.
Instructional plan is compatible with established curriculum goals.
Diagnostic information is used for instructional planning.
The PRI is used to plan instruction for students.
Adequate records are maintained to document student performance.
Activity records are maintained.
The lesson was planned with diverse student needs in mind.
There was no plan to include diverse student needs.
The lesson was well supported by human and material resources.
The media center was used as a resource.

7.0 COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT

Fairness and equity prevailed during the lesson.
The teacher is an active member of the school vision planning.
Some effort was made to foster good relationships.

8.0 PERFORMING NON-INSTRUCTIONAL DUTIES

The teacher carries out non-instructional duties with enthusiasm.
The teacher follows procedures with good management potential.
A plan for professional growth has been developed and is acceptable.
A plan for professional growth has not been developed.
The teacher continually evaluates the effects of his or her decisions.
Some reflection on the lesson presentation was noted.

STRENGTHS:

My comments on Strengths.

AREAS THAT NEED IMPROVEMENT (PRIORITIZE):

More comments on areas.

I have been furnished a copy of this analysis sheet. In addition, I have been given access to the raw data from which this analysis was prepared. I understand that the raw data will not be placed in my personnel file.

___ I have requested and been given a copy of the raw data.

___ I have not requested and do not wish a copy of the raw data.

Teacher Signature _____ Date __/__/__

Observer/Evaluator Signature _____ Date __/__/__

Observer/Evaluator Title _____