Pennsylvania Department of Education
Educator Effectiveness:
Teacher Observation Tool
Phase III

Teacher Observation Tool, Phase III

(Optional)			(Optional)
	Teacher:_____ Observer:_____ Date:_____		
This column completed with teacher through rubric comparison	**LESSON PLAN:** **EVIDENCE OF DOMAINS 1 AND 4** **(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)** (Evidence not required for each D4 component for 1 lesson)		**This column completed with teacher through rubric comparison**
	DOMAIN 1	**DOMAIN 4:**	
○ F ○ NI ○ P ○ D	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	4a. Reflecting on Teaching: (Following the lesson) Collect samples of the students work from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?	4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson?	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?	4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson?	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues?	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	1e.Designing Coherent Instruction: List very briefly the steps of the lesson	4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning?	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson?	○ F ○ NI ○ P ○ D

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(Optional) **This column completed with teacher through rubric comparison**			(Optional) **This column completed with teacher through rubric comparison**
○ F ○ NI ○ P ○ D	2a. Creating a Climate of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another	3a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	2b. Creating a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work	3b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	2c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals	3c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	2d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior	3d. Assessing Student Learning Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress	○ F ○ NI ○ P ○ D
○ F ○ NI ○ P ○ D	2e. Organizing the Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources	3e. Demonstrating Flexibility and Responsiveness Lesson adjustment Response to Students Persistence	○ F ○ NI ○ P ○ D

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Summary

Teacher: _____ **Observer:** _____ **Date:** _____

Component Strengths of the Teacher's Practice (List no more than two components.)

Component Areas for Growth in the Teacher's Practice (List no more than two components)

Next Steps:

We have conducted a conversation and rubric assessment on the above items.

      Teacher's signature: _____ Date:

      Administrator's signature: _____ Date:

WALK-THROUGH OBSERVATION
EVIDENCE FOR DOMAINS 1, 2, 3, and/or 4

Teacher:_____ **Observer:**_____ **Date:**_____

Evidence	Related Components	Component Strength and Comment
		Component Strength and Comment

Teacher response/evidence (optional):

Domain 1: Planning and Preparation

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	

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Teacher:_____ **Observer:**_____ **Date:**_____

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	

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FRAMEWORK RUBRICS
Domain 2: The Classroom Environment

Teacher: _____ **Observer:** _____ **Date:** _____

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and 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 among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.	
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to 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.	
2d: Managing student behavior	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.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
2e: Organizing physical space	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.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	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, including computer technology.	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. Technology is used skillfully, as appropriate to the lesson.	

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FRAMEWORK RUBRICS
Domain 3: Instruction

Teacher: _____ **Observer:** _____ **Date:** _____

COMPONENT	FAILING	NEEDS IMPROVMENT	PROFICIENT	DISTINGUISHED	NA
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure	
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	

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Teacher:_____ **Observer:**_____ **Date:**_____

COMPONENT	FAILING	NEEDS IMPROVMENT	PROFICIENT	DISTINGUISHED	NA
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	

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FRAMEWORK RUBRICS
Domain 4: Professional Responsibilities

Teacher:_____ Observer:_____ Date:_____

COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	N/A
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	
4b: System for managing students' data	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is either absent, incomplete or in disarray.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is ineffective or rudimentary, not maintained and/or requires frequent monitoring for accuracy.	Teacher's information management system for student completion of assignments, student progress in learning and non-instructional activities is fully effective.	Teacher's information management system for student completion of assignments, progress in learning and non-instructional activities is fully effective and is used frequently to guide planning. Students contribute to the maintenance and/or interpretation of the information.	
4c:Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.	
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	

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Teacher:_____ **Observer:**_____ **Date:**_____

COMPONENT	FAILING	NEEDS IMPROVMENT	PROFICIENT	DISTINGUISHED	N/A
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.	

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