

Raymond School District Instructional Specialist Scheduled Observation Form

Educator:		Observer:		Date:	
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Class:			Time:	
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Domain 2: The Classroom Environment				
2b. Establishing a culture for ongoing instructional improvement. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. 	2 - Basic <ul style="list-style-type: none"> Teachers do not resist the offerings of support from the instructional specialist. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. 	4 - Distinguished <ul style="list-style-type: none"> Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. 	
Comments/Recommendations				
2c. Establishing clear procedures for educators to gain access to instructional support				
1 - Unsatisfactory <ul style="list-style-type: none"> When teachers want to access assistance from the instructional specialist, they are not sure how to go about it. 	2 - Basic <ul style="list-style-type: none"> Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist has established clear procedures for teachers to use in gaining access to support. 	4 - Distinguished <ul style="list-style-type: none"> Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. 	
Comments/Recommendations				

Domain 2: The Classroom Environment				
2d. Establishing and maintaining norms of behavior for professional interactions				
1 - Unsatisfactory <ul style="list-style-type: none"> No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. 	2 - Basic <ul style="list-style-type: none"> Instructional specialist's efforts to establish norms of professional conduct are partially successful. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist has established clear norms of mutual respect for professional interaction. 	4 - Distinguished <ul style="list-style-type: none"> Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. 	
Comments/Recommendations				
2e. Organizing physical space for educator/student services				
1 - Unsatisfactory <ul style="list-style-type: none"> Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, 	2 - Basic <ul style="list-style-type: none"> The physical environment does not impede workshop activities. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the 	4 - Distinguished <ul style="list-style-type: none"> Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical 	

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<ul style="list-style-type: none"> time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. 		workshop activities.	arrangement.
Comments/Recommendations			

Domain 3: Delivery of Service			
3a. Collaborating with educators in the design of instructional units and lessons			
1 - Unsatisfactory <ul style="list-style-type: none"> Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. 	2 - Basic <ul style="list-style-type: none"> Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. 	4 - Distinguished <ul style="list-style-type: none"> Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Comments/Recommendations			
3b. Engaging educators in learning new instructional skills			
1 - Unsatisfactory <ul style="list-style-type: none"> Teachers decline opportunities to engage in professional learning. 	2 - Basic <ul style="list-style-type: none"> Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating. 	3 - Proficient <ul style="list-style-type: none"> All teachers are engaged in acquiring new instructional skills. 	4 - Distinguished <ul style="list-style-type: none"> Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
Comments/Recommendations			

Domain 3: Delivery of Service			
3c. Sharing expertise with staff (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. 	2 - Basic <ul style="list-style-type: none"> The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. 	3 - Proficient <ul style="list-style-type: none"> The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. 	4 - Distinguished <ul style="list-style-type: none"> The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

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Comments/Recommendations			
3d. Locating resources for educators to support instructional improvement			
1 - Unsatisfactory <ul style="list-style-type: none"> Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. 	2 - Basic <ul style="list-style-type: none"> Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist locates resources for instructional improvement for teachers when asked to do so. 	4 - Distinguished <ul style="list-style-type: none"> Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Comments/Recommendations			

Domain 3: Delivery of Service			
3e. Demonstrating flexibility and responsiveness (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Instructional specialist adheres to his plan, in spite of evidence of its inadequacy. 	2 - Basic <ul style="list-style-type: none"> Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change. 	3 - Proficient <ul style="list-style-type: none"> Instructional specialist makes revisions to the support program when it is needed. 	4 - Distinguished <ul style="list-style-type: none"> Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
Comments/Recommendations			

Educator Comments:	
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An educator's Professional Practice Rating will be determined at the time of the summative evaluation. It will be based upon the following four domains of Charlotte Danielson's Framework of Teaching: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities. Not all the components and domains are observable in the classroom observation process, especially Domain 4. There is an expectation that all educators will demonstrate proficient performance in each of the focus components as identified in the Raymond Educator Effectiveness Plan.

Teacher Signature:		Date:	
Administrator Signature:		Date:	

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.