

Raymond School District Instructional Specialist Walkthrough Observation Form

| | | | | | |
|------------------|--|------------------|--|--------------|--|
| Educator: | | Observer: | | Date: | |
|------------------|--|------------------|--|--------------|--|

| | | | |
|---------------|--|--------------|--|
| Class: | | Time: | |
|---------------|--|--------------|--|

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Domain 2: The Environment | | | | |
| 2a. Creating an environment of trust and respect. (Focus Component) | | | | |
| 1 - Unsatisfactory <ul style="list-style-type: none"> Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. | 2 - Basic <ul style="list-style-type: none"> Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist. | 3 - Proficient <ul style="list-style-type: none"> Relationships with the instructional specialist are respectful, with some contacts initiated by teachers. | 4 - Distinguished <ul style="list-style-type: none"> Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. | |
| Comments/Recommendations | | | | |
| 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 | | | | |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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. | |
| Comments/Recommendations | | | | |
| 3e. Demonstrating flexibility and responsiveness. (Focus Component) | | | | |
| 1 - Unsatisfactory | 2 - Basic | 3 - Proficient | 4 - Distinguished | |

Raymond School District Instructional Specialist Walkthrough Observation Form

| | | | | | |
|------------------|--|------------------|--|--------------|--|
| Educator: | | Observer: | | Date: | |
|------------------|--|------------------|--|--------------|--|

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Instructional specialist adheres to his plan, in spite of evidence of its inadequacy. | <ul style="list-style-type: none"> • Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change. | <ul style="list-style-type: none"> • Instructional specialist makes revisions to the support program when it is needed. | <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 | | | |

The items not checked on this form were items that were not observed during the scheduled observation. It is not an indication that they did not happen over the entire class period.

| | |
|----------------------------|--|
| Educator Comments : | |
|----------------------------|--|

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.