

Raymond School District Special Education Teacher Walk Through Observation Form

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| Educator: | | Observer: | | Date: | |
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| Class: | Time: |
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| Domain 2: The Environment | | | | |
| 2a: Creating an environment of trust and respect (Focus Component) | | | | |
| 1 - Unsatisfactory <ul style="list-style-type: none"> Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | 2 - Basic <ul style="list-style-type: none"> Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | 3 - Proficient <ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business like, though students may be somewhat cautious about taking intellectual risks. | 4 - Distinguished <ul style="list-style-type: none"> Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. | |
| Comments/Recommendations | | | | |
| 2b: Establishing a culture for learning (Focus Component) | | | | |
| 1 - Unsatisfactory <ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | 2 - Basic <ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | 3 - Proficient <ul style="list-style-type: none"> The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | 4 - Distinguished <ul style="list-style-type: none"> The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. | |
| Comments/Recommendations | | | | |

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| Domain 3: Instruction | | | |
| 3a: Communicating with students (Focus Component) | | | |
| 1 - Unsatisfactory <ul style="list-style-type: none"> The classroom expectations for the resource room are unclear to students, and classroom procedures are unknown or confusing. The teacher has little to no knowledge of students' progress in the general education class; teacher has little to no knowledge of students' missing assignments or students' achievement on class summative assessments. | 2 - Basic <ul style="list-style-type: none"> The classroom expectations for the resource room are communicated but leave some students confused. The classroom procedures are known but not regularly enforced. Teacher has some knowledge of students' progress in the general education classroom. The teacher has some knowledge of students' missing assignments or students' achievement on class summative assessments. The teacher does not regularly/clearly communicate work completion needs to students. | 3 - Proficient <ul style="list-style-type: none"> The classroom expectations for the resource room are clearly communicated to students. The classroom procedures are explained clearly, known by students and regularly enforced. Teacher has knowledge of most students' progress in the general education classroom. The teacher has some knowledge of students' missing assignments or students' achievement on class summative assessments. The teacher regularly communicates work completion needs to students. | 4 - Distinguished <ul style="list-style-type: none"> The classroom expectations for the resource room are clearly communicated. The classroom procedures are explained clearly, are known and followed by students, and rarely have to be enforced by the teacher. Teacher has knowledge of all students' progress in the general education classroom. The teacher has knowledge of students' missing assignments or students' achievement on class summative assessments. The teacher assists students in being responsible for tracking and completing their own missing work and retaking summative assessments as necessary and assists students in addressing areas of need. |
| Comments/Recommendations | | | |
| 3c: Engaging Students in Learning (Focus Component) | | | |
| 1 - Unsatisfactory <ul style="list-style-type: none"> Students in the resource room are not engaged in the work presented. The teacher is unable to present additional strategies/approaches to support learning or there are major errors in presented strategies. The teacher puts forth no effort into getting students motivated to learn/complete work. | 2 - Basic <ul style="list-style-type: none"> Some of the students in the resource room are engaged in the work presented. The teacher is able to present more than one strategy/approach to support learning. There are minor errors in presented strategies. The teacher struggles with identifying strategies to get students motivated to complete work. | 3 - Proficient <ul style="list-style-type: none"> Most of the students in the resource room are engaged in the work presented. The teacher is able to present many strategies/approaches to support learning without errors in presented strategies. The teacher identifies strategies to get students to motivate themselves to complete work. | 4 - Distinguished <ul style="list-style-type: none"> Virtually all students in the resource room are engaged in the work presented. The teacher is able to present many strategies/approaches to support learning without errors in presented strategies. The teacher provides scaffolding to support engagement. The teacher has identified several strategies to motivate themselves to complete work. |
| 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.

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| 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.

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| 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.