***Physical Education, Agriculture or Art Teacher Observation Form***

Opportunities to be formally observed and receive written feedback from the principal have been proven to be beneficial to a teacher’s professional progress. Teachers will participate in a pre-observation conference, a formative observation, and a post-observation discussion of the findings.

**Classroom Teacher’s Name\_\_\_\_\_\_\_\_**  **Grades**  \_\_\_\_\_\_\_\_\_\_\_\_\_  **Topic of the Lesson** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Concept Strand**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Concept Objectives** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Code: X = Not Observed 1 = Unsatisfactory 2 =Partially Proficient 3 = Proficient 4 = Advanced**

|  |  |  |
| --- | --- | --- |
| **I.** | **Plans Curriculum and Instruction** |  |
| 2 | Detailed Lesson Plan Available |  |
|  | Learning objectives are clear and measurable |  |
| **II** | **Delivers Effective Instruction** |  |
|  | Pre-instructional activity sets the tone of the class |  |
|  | Knowledge of content is evident |  |
|  | Effective explanation of skills/activities |  |
|  | Presentation is developmentally appropriate with guided, meta-cognitive questioning |  |
|  | Oral and written communication is clear |  |
| **III** | **Manages Classroom Climate and Operation** |  |
|  | Manages time efficiently with good lesson flow |  |
|  | Maximizes use of space and equipment |  |
|  | Maintains a positive learning environment |  |
| **IV** | **Supervision, Class Control, and Equity** |  |
|  | Teacher actively monitors instruction |  |
|  | Specific skill and behavior feedback given |  |
|  | Emotional and physical safety issues addressed |  |
|  | Teacher reacts to misbehaviors appropriately |  |
| **V** | **Student Engagement** |  |
|  | Students fully involved in lesson |  |
|  | Students encouraged to achieve and excel |  |
|  | Student engagement is matched to objectives |  |
|  | Student talking is on topic and monitored |  |
| **VI** | **Evaluation** |  |
|  | Student performance is assessed and extended |  |
|  | Progress assessed formally and informally |  |
|  | Attention is paid to significant behaviors and learning differences among students |  |
|  | Assesses during and after lessons and adjusts teaching to assessment data |  |
| **VII** | **Closure** |  |
|  | Efficient collection of equipment and supplies |  |
|  | Review of learning outcomes, performance, and social behavior |  |

**VIII. SUMMARY**

**Areas of Strength**

**Areas for More Focus**

**Recommendations**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Signature of Principal Date

A copy will be given to the classroom teacher, a copy will be placed in the teacher’s file for use on the Summative Evaluation and summitted to the Associate Superintendent of Schools in the Office of Education.**