**North Olmsted City Schools OTES 2.0 Focused** **Formal Pre-Observation Form**

**Logo

Description automatically generated***(It is recommended but not required that Staff being evaluated complete this form prior to pre-evaluation conferences.)*

To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the pre-conference, observation, post-conference and classroom walkthroughs, if applicable. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all *indicators* for each observation cycle. Likewise, teachers may, but are not required to, bring additional pieces of evidence to address all *indicators*. The professionalism section of the rubric may use evidence collected during the pre-conferences and post-conferences as well as information from the Professional Growth and/or Improvement Plan, if applicable.

Name: Date sent: Building: Room:

Subject/Grade: Observation Date/Time:

Pre-Observation Conference Date/Time:

Post-Observation Conference Date/Time:

Observer: Title:

Check the standard(s) which this focused observation will address.

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| Standard(s) Addressed | Description: | Element Number(s): |
| Standard 1 | Students – Teachers understand student learning and development and respect the diversity of the students they teach. |  |
| Standard 2 | Content – Teachers know and understand the content area for which they have instructional responsibility. |  |
| Standard 3 | Assessment – Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. |  |
| Standard 4 | Instruction – Teachers plan and deliver effective instruction that advances the learning of each individual student. The Conditions for Teaching and Learning. |  |
| Standard 5 | Learning Environment – Teachers create learning environments that promote high levels of learning and achievement for all students. |  |
| Standard 6 | Collaboration and Communication – Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. |  |
| Standard 7 | Professional Responsibility and Growth – Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community. |  |
| How will the focus of this evaluation be addressed? | | |
|  | | |
| Teacher Response: Include Elements and Evidence: | | |
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| Evaluator Comments: | | |
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**Evidence Rubric**

Although this is a focused evaluation, it is still **recommended but not required** that staff receiving the evaluation consider using the following evidence rubric to maintain additional evidence verifying standards that have been met. It is wise to include all evidence of all indicators met even if they are not part of the focus of your evaluation. This may be maintained by the staff member and utilized in pre and post conferences as well as substantiating success in meeting PGP and IP goals. Evidence collected can also be used to support your final summative rating. Indicators all reflect requirements to achieve accomplished rating.

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| **Standards** |  | I**ndicator** | **Evidence  (Copied from the Holistic Formal Pre-Observation form)** |
| **FOCUS FOR LEARNING**  **(Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)**  *Possible Sources of Evidence:*  *pre-conference,*  *artifacts,*  *portfolios,*  *analysis of student data,*  *lesson plans,*  *student surveys,*  *common assessments* | **Use of High-Quality Student Data**  Element 1.1  Element 1.2  Element 1.3  Element 3.3 | The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).  The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring. | *Not applicable HQSD is not required for the 2021-22.* |
| **Connections to prior and future learning**  Element 1.2  Element 2.1  Element 2.2  Element 2.4  Element 2.5 | The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student’s prior knowledge while supporting the student’s development. |  |
| **Connections to state standards and district priorities**  Element 2.3  Element 4.1  Element 4.7 | The teacher’s instructional plan incorporates activities, assessments and resources, including available technology*,* that align with student needs, school and district priorities, and Ohio’s Learning Standards.  The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum. |  |
| **KNOWLEDGE OF STUDENTS**  **(Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)**  *Possible Sources of Evidence:*  *analysis of student data,*  *pre-conference,*  *artifacts, student surveys* | **Planning instruction for the whole child**  Element 1.2  Element 1.4  Element 1.5  Element 4.2  Element 4.4  Element 6.4 | The teacher’s instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources. |  |
| **LESSON DELIVERY**  **(Standard 2: Content,**  **Standard 3: Assessment,**  **Standard 4: Instruction,**  **Standard 5: Learning Environment,**  **Standard 6: Collaboration and Communication)**  *Possible Sources of Evidence:*  *pre-conference,*  *post-conference,*  *formal observation,*  *classroom walk-throughs/informal observations,*  *peer review* | **Communi-cation with students**  Element 2.2  Element 4.3  Element 4.6  Element 6.1 | The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.  The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher’s communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.  The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges. |  |
| **Monitoring student understanding**  Element 3.2  Element 3.3 | The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges. |  |
| **Student-centered learning**    Element 3.5  Element 4.5  Element 4.6  Element 5.3  Element 5.4 | Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning.  Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students. |  |
| **CLASSROOM ENVIRONMENT**  **(Standard 1: Students,**  **Standard 5: Learning Environment)**  *Possible Sources of Evidence:*  *pre-conference, post-conference,*  *formal observation,*  *classroom walk-throughs/informal observations,*  *peer review, student surveys* | **Classroom climate and**  **cultural competency**  Element 1.4  Element 5.1  Element 5.2 | The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.  There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued. |  |
| **ASSESSMENT OF STUDENT LEARNING**  **(Standard 1: Students,**  **Standard 3: Assessment)**  *Possible Sources of Evidence:*  *pre-conference,*  *formal observation,*  *classroom walk-throughs/informal observations,*  *assessments,*  *student portfolios, post-conference* | **Use of assessments**  Element 3.1  Element 3.2  Element 3.3  Element 3.4 | The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.  The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.  The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs. |  |
| **Evidence of student learning**  Element 1.3 | The teacher uses sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. | *Not applicable HQSD is not required for the 2021-22.* |
| **PROFESSIONAL RESPONSIBILITIES**  **(Standard 6: Collaboration and Communication,**  **Standard 7: Professional Responsibility and Growth)**  *Possible Sources of Evidence:*  *Professional Growth Plan or Improvement Plan,*  *pre-conference,*  *post-conference,*  *artifacts, self-assessment,*  *peer review* | **Communication and collaboration with families**  Element 6.1  Element 6.2 | The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student’s learning, well-being and development. |  |
| **Communication and collaboration with colleagues**  Element 6.3 | The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession. |  |
| **District policies and professional responsibilities**  Element 7.1 | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.  The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level. |  |
| **Professional learning**  Element 7.2  Element 7.3 | The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices. |  |