

**PRE-OBSERVATION FORM:
TIERS I, II, AND III**

Name:	Administrator:
Pre-Conference Date:	Date and Time of Observation:
Grade/Subject:	

1. Briefly describe the students in this class, including those with special needs.

2. What are the goals for the lesson? What do you want the student to learn?

3. How do these goals support the diocese's curriculum?

4. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.)

5. How do you plan to engage students in the content? What will you do? What will the students do?

6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?

7. Describe what, if anything, from staff development that will be observed?

8. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson)

9. What Iowa teaching standards/criteria will be demonstrated in this observation?

10. List any items you might want to call to the attention of the administrator or areas you would like the administrator to observe.

Teacher's Signature/Date

Administrator's Signature/Date

**SAMPLE LESSON PLAN DESIGN FOR FORMAL OBSERVATION PROCESS
TIERS I, II, AND III**

Name: _____ Subject: _____

Date: _____ Time: _____

Diocesan **standards**, benchmarks, or curriculum addressed (3a, 4a)

Expectations for social, behavior, and academic success (3b)

Research-based **strategies** to engage all students and address full range of cognitive levels (3d, 4b)

Resources used to develop and sequence instruction (3e)

Assessment that is aligned with instruction (5a)

Administrator's signature/date: _____

Teacher's signature/date: _____

POST-OBSERVATION REFLECTION FORM
TIERS I, II, AND III

Name:	School:
Grade/Subject:	
Observation Date:	Time:
Post-conference Date:	Time:

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. How were elements learned from staff development, if any, incorporated into this lesson?

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

6. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.

7. List the Diocesan/Iowa Teaching Standards/Criteria that were related to this lesson.

Teacher's signature/Date

Administrator's signature/Date

**Davenport Diocese
Professional Staff Evaluation**

**Comprehensive/Summative Evaluation Form
TIERS I AND II**

Teacher:	Folder #:
Evaluator:	Folder #:
School Name:	
Grade Level:	Subjects:
Year: 1, 2, or 3	

Directions: In the narrative under each standard, the evaluator should incorporate and address each criterion. Contained in each section *may* be comments relating to the four levels at which teachers are meeting each criterion as determined in comparison to the “Teacher Reflection Guide” contained in the “Teacher Evaluation Handbook.” Absence of an indication should not be negatively interpreted.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard:	Check one:
Evidence spaces are in Microsoft word. Just insert text and box will expand to fit size of text.	<input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Evidence to support attainment of or failure to meet standard:	Check one:
	<input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard:	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Evidence to support attainment of or failure to meet standard:	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:	Check one <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.

9. FULFILLS PROFESSIONAL RESPONSIBILITIES as FAITH COMMUNITY MEMBER.

The teacher:

- a. Gives evidence of valuing Catholic philosophy of education.
- b. Gives on-going support to the development and living of a Christian faith community among faculty and students.
- c. Demonstrates commitment to the values of personal prayer and participation in community worship.
- d. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service.
- e. Fosters awareness of multicultural nonsexist issues as justice issues.

Evidence to support attainment of or failure to meet standard:	Check one <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-9.

- The teacher is a first year Beginning Teacher.
- The teacher meets or exceeds all nine Diocesan/Iowa Teaching Standards and is recommended for a standard license.
- The teacher fails to meet all nine Diocesan/Iowa Teaching Standards and is not recommended for a standard license.

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20__ to _____, 20__

Teacher's Signature: _____ Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

Tier II

- The teacher meets or exceeds all nine Diocesan /Iowa Teaching Standards.**
- The teacher fails to meet all nine Diocesan/Iowa Teaching Standards.**

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20__ to _____, 20__

Teacher's Signature: _____ Date: _____

Evaluator's signature/date

Evaluator's signature/date

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.