YES Prep North Central
Full Observation Evaluation Form

Teacher: _____   Date: _____   Time In: _____   Time Out: _____

Observer: _____   Class and topic: _____

Observation notes and lesson plans attached

DOMAIN I: Classroom Management and Culture Classroom Culture and the Learning Environment	
Indicator at the *Proficient* and *Mastery* Levels on the Teacher Summative Rubric	**Rating**
Motivation/Sense of Urgency -Effectively creates a positive sense of urgency for classroom performance -Effectively motivates students to work hard including the use of verbal and/or written praise to reward students for their efforts **-Students demonstrate intrinsic motivation and have internalized the value of hard work, demonstrating pride in their accomplishments**	NA 1 2 3 NA 1 2 3 **Mastery**
Respect and Equity -Demonstrates respect for all students and treats all students fairly. -Interactions among students are free from sarcasm, conflict, and insensitivity. **-Classroom culture encourages respect between all individuals in the room; interactions demonstrate genuine warmth and caring toward individuals.**	NA 1 2 3 NA 1 2 3 **Mastery**
High Expectations -Drives all students to achieve at high levels. -Drives students to hold themselves accountable for success every day. -Students occasionally take risks such as volunteering or making mistakes. **-Students consistently take academic risks such as volunteering or making mistakes in order to better their learning.**	NA 1 2 3 NA 1 2 3 NA 1 2 3 **Mastery**

Valuing Hard Work and Persistence -75% - 90% of students display hard work and demonstrate persistence through difficult material. **-90-100% of students display hard work and demonstrate persistence through difficult material.**	NA 1 2 3 **Mastery**
Teamwork -Students demonstrate positive interactions with each other and teacher during group activities. -Students value contributions of other team members. **-Students demonstrate cooperation rather than competition in group and whole-class activities.**	NA 1 2 3 NA 1 2 3 **Mastery**
Stimulating Environment -Classroom contains positive messages (including all YES materials) and relevant content materials. -The space is clean and visually stimulating. **-Engaging and promotes student achievement**; **examples of recent student work displayed and celebrated.**	NA 1 2 3 NA 1 2 3 **Mastery**
Classroom Arrangement -Classroom is arranged to allow varied interactions between students and teacher and among students. -Space is rearranged as necessary to meet curricular goals. **-Teacher uses recent data to make decisions about student seating (including hetero- and homogeneous grouping).**	NA 1 2 3 NA 1 2 3 **Mastery**

DOMAIN I: *Classroom Management and Culture* Student Management	
Indicator at the *Proficient* and *Mastery* Levels on the Teacher Summative Rubric	**Rating**
Assertive Authority -Uses a firm tone to clearly articulate behavioral expectations of students as appropriate during class. -Monitors student behavior and attends to all areas of the classroom in order to prevent misbehavior. -Students display appropriate behavior the majority of the time **-Teacher uses a variety of strategies to manage student behavior in a proactive manner; teachers' monitoring of behavior is subtle and students display appropriate behavior 95% - 100% of the time.**	NA 1 2 3 NA 1 2 3 NA 1 2 3 **Mastery**
Handling Misbehavior -Quickly, effectively, and consistently handles student misbehavior. -Handles student misbehavior in a respectful and appropriate way. -Misbehaving students respond quickly and appropriately. **-Quickly and effectively handles student misbehavior in a respectful and appropriate way that maximizes instructional time and promotes positive expectations for behavior.** **-Teacher's response is firm yet responsive to individual student needs.**	NA 1 2 3 NA 1 2 3 NA 1 2 3 **Mastery** **Mastery**
Using School Systems Effectively -Effectively and appropriately uses school systems such as agendas, Wall St., RISE, "three marks" and detentions to manage student misbehavior. **-Blends use of school systems with own methods effectively so as to not over-depend on school systems.**	NA 1 2 3 **Mastery**
Classroom Routines and Procedures -Creates and implements effective classroom procedures that maximize instructional time and allow for effective record keeping. -85 - 90% of students follow procedures without prompting by teacher. **-Over 90% of students follow procedures w/o prompting by teacher; uses student helpers to accomplish tasks and streamline classroom operations.**	NA 1 2 3 NA 1 2 3 **Mastery**

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DOMAIN II: Instructional Planning and Delivery	
Classroom Instruction	
Indicator at the *Proficient* and *Mastery* Levels on the Teacher Summative Rubric	**Rating**
Objective-Driven -Lesson is centered around concrete, measurable objective(s) for student achievement. -Expectations for student learning are clearly stated. -Objective is posted prominently in room. **-Consistently invests students in the daily objective.**	NA 1 2 3 NA 1 2 3 NA 1 2 3 **Mastery**
Effective Instructional Planning-Focus on Teacher -Lesson delivery shows thoughtful and reflective planning and contains all elements of the lesson cycle as appropriate to ensure student understanding and mastery of objective(s). -Direct instruction is clear and error-free, and designed to avoid and/or clarify anticipated misunderstandings. **-Teacher designs lesson plans regularly (weekly) using recent student data in order to meet student needs.**	NA 1 2 3 NA 1 2 3 **Mastery**
Effective Instructional Planning-Focus on Student (Engagement and Interest) -Uses a variety of student-centered strategies (instructional and behavioral) to ensure that students are engaged in lesson. -Effectively addresses students' different learning styles with some differentiation (formal or informal) so that students are appropriately challenged. **-Lessons are differentiated (formally and informally) so that students at various levels are engaged and appropriately challenged.**	NA 1 2 3 NA 1 2 3 **Mastery**

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Checking for Understanding -Lesson contains appropriate activities for students to *demonstrate* understanding. -Modifies and/or adjusts lesson as appropriate in order to ensure mastery of objective. **-Assesses each student's level of mastery of daily objectives.**	NA 1 2 3 NA 1 2 3 **Mastery**
Pacing -The pacing of lesson activities consistently balances instructional time with opportunities for student processing. **-Teacher adjusts presentation style and strategies as appropriate to meet needs of all students; students may be working at different pace depending on progress on daily objective.**	NA 1 2 3 **Mastery**
Questioning Strategies -Structures questions to assess student mastery of material and encourage higher level thinking. -Encourages student questioning and productive discussion. -Effective use of wait time to encourage processing. **-Questions are consistently open-ended; students display ownership of the inquiry process without prompting by teacher; uses wait time effectively both after posing a question and before responding to student answers**.	NA 1 2 3 NA 1 2 3 NA 1 2 3 **Mastery**
Content Knowledge -Displays extensive content knowledge to students. -Effectively explains relevancy of material to students and/or makes connections to other disciplines or the world. **-Consistently strives to increase content knowledge and bring new learning into classroom.**	NA 1 2 3 NA 1 2 3 **Mastery**

_____   _____

Signature of Observer   **Date**

_____   _____

Signature of Instructor   **Date**