

Reflective Feedback Observation Form

Name: _____

Date _____ Pd _____ Time _____ Course: _____

Instructional

(EET 1c/3a) -Objective: The student will be able to

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

(EET 3a)-Referencing objective during lesson: ___ Yes ___ No

Objective for Each Course: ___ Yes ___ No

(EET 2c)-Bellwork: ___ Yes ___ No **Agenda:** ___ Yes ___ No

The Word Wall is relevant to chapter/unit/lesson.

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

Unpacking is evident in the classroom.

___ Not Evident ___ Emerging ___ Operational ___ High Functional

The teacher is on pace with course curriculum.

___ On Pace ___ 1 Week Off ___ 2 Weeks Off ___ 3 Weeks or More

(EET 3c)-Kagan/CRISS/AVID/SB or other strategies are implemented within the lesson that ensures opportunities for student engagement?

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

(EET 1f/3d/3e)-The teacher is using informal assessments to check for understanding during the lesson.

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

(EET 1b/3b)-Higher order questions and/or thinking is found within the lesson presentation.

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

Student Engagement and Classroom Environment

(EET 3c)Students are actively engaged in learning.

___ # in engaged learning ___ #not engaged.

___ # on task ___ # off task

(EET 2b)-An academically student centered environment is observed within the classroom.

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

(EET 2c/2d)-The climate is orderly.

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

(EET 3d/3e)-The teacher is circulating and assisting.

___ Not Evident ___ Emerging ___ Operational ___ Highly Functional

Indicators

Not Evident – There is no evidence that this is taking place during the lesson.

Emerging – This is evident 5% - 45% of the time during the lesson.

Operational – This is evident 50% - 75% of the time during the lesson.

Highly Functional – This is evident 80% - 100% of the time during the lesson.

Objective

Not Evident – No Objective

Emerging – Two of the Four

Operational – Three of the Four

Highly Functional – All Four; Focus, Action, Subject Matter, Show learning (measurable setting)

Word Wall

Words aren't Relevant to Lesson/Unit

Relevant Words

Relevant Words & Definitions

Relevant Words & Definitions & Examples

STRATEGIES

Not Evident (Zero) **Emerging** (One) **Operational** (Two) **Highly Functional** (> 2)

Domain 1 - Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy

1b - Demonstrating Knowledge of Students

1c - Setting Instructional Outcomes

1d - Demonstrating knowledge of Resources and Technology

1e - Designing Coherent Instruction

1f - Designing Student Assessment

Domain 2 - Classroom Environment

2a - Creating an Environment of Respect and Rapport

2b - Establishes a Culture for Learning

2c - Managing Classroom Procedures

2d - Managing Student Behavior

2e - Organizing Physical Space

Domain 3 - Instruction

3a - Communicating with Students

3b - Using Questioning and Discussion Techniques

3c - Engaging Students in Learning

3d - Using Assessment in Instruction

3e - Demonstrating Flexibility and Responsiveness

Domain 4 - Professional Responsibilities

4a - Reflecting on Teaching

4b - Maintaining Accurate Records

4c - Communicating with Stakeholders

4d - Participating in a Professional Learning Community

4e - Growing and Developing Professionally

4f - Showing Professionalism

I strongly suggest that each teacher go to the EET home page and view the language for what is scored for accomplished and Exemplary.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.