Name _____ School _____

Subject/Grade Level_____ School Year _____

Evaluator _____ Title - _____

Teacher Observation Form

The Novato Unified School District Teacher Evaluation is based, in part, on a formal discussion of performances and conferences conducted on the following dates:

_____	Temporary	(Conference by October 15)
_____	Probationary	(Conference by October 15)
_____	Permanent	(Conference by October 15)

Observation Dates	Pre-Observation Date	Post Observation Date	Teacher's Signature	Evaluator's Signature
Formal Evaluation Date:				

Summary Evaluation Conference date:_____

Check All That Apply

_____ Goals Summary Completed/Signed

_____ Professional Responsibilities identified (Article 8)

_____ Supervision/Evaluation Timeline Reviewed

_____ Formal Teacher Observation Form Reviewed (copy to teacher)

_____ Teacher Summary Narrative Evaluation and Rating Forms Reviewed (copy to teacher)

_____ 1st Formal Observation Scheduled, or   _____ TBD

_____ 2nd Formal Observation Scheduled, or   _____ TBD

_____ Other   _____

Novato Unified School District (NUSD) is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential. In order to reach its vision for "Achievement for All," NUSD must have effective teachers in every classroom and effective site administrators in every school. In January of 2011, the NUSD Certificated Evaluation Committee, made up of teacher leaders, site administrators and district staff, was formed to redesign the District's evaluation system to advance effective school leadership and teaching while maximizing student learning. NUSD also hired Pivot Learning Partners to facilitate the process and provide expertise, guidance, consultation and research and writing services to the Committee. After a comprehensive external scan of the research and literature on effective evaluation systems and an internal assessment of NUSD's current system, the Committee developed frameworks which define NUSD's effective teaching and leadership, rubrics aligned to those frameworks, and evaluation forms used to appraise teaching and leadership in the district.

By defining the standards from which NUSD's teachers will be evaluated, NUSD's Framework for Effective Teaching and Learning (see page 11 for more details) is the foundation of NUSD's pilot evaluation system for teachers. The Committee identified five overarching performance standards for effective teaching: (1) plan; (2) teach-environment; (3) teach-instruction; (4) learn; and (5) increase effectiveness. The Committee then developed a corresponding rubric that provides detailed descriptions of each of the six standards (see page 13 for a copy of the rubric). These descriptions are scaled across the following five categories:

Name _____ School _____

Subject/Grade Level _____ School Year _____

Evaluator _____ Title - _____

- **Distinguished:** Teacher consistently met and significantly exceeded performance standards. To be considered a distinguished teacher, the t e a c h e r must meet all of the descriptions under the proficient category and those in the distinguished category.

- **Proficient:** Teacher consistently met performance standards.

- **Developing:** While the teacher did not meet all of the performance standards and/or inconsistently met those standards, he/she demonstrated adequate growth toward meeting those standards during the period of performance.

- **Ineffective:** Teacher did not meet performance standards and did not demonstrate growth towards meeting those standards.

- **Not observed:** Evaluator did not observe this performance standard during the course of the observation

The written material in this document was informed by the following researchers, organizations and school districts: District of Columbia Public Schools, Charlotte Danielson *(Framework for Teaching)*, Montgomery County (MD), Los Angeles Unified School District, the CA Commission on Teacher Credentialing, the California Department of Education *(CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders)*, WestEd *(Descriptions of Practice of the CPSELs)*, Denver Public Schools, Cincinnati Public Schools, Vanderbilt Assessment of Leadership in Education, New Leaders for New School *(Principal Leadership Actions Rubric)*, and the North Carolina State Board of Education *(Rubric for Evaluating North Carolina School Executives)*.

Name_____School_____

Subject/Grade Level_____School Year _____

Evaluator _____Title - _____

Plan

Practices	Distinguished	Proficient	Developing	Ineffective	Not Observed
Plan #1: Plans lessons which demonstrate knowledge of content and pedagogy.					
Plan #2: Plans instruction that incorporates a variety of explicit instructional strategies to address the needs of the student subgroups.					
Plan #3: Plans and develops lessons and assessments that are based on district-adopted curriculum/ approved course outlines and California content and language standards.					
Plan #4: Develops and sequences long- and short-term instructional plans to meet the learning needs of all students.					
Overall Rating for Plan					

Comments:

Recommended actions for continuous improvement:

Novato Unified School District Certificated Employee Evaluation Forms for Teachers

Name _____ School _____

Subject/Grade Level _____ School Year _____

Evaluator _____ Title - _____

Teach-Environment

Practices	Distinguished	Proficient	Developing	Ineffective	Not Observed
Teach-Environment #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning.					
Teach-Environment #2: Maintains high learning expectations and appropriate levels of support for all students.					
Teach-Environment #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met).					
Teach-Environment #4: Develops and implements an effective plan for managing classroom procedures.					
Overall Rating for Teach-Environment					

Comments:

Recommended actions for continuous improvement:

Novato Unified School District Certificated Employee Evaluation Forms for Teachers

Name_____School_____

Subject/Grade Level_____School Year _____

Evaluator _____Title - _____

Teach-Instruction

Practices	Distinguished	Proficient	Developing	Ineffective	Not Observed
Teach-Instruction #1: Implements well-organized, objective-driven, standards-based lessons.					
Teach-Instruction #2: Maximized instructional time, while appropriately pacing instruction.					
Teach-Instruction #3: Demonstrates knowledge of subject matter, academic standards, and curriculum frameworks.					
Teach-Instruction #4: Explains content clearly and connects it to meaningful, real-life context that align to student's prior knowledge, culture and heritage, life experiences and interests.					
Teach-Instruction #5: Promotes critical thinking and higher level understanding of content matter through effective questioning, higher order problem solving and reflection.					
Teach-Instruction #6: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources.					
Teach-Instruction #7: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed.					
Overall Rating for Teach-Instruction					

Comments:

Recommended actions for continuous improvement:

Name _____ School _____

Subject/Grade Level_____ School Year _____

Evaluator _____ Title - _____

Learn

Practices	Distinguished	Proficient	Developing	Ineffective	Not Observed
Learn #1: Students and subgroups demonstrate growth and mastery based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests.					
Learn #2: Students engage in self-assessment, goal setting and progress monitoring.					
Learn #3: Assesses, analyzes, and communicates student learning and progress on achievement goals using available technologies.					
Learn #4: Recognizes and reinforces student progress and achievement.					
Overall Rating for Learn					

Comments:

Recommended actions for continuous improvement:

Name _____ School _____

Subject/Grade Level _____ School Year _____

Evaluator _____ Title - _____

Increase Effectiveness

Practices	Distinguished	Proficient	Developing	Ineffective	Not Observed
Increase Effectiveness #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments.					
Increase Effectiveness #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development.					
Increase Effectiveness #3: Reflects on and refines teaching practice to support growth in student learning.					
Increase Effectiveness #4: Engages parents, other volunteers and paraprofessionals in the student learning process.					
Increase Effectiveness #5 Models personal and professional ethics, intergrity, social justice and fairness.					
Overall Rating for Increase Effectiveness					

Comments:

Recommended actions for continuous improvement:

Teacher Signature _____   Date _____

Administrator Signature _____   Date _____