

Win-E-Mac Schools Teacher Evaluation

Teacher Information

- Teacher Name: _____
- Grade/Subject: _____
- Date of Meeting: _____
- Meeting Time: _____

Pre-Observation Notes

- Lesson Objectives:

- Focus Instructional Areas:

- Goals for Lesson:

- Assessment Strategies:

- Additional Notes from Pre-Observation Meeting:

Teacher: _____ Date: _____
Principal: _____ Date: _____

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Formal Observation

Teacher Information

- **Teacher Name:** _____
- **Grade/Subject:** _____
- **Date of Observation:** _____
- **Observation Time:** _____

Classroom Environment

- **Classroom Culture/Climate:**
 - Are students respectful and engaged?
 - Are routines and procedures effective?
 - Notes:
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- **Classroom Management:**
 - Is behavior managed effectively?
 - Are transitions smooth and efficient?
 - Notes:
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Instruction

- **Lesson Clarity and Organization:**
 - Is the lesson well-organized and clear?
 - Is pacing appropriate for the students?
 - Notes:
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- **Student Engagement:**

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- Are students actively participating?
 - Are there opportunities for higher-order thinking?
 - Notes:
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- **Differentiation:**

- How is instruction differentiated to meet diverse needs?
 - Are supports provided where necessary?
 - Notes:
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Instructional Strategies

- **Use of Effective Teaching Strategies:**

- Are effective strategies like cooperative learning, summarizing, etc. used?
 - Are students engaged through questioning, feedback, or group work?
 - Notes:
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- **Formative Assessment:**

- Are students' understanding and progress assessed during the lesson?
 - Is feedback timely and constructive?
 - Notes:
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Planning and Preparation

- **Alignment with Standards and Objectives:**

- Is the lesson aligned with state/grade-level standards?
 - Are learning goals clearly defined and articulated to students?
 - Notes:
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- **Resource Usage:**

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- Are resources (technology, manipulatives, etc.) used effectively?
 - Notes:
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Professional Responsibilities

- **Professionalism and Reflection:**

- Is the teacher demonstrating professionalism in interactions?
 - Is there evidence of self-reflection and responsiveness to feedback?
 - Notes:
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Teacher: _____ Date: _____
Principal: _____ Date: _____

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Post-Observation Meeting

Teacher Reflection

- **Teacher's Reflection on the Lesson:**
 - What went well, and what would they change?
 - Notes:
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Feedback

- **Strengths (Specific Domains and Elements):**
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- **Effective Instructional Strategies Observed:**
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- **Areas for Improvement in Instructional Strategies:**
-

Goals for Future Development

- **Goal 1:**

- **Goal 2:**

- **Action Plan for Growth:**

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Professional Development Recommendations

- Suggested Professional Development Opportunities:

- Next Steps/Follow-Up:

Teacher: _____ Date: _____
Principal: _____ Date: _____

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Formal Observation Rubric

Criteria	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Classroom Environment	Classroom management is ineffective; students are disengaged.	Basic classroom management with some off-task behavior.	Classroom environment is positive with minimal disruptions.	Classroom is student-centered, respectful, and supports learning for all students.
Instruction	Instruction is unclear and does not engage students.	Instruction is partially clear but lacks engagement.	Instruction is clear, engaging, and appropriately paced.	Instruction is highly engaging, promotes critical thinking, and is differentiated for diverse learners.
Planning & Preparation	Lesson plan is poorly developed with minimal preparation.	Lesson plan is basic and lacks complexity.	Lesson plan is well-developed, aligned with standards and student needs.	Lesson plan is detailed, differentiated, and integrates multiple resources and instructional strategies.
Instructional Strategies	Instructional strategies are ineffective or absent.	Some use of instructional strategies with limited impact.	Effective use of strategies to promote learning and engagement.	Skillful use of diverse instructional strategies that foster deep learning and engagement.
Student Engagement	Students are disengaged and off-task.	Some students are engaged, but not consistently.	Most students are engaged and participating actively.	All students are highly engaged, taking ownership of their learning.