

# Pre-Observation / Evaluation Guide Byron High School

Teacher: \_\_\_\_\_

Your observation / evaluation is scheduled for: \_\_\_\_\_

The categories and quality indicators listed in this guide illustrate some of the performance qualities that may be considered when conducting your observation / evaluation.

## **Preparation**

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clear statement of instructional purpose.
- Established why lesson is important for students to learn.
- Reviewed student work from previous period.

## **Components of the lesson**

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

## **Instructional Performance**

- Conveyed enthusiasm for lesson content.
- Successfully motivated student participation.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Effectively incorporated manipulatives and hands-on materials.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

## **Assessment and feedback to students**

- Systematically assessed understanding of all students in the class.
- Required meaningful recitation from all students.
- Followed incorrect answers with probing questions for clarity.
- Required production from all students.
- Effectively used wait time following questions to increase student engagement.
- Provided timely and constructive feedback to students.
- Encouraged student self-evaluation.

## **Classroom Management**

Arranged and decorated the classroom to enhance learning.

Routinely called students by name throughout the lesson.

Demonstrated empathetic understanding of student questions.

Systematically monitored student work to ensure engagement.

Clearly expressed and applied behavior expectations.

Maintained high level of on-task behaviors throughout the class period.

Made good use of non-verbal cues.

Overlooked minor infractions appropriately.

Consistently applied school rules in a firm, fair manner.

See Kevin Cotter if you have questions about the meaning of the categories or the quality indicators shown in this guide.