



**SUPERVISION FOR GROWTH -
OBSERVATION FORM FOR TEACHERS ON
THE ADMINISTRATIVE TRACK**

All fields outlined in red are required

This observation form is provided for Principals for use with Teachers on the Administrative Track. Reflective of current Division Policy, this format is based upon the Supervision for Growth document, in particular, the *Framework for Effective Teaching*.

Name: _____

Position: _____

School: _____

Date: _____

Principal: _____

PLACEMENT *(Please indicate as appropriate)*

Developmental Track:

- Coaching
- Mentoring
- Administrative Coaching
- Self-directing

Administrative Track:

- Probation
- Performance
- Promotion

To assist Principals with their observations, the following four point scale is provided:

- 1 - Minimal
- 2 - Needs Support/Improvement
- 3 - Meets Expectations
- 4 - Exceeds Expectations

INSTRUCTIONAL COMPETENCE

I. Planning Lessons

A. Curriculum Planning – Develops and sequences long and short term plans with learning activities geared to the Provincial/Division curriculum guidelines.

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|--|---|---|---|---|
| 1. Identifies learning needs and abilities of each student. | 1 | 2 | 3 | 4 |
| 2. Designs lessons based upon knowledge derived from assessing students. | 1 | 2 | 3 | 4 |
| 3. Prepares plans which correlate with specific instructional outcomes. | 1 | 2 | 3 | 4 |
| 4. Constructs lessons using a variety of learning strategies and activities. | 1 | 2 | 3 | 4 |
| 5. Develops extended and enriched activities to challenge students. | 1 | 2 | 3 | 4 |

B. Instructional Resources Planning – Selects and adapts resources consistent with instructional objectives.

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|--|---|---|---|---|
| 1. Identifies and arranges for material resources. | 1 | 2 | 3 | 4 |
| 2. Identifies and arranges for human resources. | 1 | 2 | 3 | 4 |

C. Organizational Planning – Plans and demonstrates effective organizational systems.

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|---|---|---|---|---|
| 1. Plans for the entire instructional period. | 1 | 2 | 3 | 4 |
| 2. Mathematics year plan and weekly/monthly plans are complete. | 1 | 2 | 3 | 4 |
| 3. Language Arts year plan and weekly/monthly plans are complete. | 1 | 2 | 3 | 4 |

Comments:

II. Implementing Instructional Techniques

A. Opening – Opens lessons with appropriate strategies geared to the Provincial/ Division curriculum guidelines.

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|-----------------------------------|---|---|---|---|
| 1. Focuses students' attention. | 1 | 2 | 3 | 4 |
| 2. Establishes purpose of lesson. | 1 | 2 | 3 | 4 |
| 3. Connects the learning. | 1 | 2 | 3 | 4 |
| 4. Promotes student involvement. | 1 | 2 | 3 | 4 |

B. Sequencing Content – Teaches content as it relates to outcomes.

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| 1. Presents content and instructional tasks clearly. | 1 | 2 | 3 | 4 |
| 2. Relates new information to previous knowledge, future learning, or relevant life experiences. | 1 | 2 | 3 | 4 |

C. Questioning – uses questions to promote understanding geared to the Provincial/ Division curriculum guidelines.

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|--|---|---|---|---|
| 1. Formulates questions based on student needs and complexity of the material. | 1 | 2 | 3 | 4 |
| 2. Asks clearly stated questions relevant to the outcomes. | 1 | 2 | 3 | 4 |
| 3. Provides wait-time and cues to prompt, correct or expand student responses. | 1 | 2 | 3 | 4 |

D. Monitoring – Moves among students observing and responding to student behaviour as it relates to the delivery of the lesson.

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|--|---|---|---|---|
| 1. Uses strategies to involve students in higher order thinking processes. | 1 | 2 | 3 | 4 |
| 2. Uses student verbal and non-verbal behaviors to determine if further cues or explanations are needed. | 1 | 2 | 3 | 4 |

E. Adjusting Instruction – Revises instruction during the lesson based on student responses.

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| 1. Provides flexibility during instruction to accommodate student needs. | 1 | 2 | 3 | 4 |
| 2. Demonstrates ability to adjust instruction. | 1 | 2 | 3 | 4 |

F. Guides Practice – Provides opportunities for students to demonstrate new learning with Teacher support.

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| 1. Provides relevant practice to support lesson outcomes. | 1 | 2 | 3 | 4 |
| 2. Provides immediate feedback to the student. | 1 | 2 | 3 | 4 |
| 3. Provides opportunities for student interaction for understanding and clarification. | 1 | 2 | 3 | 4 |
| 4. Provides sufficient practice to achieve lesson objectives. | 1 | 2 | 3 | 4 |

G. Independent Practice – Provides opportunities to practice learned material at school and at home.

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| 1. Provides differentiated activities that are consistent with lesson outcomes and student skill levels. | 1 | 2 | 3 | 4 |
| 2. Holds students accountable for assignments. | 1 | 2 | 3 | 4 |
| 3. Assesses assigned practice and provides timely feedback to the student. | 1 | 2 | 3 | 4 |

H. Closing – Summarizes lesson by using appropriate strategies.

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| 1. Reinforces the lesson objectives. | 1 | 2 | 3 | 4 |
| 2. Creates a transition to the next lesson. | 1 | 2 | 3 | 4 |
| 3. Assigns homework. | 1 | 2 | 3 | 4 |

Comments:

III. Assessing Student Progress

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|---|---|---|---|---|
| 1. Provides criteria that allows students to measure progress. | 1 | 2 | 3 | 4 |
| 2. Uses a variety of techniques to provide feedback on performance. | 1 | 2 | 3 | 4 |
| 3. Provides consistent flow of feedback on student performance. | 1 | 2 | 3 | 4 |

Comments:

IV. Climate

A. Organizing the Student Environment – Facilitates the learning environment to encourage positive student behaviour.

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| 1. Conveys clear behavioural expectations to students and monitors for compliance. | 1 | 2 | 3 | 4 |
| 2. Uses variation in voice, movement, and pacing to focus attention during lesson. | 1 | 2 | 3 | 4 |
| 3. Manages more than one situation at a time when necessary. | 1 | 2 | 3 | 4 |
| 4. Establishes a trusting environment which fosters risk taking and maintains student motivation and engagement. | 1 | 2 | 3 | 4 |

B. Managing Student Problems – Addresses student problems in an organized, fair, and consistent manner.

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| 1. Shows awareness of what is occurring in the classroom. | 1 | 2 | 3 | 4 |
| 2. Deals with problems effectively before they escalate into disruption. | 1 | 2 | 3 | 4 |
| 3. Uses disciplinary action only after using other alternatives. | 1 | 2 | 3 | 4 |
| 4. Works with parents, support staff and others when problems arise. | 1 | 2 | 3 | 4 |

C. Developing Student Self-Concept – Enhances positive student self-concept and attitude toward learning.

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|--|---|---|---|---|
| 1. Instructs, models or counsels students in ways to cope effectively with problem situations. | 1 | 2 | 3 | 4 |
| 2. Respects and shows sensitivity to individual needs and concerns. | 1 | 2 | 3 | 4 |
| 3. Focuses on student behaviour rather than personality. | 1 | 2 | 3 | 4 |
| 4. Communicates praise commensurate with the needs of individual students. | 1 | 2 | 3 | 4 |

D. Teacher Self-Concept - Portrays positive self-concept and attitude towards teaching.

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|---|---|---|---|---|
| 1. Treats students in a professional Teacher-student manner. | 1 | 2 | 3 | 4 |
| 2. Displays enjoyment and enthusiasm for teaching and expects students to enjoy learning. | 1 | 2 | 3 | 4 |
| 3. Recognizes individual and cultural diversity of students. | 1 | 2 | 3 | 4 |
| 4. Serves as a positive role model in school environment. | 1 | 2 | 3 | 4 |
| 5. Displays a sense of humour. | 1 | 2 | 3 | 4 |

PROFESSIONAL RESPONSIBILITIES

1. Interpersonal Relationships
2. Institutional Duties
3. Parental Involvement
4. Co-curricular Activities
5. Professional Learning
6. Community Involvement

Comments:

Overall Comments:

Teacher _____ Date _____

Principal _____ Date _____