

INFORMAL OBSERVATION REPORT
(TO BE FOLLOWED BY POST-CONFERENCE)

Staff Member: _____ School Program: _____

Evaluator: _____ Grade/Level/Subject: _____

Date of Observation: _____ Length of Observation: _____

Date of Post-Conference: _____

A. Observation Summary:

B. Collaborative post-conference discussion highlights:

C. Strengths in term of the Connecticut Common Core of Teaching:

D. Areas in need of further development/growth or enhancement as related to the CCT (include Strategies to support this improvement/growth through Professional Development):

Evaluator's Signature

Date

Staff Member Signature

Date

FORMAL OBSERVATION REPORT

Staff Member: _____ School: _____

Evaluator: _____ Time _____:

Period _____

Subject/Program/Grade:

The Big Idea/Major Concept:

Lesson Objective:

Date of Observation: _____ Length of Observation: _____

Date of Pre-Conference _____ Date of Post-Conference: _____

A. Observation Summary:

B. Collaborative Post-Conference Discussion Highlights:

C. Strengths in terms of the Connecticut Common Core of Teaching:

D. Suggestions / Recommendations / Comments:

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

Staff Member Comments: (optional) _____ If submitted, please check box and attach your comment to this evaluation.

Staff Member: _____ **FORM F Pg 1 of 5**
Attendance: Illness: _____
Personal Days: _____
Professional Days: _____

ANNUAL EVALUATION REPORT INDUCTION PHASE

(Non-Tenured Teachers)

(This form becomes part of the staff member's personnel file)

School Year: _____ - _____

Staff Member: _____ **School/Program:** _____

Induction Phase: Year 1 _____ Year 2 _____ Year 3 _____ Year 4 _____

Observer _____ **Date** _____

The staff member will provide reflective summative comments on each of the three strands of the Connecticut Common Core of Teaching. This should include areas of strengths, areas in need of further development/improvement and focused areas for growth (#1, 2, and 3). The staff member also completes #4. The observer completes #5, 6 and 7.

Refer to the complete text of the Connecticut Common Core of Teaching Foundational Skills and Competencies found earlier in the document.

I. Strand I - Teachers have knowledge of:

A. Students

1. Teachers understand how students learn and develop.
2. Teachers understand how students differ in their approaches to learning.

B. Content

3. Teachers are proficient in reading, writing, and mathematics.
4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

C. Pedagogy

5. Teachers know how to deliver and design instruction.
6. Teachers recognize the need to vary their instruction.

B. Instructing

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
4. Teachers create instructional opportunities that support students' academic, social and personal development.
5. Teachers use effective verbal, nonverbal and media communications techniques, which foster individual and collaborative inquiry.
6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.

C. Assessing and Adjusting

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

STAFF MEMBER'S REFLECTIVE COMMENTS:

III. Strand III - Teachers demonstrate professional responsibility through:

A. Professional and Ethical Practice

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
2. Teachers share responsibility for student achievement and well being.

B. Reflection and Continuous Learning

3. Teachers continually engage in self-reflection about the effects of their choices and actions on students and the school community.
4. Teachers seek out opportunities to grow professionally.

C. Leadership and Collaboration

5. Teachers serve as leaders in the school community.
6. Teachers demonstrate a commitment to their students and a passion for improving their profession.

STAFF MEMBER'S REFLECTIVE COMMENTS:

Staff members self-evaluation/reflection may include student growth, personal growth, highlights of year, comments about feedback received over the course of the year and areas of focus for next year etc.

OBSERVER'S COMMENTS

Strengths as they relate to CCT

Areas of improvement relating to the CCT.

Additional Comments:

Observer's Signature: _____

Date: _____

Staff Member Acknowledgement: I acknowledge that the information contained in this Annual Evaluation Report was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comments, if any, in writing.

Staff Member Signature: _____

Date: _____

Staff Member Comments: (optional)

Please check if submitted. (Use a separate sheet of paper and attach.)

Copies distributed to: Staff Member, Evaluator, Principal, & Personnel File

YEARS 3 & 4

NARRATIVE REFLECTION ON STATUS OF OBJECTIVES

(This form is submitted to the evaluator by December 20th)

Staff Member: _____ School/Program: _____

Evaluator: _____ Grade/Level/Subject: _____

Date: _____

Objective One:

Reflection:

Objective Two:

Reflection: