

Office of Christine Lizardi Frazier
Kern County Superintendent of Schools
Advocates for Children

OBSERVATION FORM

Employee _____ Program _____

School Year _____ Assignment _____

Date _____ Time/Period _____

Evaluator's Signature _____ Date _____

Employee's Signature _____ Date _____

This Report has been discussed with me in conference with the evaluator.

OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS

STANDARDS FOR THE TEACHING PROFESSION

A. PROFESSIONAL STANDARDS

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- ♦ 1-1 Connecting students' prior knowledge, life experience, and interest with learning goals
- ♦ 1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- ♦ 1-3 Facilitating Learning Experiences that promote autonomy, interactions, and choice
- ♦ 1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- ♦ 1-5 Promoting self-directed, reflective learning for all students

STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- ♦ 2-1 Creating a physical environment that engages all students
- ♦ 2-2 Establishing an environment that promotes fairness and respect
- ♦ 2-3 Promoting social development and group responsibility
- ♦ 2-4 Establishing and maintaining standards for student behavior
- ♦ 2-5 Planning and implementing classroom procedures and routines that support student learning
- ♦ 2-6 Using instructional time effectively

STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- ♦ 3-1 Demonstrating knowledge of subject matter content and student development
- ♦ 3-2 Organizing curriculum to support student understanding of subject matter
- ♦ 3-3 Interrelating ideas and information within and across subject matter areas
- ♦ 3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- ♦ 3-5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- ♦ 4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- ♦ 4-2 Establishing and articulating goals for student learning
- ♦ 4-3 Developing and sequencing instructional activities and materials for student learning
- ♦ 4-4 Designing short term and long term plans to foster student learning
- ♦ 4-5 Modifying instructional plans to adjust for student needs

STANDARD FIVE: ASSESSING STUDENT LEARNING

- ♦ 5-1 Establishing and communicating learning goals for all students
- ♦ 5-2 Collecting and using multiple sources of information to assess student learning
- ♦ 5-3 Involving and guiding all students in assessing their own learning
- ♦ 5-4 Using the results of assessments to guide instruction
- ♦ 5-5 Communicating with students, families, and other audiences about student progress

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

- ♦ 6-1 Reflecting on teaching practice
- ♦ 6-2 Establishing professional goals and pursuing opportunities to grow professionally
- ♦ 6-3 Working with communities to improve professional practice
- ♦ 6-4 Working with families to improve professional practice
- ♦ 6-5 Working with colleagues to improve professional practice

B. ATTITUDES AND GROWTH

- ♦ B-1 Consistently demonstrates appropriate staff relations
- ♦ B-2 Consistently demonstrates appropriate administrator relations
- ♦ B-3 Consistently demonstrates appropriate special services relations
- ♦ B-4 Consistently demonstrates an ability to carry out adjunct duties
- ♦ B-5 Consistently demonstrates an attitude that is receptive to ideas
- ♦ B-6 Consistently demonstrates punctuality appropriate to the position
- ♦ B-7 Consistently demonstrates attendance appropriate to the position
- ♦ B-8 Consistently demonstrates dress appropriate to the assignment
- ♦ B-9 Consistently completes program specific paperwork according to Program policies, guidelines, and deadlines