

**Watertown Unified School District  
Teacher Observation Report Form**

Teacher Observed:

Class/Area Observed:

Name of Observer:

Administrator  Peer (*administrator approval*)

Dates of Observation/Period:

--	--	--	--	--	--	--	--	--	--

Pre-observation conference date(s):


Post-observation conference date(s):

COMMENTS	√	OBSERVATIONS/EVIDENCE
<b>Standard 1: Teachers know the subject they are teaching.</b>	<input type="checkbox"/>	1. Knowledge of content
	<input type="checkbox"/>	2. Knowledge of prerequisite relationships
	<input type="checkbox"/>	3. Knowledge of content-related pedagogy
	<input type="checkbox"/>	4. Appropriate activities and assignments
	<input type="checkbox"/>	5. Appropriate grouping of students
	<input type="checkbox"/>	6. Appropriate instructional materials and resources
	<input type="checkbox"/>	7. Appropriate structure and pacing
	<input type="checkbox"/>	8. Student work targets an academic standard or standards
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>“does not apply”</i> to observed lesson/instruction

<b>Standard 2: Teachers know how students grow.</b>	<input type="checkbox"/>	1. Knowledge of characteristics of age group
	<input type="checkbox"/>	2. Knowledge of students’ varied approaches to learning
	<input type="checkbox"/>	3. Knowledge of students’ interests and abilities
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>“does not apply”</i> to observed lesson/instruction

COMMENTS	√	OBSERVATIONS/EVIDENCE
<b>Standard 3: Teachers understand that students learn differently.</b>	<input type="checkbox"/>	1. Makes instructional choices to meet students' learning needs
	<input type="checkbox"/>	2. Selects a range of resources to meet students' learning styles/needs
	<input type="checkbox"/>	3. Suitability for diverse students
	<input type="checkbox"/>	4. Knowledge of students' skills, prior knowledge, and learning styles
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>"does not apply"</i> to observed lesson/instruction

<b>Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies to develop critical thinking and problem solving skills.</b>	<input type="checkbox"/>	1. Use of technology-based materials for instruction
	<input type="checkbox"/>	2. Selects a variety of appropriate resources for instruction
	<input type="checkbox"/>	3. Variety of instructional strategies
	<input type="checkbox"/>	4. Higher level thinking skills are included as instructional outcomes
	<input type="checkbox"/>	Knowledge/Recall
	<input type="checkbox"/>	Comprehension
	<input type="checkbox"/>	Application
	<input type="checkbox"/>	Analysis
	<input type="checkbox"/>	Synthesis
	<input type="checkbox"/>	Evaluation
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>"does not apply"</i> to observed lesson/instruction
		*See next page for descriptors.

	Continuum of Questions & Responses	Sample Verb Stems	Student Skills
Lowest  Highest	<b>Knowledge/Recall:</b> Students are asked to memorize information.	Choose, spell, how, where, why, when, list, match, find, label, spell, recall, select, name	Memorizing, recognizing, identifying, and recalling
	<b>Comprehension:</b> Students demonstrate they have understanding to organize, compare and arrange material.	Classify, discuss, explain, identify, indicate, locate, report, restate, review, translate, compare	Interpreting; translating from one medium to another; describing in one's own words; organizing and selecting facts and ideas
	<b>Application:</b> Students apply previously learned information to reach an answer to a different but similar problem.	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, develop, sketch, solve, model, experiment with, make use of...	Solving problems; applying information to produce an end product
	<b>Analysis:</b> Students critically examine events and perform certain operations such as separating whole to part or part to whole. Students make inferences.	Analyze, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, examine, question, simplify, dissect	Subdividing, finding, identifying, and separating a whole into parts
	<b>Synthesis:</b> Students produce an original work, make predictions, and/or solve problems.	Arrange, create, assemble, design, adapt, compose, develop, construct, formulate, manage, organize, plan, prepare, propose, invent, modify, theorize	Creating an original production or alternative solution
	<b>Evaluation:</b> Students answer a question that does not have an absolute answer, provide an educated guess about the solution to a problem, or render a judgment or opinion with backup support.	Appraise, argue, assess, attach, defend, judge, rate, support, value, evaluate, prove, disprove, give opinion, state importance, influence, deduct	Making a decision, prioritizing information, drawing a conclusion, defending a position

*From Bloom's Taxonomy*

<b>Standard 5: Teachers know how to manage a classroom.</b>	<input type="checkbox"/>	1. Teacher interaction with students
	<input type="checkbox"/>	2. Student interaction
	<input type="checkbox"/>	3. Manage time wisely (unit planning)
	<input type="checkbox"/>	4. Pacing of lesson
	<input type="checkbox"/>	5. Management of instructional groups
	<input type="checkbox"/>	6. Expectations
	<input type="checkbox"/>	7. Monitoring of student behavior
	<input type="checkbox"/>	8. Response to student behavior
	<input type="checkbox"/>	9. Use of management strategies (voice control, eye control, proximity control)
	<input type="checkbox"/>	10. Safety and arrangement of furniture
	<input type="checkbox"/>	11. Accessibility to learning and use of physical resources
	<input type="checkbox"/>	12. Monitors labs and small groups
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>"does not apply"</i> to observed lesson/instruction

COMMENTS	√	OBSERVATIONS/EVIDENCE
----------	---	-----------------------

<b>Standard 6: Teachers communicate well.</b>	<input type="checkbox"/>	1. Use of computer productivity tools
	<input type="checkbox"/>	2. Use of technology for data collection and information management
	<input type="checkbox"/>	3. Clear directions and procedures
	<input type="checkbox"/>	4. Clear oral and written language
	<input type="checkbox"/>	5. Quality of questions
	<input type="checkbox"/>	6. Effective discussion techniques
	<input type="checkbox"/>	7. Student participation
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>“does not apply”</i> to observed lesson/instruction

<b>Standard 7: Teachers are able to plan different kinds of lessons.</b>	<input type="checkbox"/>	1. Value of instructional goals
	<input type="checkbox"/>	2. Clarity of instructional goals
	<input type="checkbox"/>	3. Balance of instructional goals
	<input type="checkbox"/>	4. Resources for teaching
	<input type="checkbox"/>	5. Instructional resources for students
	<input type="checkbox"/>	6. Instructional materials and resources
	<input type="checkbox"/>	7. Instructional groups
	<input type="checkbox"/>	8. Lesson and unit structure
	<input type="checkbox"/>	9. Expectations for learning and achievement
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>“does not apply”</i> to observed lesson/instruction

COMMENTS	√	OBSERVATIONS/EVIDENCE
<b>Standard 8: Teachers know how to test for student progress.</b>	<input type="checkbox"/>	1. Assessment: Congruence with instructional goals
	<input type="checkbox"/>	2. Assessment: Criteria and standards
	<input type="checkbox"/>	3. Use of assessments for planning
	<input type="checkbox"/>	4. Quality: Accurate, substantive, constructive, and specific
	<input type="checkbox"/>	5. Timeliness of feedback
	<input type="checkbox"/>	6. Record keeping: Student completion of assignments
	<input type="checkbox"/>	7. Student progress in learning
	<input type="checkbox"/>	8. Non-instructional records
	<input type="checkbox"/>	Unchecked box(es) above indicate <i>“does not apply”</i> to observed lesson/instruction

**Post-observation comments:**