

## JORDAN PERFORMANCE APPRAISAL SYSTEM 2022

Observer Name \_\_\_\_\_ Observation Time:    am    pm

Teacher Name \_\_\_\_\_ Start Time \_\_\_\_\_

Stop Time \_\_\_\_\_

Date \_\_\_\_\_ Time in Class \_\_\_\_\_

Observable time \_\_\_\_\_

### Teacher Status (select one)

- Career
- Provisional
- New to Grade Level
- New to Building
- All New Preps

### Grade Level

- |              |       |
|--------------|-------|
| Kindergarten | 7th   |
| 1st          | 8th   |
| 2nd          | 9th   |
| 3rd          | 10th  |
| 4th          | 11th  |
| 5th          | 12th  |
| 6th          | Pre-K |

## Organization of Students

Number of Students \_\_\_\_\_

Number of minutes working as:

Total Class \_\_\_\_\_ Groups \_\_\_\_\_ Individuals \_\_\_\_\_

### Class Subject Matter

- Math
- Language Arts
- World Languages
- Science
- Social Studies
- Physical Education
- Career & Technical Education
- Driver's Education
- Performing Arts
- Visual Arts
- Computer Science

### Disruptions

There were student(s) in the class whose behavioral excesses interfered with the learning of other students throughout the observation.

Yes

No (if no, leave the next two items blank)

The teacher responded to the disruptive behavior with a variety of appropriate strategies.

Yes

No (if no, leave the next item blank)

### Class Type

- Regular
- AP/Honors/ALP
- Concurrent Enrollment
- Dual Language Immersion
- Specialized

The nature of the student(s) was such that even with the use of appropriate strategies, the behavior did not stop.

Yes

No

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## Managing the Classroom

### 1. Fails to respond immediately to disruptive behavior

### 2. Uses Management Routines

- no routines used
- routines require repeated instructions
- students follow routines efficiently

### 3. Classroom management

- limited, negative, or ineffective strategies
- implements management strategies
- differentiated strategies/maintains engagement

## Delivering Instruction

### 4. Factual questions

### 5. Explains academic concepts

### 6. Demonstrates skills/procedures

### 7. Illustrates relationships

### 8. Emphasizes important points

### 9. Reviews

### 10. Use of high-leverage strategies

- no strategies used
- minimal use of high-leverage strategies
- appropriate use of high-leverage strategies

### 11. Goals, objectives & expectations

- no statement of goals, objectives, or expectations
- states goals, objectives, or expectations
- relates activities to goals, objectives, or expectations

### 12. Instructional delivery

- difficulty conveying content information
- basic instruction or integration
- integrates elements of instruction

## Tracking Time

Begins

Activity

Ends

( : ) \_\_\_\_\_ ( : )

( : ) \_\_\_\_\_ ( : )

( : ) \_\_\_\_\_ ( : )

( : ) \_\_\_\_\_ ( : )

## Delivering Instruction

### 13. Higher-order questions

### 14. Wait time

### 15. Sustains interaction

### 16. Prepares students for activities

- no directions/no work
- states directions
- directions and understanding

### 17. Supervises independent practice

- no independent practice
- doesn't circulate
- circulates but limited assistance
- circulates and assists students

## Interacting With Students

### 18. Student participation

### 19. Academic feedback

### 20. Gets student attention

### 21. Encourages reluctant students

### 22. Reinforces desired behaviors

### 23. Student demonstration of knowledge or skills

- yes
- no

### 24. Practices communication skills

- yes
- no

### 25. Checks for understanding

- yes
- no

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## Notes