

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

Domain 1: Classroom Strategies and Behaviors Form

Florida's Teacher Evaluation System

Causal Teacher Evaluation Model

Formal Classroom Observation Data

School District: _____

School Year: _____

Name of Teacher:		Name of Observer:		Name of School:	
Pre-Observation Conference Date:		Date and Time of Observation:		Post-Observation Conference Date:	
Subject Area:		Period:		Room:	

Instructions:

1. During the pre-observation conference, the teacher and the observer discuss the upcoming lesson and identify the focus of the observation by reviewing and discussing Domain 1: Classroom Strategies and Behaviors (using the learning map). Together, the teacher and the observer identify the lesson segment(s) and elements that will be of most importance for the observation. Check the selected elements within the form.
2. Additionally, both the teacher and the observer should review the specific descriptors in the long form regarding teacher and student evidence in determining the focus of the observation. The observer will seek evidence to assess proficiency on the targeted lesson segments. The observer may also observe other issues and address them in the post-observation conference.
3. During the post-observation conference, the teacher and observer meet to discuss the lesson. The teacher conducts a self-assessment of the elements that were observed. The observer also shares the ratings based on the evidence observed during the observation. The observer and teacher share insights into the events occurring during the observation and work toward agreement regarding the teacher's rating for the elements observed. The specific sections of the long form could be discussed.
4. At the conclusion of this process, the **observer** makes a rating decision and records the result.

Routine Segments	Content Segments	Enacted on the Spot Segments
<input type="checkbox"/> DQ1: Learning goals, tracking student progress, and celebrating success	<input type="checkbox"/> DQ2: Interacting with new knowledge	<input type="checkbox"/> DQ5: Student engagement
	<input type="checkbox"/> DQ3: Practicing and deepening knowledge	<input type="checkbox"/> DQ7: Adhering to rules and procedures
<input type="checkbox"/> DQ6: Rules and procedures	<input type="checkbox"/> DQ4: Generating and testing hypotheses	<input type="checkbox"/> DQ8: Teacher/student relationships
		<input type="checkbox"/> DQ9: High expectations

Classroom Strategies and Behaviors Rating Scale

After post-observation conversations between observer and teacher, the generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the lesson in Domain 1: Classroom Strategies and Behaviors.

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces the desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

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ROUTINE SEGMENTS		Rating Scale					Comments	
Classroom Strategies and Behaviors		I	A	D	B	NU		
DQ1: What will do to establish and communicate learning goals, track student progress and celebrate success?								
DQ1	1. <input type="checkbox"/> Providing Clear Learning Goals and Scales to Measures those Goals							
	2. <input type="checkbox"/> Tracking Student Progress							
	3. <input type="checkbox"/> Celebrating Student Success							
DQ6: What will I do to establish or maintain classroom routines and procedures?								
DQ6	4. <input type="checkbox"/> Establishing Classroom Routines							
	5. <input type="checkbox"/> Organizing the Physical Layout of the Classroom for Learning							
CONTENT SEGMENTS		Rating Scale					Comments	
Classroom Strategies and Behaviors		I	A	D	B	NU		
DQ2: What will I do to help students effectively interact with new knowledge?								
DQ2	6. <input type="checkbox"/> Identifying Critical Information							
	7. <input type="checkbox"/> Organizing Students to Interact with New Knowledge							
	8. <input type="checkbox"/> Previewing New Content							
	9. <input type="checkbox"/> Chunking Content into "Digestible Bites"							
	10. <input type="checkbox"/> Processing of New Information							
	11. <input type="checkbox"/> Elaborating on New Information							
	12. <input type="checkbox"/> Recording and Representing Knowledge							
DQ3	13. <input type="checkbox"/> Reflecting on Learning							
	DQ3: What will I do to help students deepen and practice their understanding of new knowledge?							
	DQ3	14. <input type="checkbox"/> Reviewing Content						
		15. <input type="checkbox"/> Organizing Students to Practice and Deepen Knowledge						
		16. <input type="checkbox"/> Using Homework						
		17. <input type="checkbox"/> Examining Similarities and Differences						
		18. <input type="checkbox"/> Examining Errors in Reasoning						
19. <input type="checkbox"/> Practicing Skills, Strategies, and Processes								
20. <input type="checkbox"/> Revising Knowledge								
DQ4: What will I do to help students generate and test hypotheses about new knowledge?								
DQ	21. <input type="checkbox"/> Organizing Students for Cognitively Complex Tasks							
	22. <input type="checkbox"/> Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing							

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	23. <input type="checkbox"/> Providing Resources and Guidance									
ENACTED ON THE SPOT SEGMENTS		Rating Scale					Comments			
Classroom Strategies and Behaviors		I	A	D	B	NU				
DQ5: What will I do to engage students?										
DQ5	24. <input type="checkbox"/> Noticing when Students are Not Engaged									
	25. <input type="checkbox"/> Using Academic Games									
	26. <input type="checkbox"/> Managing Response Rates									
	27. <input type="checkbox"/> Using Physical Movement									
	28. <input type="checkbox"/> Maintaining a Lively Pace									
	29. <input type="checkbox"/> Demonstrating Intensity and Enthusiasm									
	30. <input type="checkbox"/> Using Friendly Controversy									
	31. <input type="checkbox"/> Providing Opportunities for Students to Talk about Themselves									
	32. <input type="checkbox"/> Presenting Unusual or Intriguing Information									
DQ7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?										
DQ7	33. <input type="checkbox"/> Demonstrating "Withitness"									
	34. <input type="checkbox"/> Applying Consequences for Lack of Adherence to Rules and Procedures									
	35. <input type="checkbox"/> Acknowledging Adherence or Rules and Procedures									
DQ8: What will I do to establish and maintain effective relationships with students?										
DQ8	36. <input type="checkbox"/> Understanding Students' Interests and Backgrounds									
	37. <input type="checkbox"/> Using Verbal and Nonverbal Behaviors that Indicate Affection for Students									
	38. <input type="checkbox"/> Displaying Objectivity and Control									
DQ9: What will I do to communicate high expectations for all students?										
DQ9	39. <input type="checkbox"/> Demonstrating Value and Respect for Low Expectancy Students									
	40. <input type="checkbox"/> Asking Questions of Low Expectancy Students									
	41. <input type="checkbox"/> Probing Incorrect Answers with Low Expectancy Students									

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Reaching a Rating Decision:

Where teacher and observer do not have consensus on a proficiency level for any of the elements observed after initial discussion, they will continue the discussion based on the scales in the long form. The final rating of elements observed and discussed regarding this formal observation will be the rating the parties agreed upon at the post-observation conference. Scales representing levels of performance on each of the 41 elements in Domain 1 can be found in the long form. These rating scales provide specific descriptions relative to a particular element. Where no agreement is reached in the conference, the **observer** will make a final rating assessment after discussion based on scales in the long form.

Additional Comments:

Signature of Teacher	Date	Signature of Observer	Date

Note: The teacher should sign the observation form at the post observation conference. The teacher's signature does not indicate agreement with the observation but rather awareness of the content.

A copy of the completed and signed observation report, along with any attachments, **should be submitted to:** _____ **by** _____