**Observation Evidence and Feedback Form**

Educator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation Type:
Start Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ Announced
End Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ Unannounced

**Rubric Indicators highly aligned to Classroom Instruction**

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| **II-A. Instruction** |
| **Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**  |
| Evidence | Feedback |
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| **II-B. Learning Environment** |
| **Creates and maintains a safe collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.**  |
| Evidence | Feedback |
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| **II-C. Cultural Proficiency** |
| **Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.**  |
| Evidence | Feedback |
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| **II-D. Expectations**  |
| **Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.**  |
| Evidence | Feedback |
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**Other relevant indicators –** Evaluators should feel free to add more fields as needed.

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| **Indicator:**  |
| Evidence | Feedback |
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| **Indicator:**  |
| Evidence | Feedback |
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| **Indicator:**  |
| Evidence | Feedback |
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**General Observation Comments**

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Signed by Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reminder:** This form is not intended to replace the written or oral feedback given within five days about the observed class. Its purpose is to capture evidence and feedback from a classroom observation in order to be entered into the Educator Development and Feedback System (EDFS).  |