

## Formal Observation Form

Evaluators use this form to document the required annual observation of the teacher. This form focuses on the most relevant performance standards to a FO. A copy of the completed observation form is given to the teacher.

### Observation Notes

#### Performance Standard 2: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

**Sample performance indicators:**

*Examples of teacher performance of the standard may include, but are not limited to:*

- 2.1 Arranges the classroom to maximize learning while providing a safe environment.
- 2.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 2.3 Maximizes instructional time.
- 2.4 Plans to avoid disruptions and manages the classroom effectively and fairly.
- 2.5 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 2.6 Respects students' diversity, including language, culture, race, and gender.

*Evidence Observed: There was multiple evidence of all the above throughout the lesson. For example, Ron used techniques to ensure that students respected each other, the teacher and the lesson. These included students shutting laptops and standing to listen to [REDACTED] OR students working quietly on individual tasks with Ron prompting individual students to focus on the relevant task at the time. At the same time, Ron often recognized students for positive contributions throughout the lesson and he shared multiple moments of small humor or positivity with many students. Ron knows his students e.g. [REDACTED] was asked to read something out because he likes to call out. Throughout Ron had high expectations for ALL students to make meaningful contributions to the lesson which they did (many students on multiple occasions).*

*Suggestions: It would be hard for me to provide any critical feedback of value. The organization of the learning environment, especially for a period 6 class where the students were tired, was exemplary.*

#### Performance Standard 3: Instructional Planning

The teacher plans using KIST's curriculum, IB principles and practices, effective strategies, resources, and data to meet the needs of all students.

**Sample performance indicators:**

*Examples of teacher performance of the standard may include, but are not limited to:*

- 3.1 Prepares planning documentation in line with IB practices.
- 3.2 Plans time realistically for pacing, content coverage, and transitions.
- 3.3 Plans for differentiated instruction.
- 3.4 Aligns lesson objectives to school curriculum.
- 3.5 Develops appropriate long and short-range plans, and is able to adapt plans when needed.
- 3.6 Plans for appropriate use of school resources to support learning.

*Evidence Observed: There was multiple evidence of all the above throughout the lesson. Ron illustrated effectively how to use the 5-minute lesson plan. The lesson was very realistically planned for pacing, content coverage and transitions. Through the tasks, and by outcome, there was differentiation however, all students were expected to demonstrate knowledge of the key content covered and there were extension tasks at the end for students to finish. The learning objective was clear and was referred to throughout the lesson with short IGCSE questions to test understanding at two points in the lesson. Ron had prepared his own booklet of activities to accompany the unit.*

*Suggestions: It would be hard for me to provide any critical feedback of value.*

### Performance Standard 4: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

**Sample performance indicators:**

*Examples of teacher performance of the standard may include, but are not limited to:*

- 4.1 Engages and maintains students in active learning.
- 4.2 Builds upon students' existing knowledge and skills.
- 4.3 Differentiates instruction to meet students' needs.
- 4.4 Clearly communicates the learning objectives of the lesson.
- 4.5 Uses a variety of effective instructional strategies and resources.
- 4.6 Uses instructional technology to enhance student learning.
- 4.7 Communicates clearly and checks for understanding.

*Evidence Observed: There was multiple evidence of all the above throughout the lesson. The delivery was dynamic with very good pace. Students were engaged in so many ways, through the high expectations for contributions through a no hands up approach, to engaging resources and materials e.g. Mr. Ron's 10 kg of donuts and Homer Simpson, to setting them numerous challenging activities e.g. multiple extensions at the end. One of the starter tasks engaged the students in reviewing key terminology from what one student told me had been covered in the previous lesson whilst the two occasions in the lesson to do the short past paper questions was an immediate check of student understanding. Instructional technology was used expertly and effectively to deliver the extensive but valid range of activities to fulfill the learning objectives of the class.*

Suggestion: Again, it would be hard for me to provide any critical feedback of value. The instructional delivery, especially for a period 6 class where the students were tired, was exemplary.

#### **Observer's additional comments:**

Dear Ron,

Thank you for providing me with this opportunity to observe this lesson and view your teaching craft.

The lesson was very effective in all the standards above. As indicated, there is nothing critical of value that I could suggest. I would also like to note that there were many positive elements to your teaching just in this lesson that provides me as a Principal who teaches, with reflective opportunities about what I do in the classroom.

Overall, I think that this lesson reflects the very positive start that you have made at KIST and the positive impact that you are having on the learning of your students. Thanks for all your hard work so far.

I don't need to meet to discuss the lesson observation but please let me know if you would like to do so.

Kind regards,

Mark

**Signature of observer: Mark Cowe**

**Date: 29<sup>th</sup> November 2019**