

## NPA Online Observation 2020

Name:

Department:

Courses Taught:

Primary Evaluator: Jay Litwicki, Vada Visockis, Michelle Abeshaus

Date:

### Areas of Focus

Adapted from InTASC Model Core Teaching Standards

*Note: All areas will be considered in light of current circumstances.*

The Learner and Learning. Student progress toward mastery: checks for understanding, feedback, engagement, demonstration of learning

#1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Notes:*

Content. Strategies used toward positive experiences and engagement in the online environment.

#4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

#5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Notes:*

Instructional Practice. Lesson design and focus: Lesson sequence, Lesson components, Pace, Clarity

#6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Notes:*

### Professional Responsibility

#4F. Showing Professionalism. Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers.

- Integrity and ethical conduct. Teachers act with integrity and honesty.
- Service to students. Teachers put students first in all considerations of their practice.
  - Flexibility in the face of student obstacles (tech issues, workload management, personal priorities)
  - Strategies for meeting the needs of at-risk students
  - Responsiveness to parent/student needs
  - Help Sessions/Office Hours: opportunities for 1:1 support
  - Interventions:
    - Successful parent contact (as needed)
    - Follow-up on MIA students--missing work, missing class
  - SEL support
- Advocacy. Teachers support their students' best interests, even in the face of traditional practice or beliefs.
- Decision making. Teachers solve problems with students' needs as a priority.
- Compliance with school and district regulations Teachers adhere to policies and procedures.

#9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Notes:*

### **Strengths**

### **Growth Opportunities**

By signing below, I verify that I have...

- Received an electronic copy of my classroom evaluation.
- Participated in a post-conference with the observer. Post conference date: \_\_\_\_\_
- Included to the best of my ability, Academic Standards in my lessons.

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing below, I verify that I have...

- Completed a full classroom observation on the above named teacher.
- Held a post-conference with the above-named teacher.

**Observer/Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_