

## TEACHER PRE-OBSERVATION FORM

Teacher

School Year

Grade(s)

Subject Area(s)

Evaluator

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**Before the Pre-Observation Conference, complete this form and provide a copy to your evaluator. Attach your detailed lesson plan, assessments, and other applicable documents.**

1. How does this lesson fit into the sequence of learning in your classroom?
2. How will you determine student progress in meeting the goals for this lesson?
3. For the class as a whole, what challenges are presented and how will you address them?
4. Are there characteristics of the physical space that may negatively impact student learning? If yes, please describe.
5. Additional comments or information that you would like to share with your evaluator. (Optional)

Teacher Initials

Evaluator Initials

Date of Conference



## TEACHER PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

Teacher

School Year

Grade(s)

Subject Area(s)

Evaluator

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### SECTION 1

**Complete Section 1 of the form and bring with you to the initial Professional Responsibilities and Goal(s) Conference.**

1.1 Prioritize student needs and identify the area(s) of need on which you will focus with your students this school year.

1.2 How will you ensure that families and appropriate staff are informed of student area(s) listed in item 1.1?

1.3 Identify the measurable indicator(s) and methods of measurement you will use to show student progress in item 1.1.

1.4 Briefly describe your student record keeping system to record progress of items identified in 1.3.

1.5 List professional learning, including activities and/or courses that will help you meet the area(s) of student needs during this school year. Will these activities support reflective practice?

1.6 List other information that you would like to share with your evaluator.

Date of Conference

Teacher Signature

Date



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## TEACHER PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

Evaluator Signature

Date



## TEACHER PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

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### SECTION 2

**Before the Summative Conference, complete Section 2 of the form; provide a copy to your evaluator. Attach applicable documents.**

- 2.1 Summarize your students' progress in the area(s) of need as shown by the indicators identified in item 1.1.
- 2.2 If you met your goal(s), what conditions were most helpful?
- 2.3 If you did not meet your goal(s), what were your obstacles or barriers?
- 2.4 List professional learning, including activities and/or courses that you participated in this school year. What professional learning helped you meet the identified student needs for this school year? Which of these activities support reflective practice?
- 2.5 List curricular or extra-curricular activities that you feel have contributed to your professional growth. Explain.
- 2.6 List other information that you would like to share with your evaluator.

Teacher Signature

Date

Evaluator Signature

Date

Date Submitted



**TEACHER FORMATIVE FEEDBACK FORM**  
**(Domains One, Two, and Three)**

Teacher

School Year

Grade(s)

Subject Area(s)

Evaluator

Date and Time of Observation

Date of Conference

Observation Type:

Announced

Unannounced

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**Description of Lesson**

**Domain One: Planning and Preparation**

Narrative

**Domain Two: Learning Environment**

Narrative

**Domain Three: Instructional Effectiveness for Student Learning**

Narrative

**Commendations/Recommended Area(s) of Growth**

The teacher and evaluator sign the Formative Feedback Form to indicate that the lesson was reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

Teacher Signature

Date

Evaluator Signature

Date



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**TEACHER FORMATIVE FEEDBACK FORM**  
**(Domains One, Two, and Three)**

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.



# TEACHER SUMMATIVE EVALUATION FORM

Teacher

School Year

Grade(s)

Subject Area(s)

Evaluator

Observation Date

Date of Conference

Tenured Teacher

Nontenured Teacher

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Years in District

Years Overall

Year last evaluation completed

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## DOMAIN ONE: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.
- The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and state and district assessment performance levels.
- The teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of his or her students.

## COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

Unsatisfactory

Developing

Proficient

Exemplary

## DOMAIN TWO: LEARNING ENVIRONMENT

- The teacher clearly defines procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student



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## TEACHER SUMMATIVE EVALUATION FORM

conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment.
- The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

### COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

Unsatisfactory       Developing       Proficient       Exemplary

### DOMAIN THREE: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of student understanding. Teacher encourages students to pose his or her own questions and is responsive to student questions. Teacher facilitates student led discussions.
- The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.
- The teacher can analyze data presented in reports and determine how to plan instruction for the students in the classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

### COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

Unsatisfactory       Developing       Proficient       Exemplary

### DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES



## TEACHER SUMMATIVE EVALUATION FORM

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership through honesty and integrity in relations with students, staff and the community.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school or district.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

### COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

Unsatisfactory       Developing       Proficient       Exemplary

### SUMMATIVE EVALUATION RATING

Unsatisfactory       Developing       Proficient       Exemplary

### IMPROVEMENT PLAN REQUIRED FOR:

DOMAIN ONE

DOMAIN TWO

DOMAIN THREE



# TEACHER SUMMATIVE EVALUATION FORM

## DOMAIN FOUR

The teacher and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher Signature

Date

Evaluator Signature

Date

If the teacher disagrees with feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Additional information becomes part of the appraisal record.

