

FPMS OBSERVATION FORMS

Observation Inclusions

The *Initial Screening*, *Final Summative*, *Formative Domains 2.0 - 6.0*, and *Clinical Educator Observations* are to include the following documents/forms:

1. Pre-Observation Conference Process form

The participant and the observer complete the “Procedures” together during the pre-observation conference.

The participant completes the "Sequence of Instructional Activities" or provides a lesson plan (prior to the pre-observation conference when possible).

2. Identification and Format Information form

To be completed by the observer

3. Observation Instrument

To be completed by the observer

4. Post-Observation Conference Planning Guide

To be completed by the observer

FPMS Formative Observation Domain 1.0

1. Pre-Observation Conference Process form

The participant and the observer complete the “Procedures” together during the pre-observation conference.

The participant completes the "Sequence of Instructional Activities" or provides a lesson plan prior to the pre-observation conference.

2. Planning Data Form

To be completed by the participant prior to the observation interview

3. Planning Questionnaire

To be completed by the participant prior to the observation interview

4. Observation Instrument

To be completed by the observer during interview with the participant

5. Conference Planning Guide

To be completed by the observer

NOTE: School psychologists/guidance counselors will use instruments that have been developed by the Department of Education. Contact your cadre for these forms.

DOMAINS 1.0 – 6.0

FPMS OBSERVATIONS

Observations may be completed by an FPMS trained principal, administrator, professional development facilitator, or mentor during the T.I.P. program.

Must include the following:

- Pre-observation Conference Process form
- Identification and Format Information Form
- Observation Instrument – observation must be at least 30 minutes in length
- Post Observation Conference Planning Guide

FPMS Observations

Domain 1.0 – Instructional Planning

Domain 2.0 – Management of Student Conduct

Domain 3.0 – Instructional Organization and Development

Domain 4.0 – Presentation of Subject Matter

Domain 5.0 – Communication: Verbal and Nonverbal

Domain 6.0 – Testing: Student Preparation, Administration & Feedback

PRE-OBSERVATION CONFERENCE PROCESS

Domain 1.0

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures

____ Planning Data Form and Planning Questionnaire Completed

____ Identify lesson objective:

____ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

____ Concept

____ Law/Law-like Principle

____ Academic Rule

____ Value Judgment

____ Identify relevant classroom information:

a.) Classroom discipline:

b.) Management of materials:

c.) Questioning techniques:

d.) ESE students:

e.) Other:

____ Identify/review areas of focus:

a.) Observation instrument:

____ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

1.0 INSTRUCTIONAL PLANNING

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name: _____ Date: _____
School: _____ Department/Team: _____
Interviewer's Name: _____ Length of Instructional Period: _____

This instrument is designed to record indicators of effective teacher performance in the domain of Instructional Planning. The questions included in the interview are formulated to gather information concerning these major components of planning: Content coverage, materials utilization, activity structuring, goal focusing, and diagnosis and evaluation of learning.

- Directions:
1. Give the teacher a copy of the Planning Data Form and the Planning Questionnaire. Explain the procedure for completing the Planning Data Form and clarify the questions on the Questionnaire. Set a date for the planning interview.
 2. Collect the completed Planning Data Form prior to the interview and attach it to the formative instrument. Use the information from this form to complete the appropriate sections of the Formative Instrument. See questions 1, 7, 8, 11, and 13.
 3. Interview the teacher, using the questions. Some questions will have been partially answered by the analysis of the information provided on the Planning Data Form, so that it is only necessary to address them if there is need for further information or clarification. Others may require probing to obtain adequate information to determine which indicators should be checked.
 4. Place a check on the line preceding each indicator for which evidence is present. Space has been provided for recording responses to questions where the responses will be narrative.
 5. Write a summary of the teacher's planning, indicating areas of strength and areas in which the teacher may need to prepare more thoroughly.

Alternative Procedures:

- A. The teacher may complete the Planning Data Form and prepare written responses to the Planning Questionnaire, submitting both to the interviewer. The interviewer should then analyze both documents and complete the formative instrument. The interviewer should consult the teacher for clarification on any question or indicators for which additional information is needed.
- B. The teacher may complete the Planning Data Form and tape record responses to the Planning Questionnaire, submitting both to the interviewer. The interviewer should then analyze the Planning Data Form and the tape recording and complete the formative instrument. The interviewer should consult the teacher for clarification on any questions or indicators for which additional information is needed.

* These directions pertain to the use of the Formative Instrument as a diagnostic instrument for gathering data that will help the support team determine where specific problems with planning exist: It is not a summative screening/evaluation instrument.

DOMAIN 1.0

USE A CHECK TO INDICATE BEHAVIOR:

S = SATISFACTORY

I = IMPROVEMENT NEEDED

DOMAIN	INDICATORS	S	I
1.1 LESSON DEVELOPMENT	Select content to be learned		
	Judge appropriateness of content based on student's level		
	Separate content into distinct elements or parts		
	Structure content into sequential steps		
	Specify amount of time needed for each component		
1.2 UTILIZATION OF INSTRUCTIONAL MATERIALS	List the necessary materials		
	Judge appropriateness of materials based on student's level and the content to be learned		
	Provide materials for exceptional children		
	Prepare materials in advance		
1.3 ACTIVITY STRUCTURE	Select the activity		
	Judge appropriateness of the activity		
	Separate activity into components		
	Structure the activity into sequential steps		
	Specify what the teacher will do		
	Specify what the students will do		
	Pace the activity appropriately		
1.4 GOAL FOCUSING	State learner objective, both general and specific		
	Give reason(s) for focusing on specific goals		
	Relate objective to instructional activity		
1.5 DIAGNOSIS	Identify student's level		
	Select lesson based upon student's needs		
	Provide specialized diagnosis for exceptional students as needed		
	Evaluate whether students have met the objective		

Planning Data Form

Teacher _____

Observer _____ Conference Date _____

The participant for Domain 1.0 should complete this form. It will be discussed in the scheduled pre-conference. Please return it to the observer **prior** to the date of the observation.

SUBJECT CONTENT TO BE TAUGHT _____

ANALYSIS OF CONTENT _____

Place a check beside the form of knowledge that will be taught in this lesson.

- _____ Concept - Complete item #1
- _____ Law/Law-like Principle - Complete item #2
- _____ Academic Rule - Complete item #3
- _____ Value Judgment - Complete item #4

1. Concept

- a. Define the concept as you will define it during instruction.

- b. Identify the attributes of the concept.

- c. Name the examples you plan to provide and/or elicit from your students.

- d. Name the non-examples you plan to provide and/or elicit from your students.

- e. Indicate any related concepts you will distinguish from the concept you are teaching.

2. Law/Law-like Principle

- a. State the law/law-like principle exactly as you will present it to your students.

- b. List causes/effects related to law/law-like principle.

- c. List possible applications of law/law-like principle.

3. A. Academic Rule

1. State the academic rule exactly as you will present it to your students.

2. Describe the situation you will use to provide for academic rule application.

B. Skills

1. Name the skill/skills you will be teaching.

2. List the steps necessary for the students to perform the skill/skills.

4. Value Judgment

a. State the value question.

b. List the possible criteria students may develop.

c. List the facts to be tested by the developed criteria.

d. List possible value judgments.

IDENTIFICATION OF QUESTIONS

List questions to be asked related to this lesson. Denote high/low order.

IDENTIFICATION OF MATERIALS

List the materials you and your students will use during the lesson.

PLANNING QUESTIONNAIRE

The following questions are to be answered by the T.I.P. participant prior to observation.

1. What do you plan to teach in this period of instruction?
2. What should the student know or be able to do as a result of instruction over this content?
3. What benchmarks of the Sunshine State Standards were considered in selecting content for this lesson?
4. How did you determine that students were ready for this lesson?
5. How did you decide how much content would be taught in this period of instruction?
6. How is this content related to previous and/or future lessons?
7. What elements of content related to the Sunshine State Standards were emphasized in the lesson?
8. What materials are to be used for instruction and why were these selected?
9. What preparation of materials is required prior to the beginning of the lesson?
10. What plans have you made for managing materials during instruction?
11. What activities will be included in this lesson and for what purpose?
12. How will you conduct each of these activities?
13. What is the sequence of activities to be used in this lesson?
14. What adaptations will be included in this lesson to meet the instructional needs of the various learning styles?

POST-OBSERVATION CONFERENCE PLANNING GUIDE

Domain 1.0

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

- C. E. T. observation (s)
- Temporary Duty Elsewhere (TDE)
- Collegial observation (s)
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation: _____

PRE-OBSERVATION CONFERENCE PROCESS

Domain 2.0

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures

____ Identify lesson objective:

____ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

____ Concept

____ Law/Law-like Principle

____ Academic Rule

____ Value Judgment

____ Identify relevant classroom information:

a.) Classroom discipline:

b.) Management of materials:

c.) Questioning techniques:

d.) ESE students:

e.) Other:

____ Identify/review areas of focus:

a.) Observation instrument:

____ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

2.0 MANAGEMENT OF STUDENT CONDUCT

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name: _____	Date: _____
School: _____	Department/Team: _____
Observer's Name: _____	Observation Number: _____
Starting Time: _____	Length of Observation: _____
Brief Statement of Lesson Purpose Content: _____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Management of Student Conduct. The instrument is divided into five categories: Rule Explication and Monitoring; Withitness: Desist, Quality, Overlapping; Group Alert; Movement Smoothness/Slowdown; and Praise.

- Directions:
1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right.)
 2. Mark an item each time it is observed. One behavior may relate to more than one item. When this occurs, mark each item that applies. For example, a teacher may reprimand a student for an infraction of a known rule (2.1) by giving a firm order to stop the deviancy (2.2).
 3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

Category	Effective	Ineffective
2.1 Rule Explication and Monitoring		
2.2-2.4 Withitness: Desist, Quality, Overlapping		
2.5 Group Alert		
2.6-2.7 Movement Smoothness/Slowdown		
2.8 Praise		
TOTAL		

DOMAIN 2.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
2.1 RULE EXPLICATION MONITORING	Specifies a rule			Does not specify when rule needed
	Clarifies a rule			Does not clarify rule
	Practices a rule			
	Reprimands a rule infraction			Does not correct rule infraction
2.2-2.4 WITHITNESS: DESIST, QUALITY, OVERLAPPING	Stops deviant behavior			Does not stop deviancy/ deviancy spreads
	Corrects worse deviancy			Corrects lesser
	Desists student causing disruption			Desists onlooker or wrong person
	Suggests alternative behavior			Uses rough, angry, punitive desists
				Uses approval-focused desist
	Attends task & deviancy simultaneously			Ignores deviancy, continues task/ ignores task/ engrosses in deviancy
Attends to two instructional tasks simultaneously			Ignores other students needing help/ drops task, engrosses in intrusion	
2.5 GROUP ALERT	Poses question-selects reciter			Selects reciter-poses question
	Alerts class/ calls on reciter			Alerts group-unison response
	Alerts non-performers			Ignores non-performers
2.6-2.7 MOVEMENT: SMOOTHNESS SLOWDOWN	Ignores irrelevancies/ continues on task			Reacts to or interjects irrelevancies/ flip-flops/ dangles
	Gives short, clear non-academic directions			Overdwells or fragments non-academic directions
	Moves whole/ subgroup			Fragments group movement
2.8 PRAISE	Praises specific conduct			Uses general conduct praise
	Praises non-deviant, on task behavior			
	Gives low-key, quiet praise			Uses loud praise
	Uses conditional praise			
	Uses authentic, varied, warm praise			
	Controls reaction to misconduct			Allows class to reinforce misconduct

POST-OBSERVATION CONFERENCE PLANNING GUIDE

Domain 2.0

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

- C. E. T. observation (s)
- Temporary Duty Elsewhere (TDE)
- Collegial observation(s)
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation: _____

PRE-OBSERVATION CONFERENCE PROCESS

Domain 3.0

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures

____ Identify lesson objective:

____ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

____ Concept

____ Law/Law-like Principle

____ Academic Rule

____ Value Judgment

____ Identify relevant classroom information:

a.) Classroom discipline:

b.) Management of materials:

c.) Questioning techniques:

d.) ESE students:

e.) Other:

____ Identify/review areas of focus:

a.) Observation instrument:

____ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION	
Teacher's Name: _____	Date: _____
School: _____	Department/Team: _____
Observer's Name: _____	Observation Number: _____
Starting Time: _____	Length of Observation: _____
Brief Statement of Lesson Purpose Content: _____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Instructional Organization and Development. The instrument is divided into five categories: Use of Time; Review/ Summary; Lesson Development; Teacher Treatment of Student Talk/ Feedback; Homework/ Seatwork.

- Directions:
1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right.)
 2. Mark an item each time it is observed.
 3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

Category	Effective	Ineffective
3.1 Use of Time		
3.2 Review/ Summary		
3.3 Lesson Development		
3.4-3.5 Teacher Treatment of Student Talk/Feedback		
3.6 Homework/ Seatwork		
TOTAL		

DOMAIN 3.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
3.1 USE OF TIME	Begins classwork promptly			Delays starting the lesson
	Provides activities and attends students			Delays new topic or activity/ students wait for instruction or teacher assistance
	Has materials in order, minimal time spent passing out paper, etc.			Searches for or does not have handouts, materials, equipment in order - disorganized
3.2 REVIEW/ SUMMARY	Conducts lesson-initiating review			
	Conducts topic summary within the lesson			
	Conducts review at the end of the lesson			
3.3 LESSON DEVELOPMENT	Orients students to classwork/ specifies purposes and activities			
	Indicates change of topic/ activity			
	Talks on subject matter			Talks or questions off-subject
	Questions student comprehension low order high order	—————		Extends talk or changes topic without comprehension check
	Provides for independent/ choral/ unison practice			
	Pauses before soliciting answers to complex questions			Solicits immediate response to complex questions
3.4-3.5 TEACHER TREATMENT OF STUDENT TALK/ FEEDBACK	Gives corrective feedback for incorrect response			Ignores response/ gives harsh feedback for incorrect response
	Gives specific praise for correct response			Uses general/ non-specific praise
	Probes, amplifies, restates student response			Accepts inarticulate, incongruent or incorrect answer
	Asks for peer response			Engages only select students in dialogue
3.6 HOMEWORK/ SEATWORK	Gives homework/ seatwork directions/ due date			Assigns homework/ seatwork without directions/ due date
	Checks comprehension of directions			Directs students to start work without checking comprehension
	Circulates and assists students			Remains at desk – inadequate circulation/ assistance
	Checks errors or gives feedback on homework/ seatwork			Does not give feedback on homework/ seatwork

POST-OBSERVATION CONFERENCE PLANNING GUIDE

Domain 3.0

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

- C. E. T. observation (s)
- Temporary Duty Elsewhere (TDE)
- Collegial observation(s)
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation: _____

PRE-OBSERVATION CONFERENCE PROCESS

Domain 4.0

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures

____ Identify lesson objective:

____ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

____ Concept

____ Law/Law-like Principle

____ Academic Rule

____ Value Judgment

____ Identify relevant classroom information:

a.) Classroom discipline:

b.) Management of materials:

c.) Questioning techniques:

d.) ESE students:

e.) Other:

____ Identify/review areas of focus:

a.) Observation instrument:

____ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

4.0 PRESENTATION OF SUBJECT MATTER

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name: _____ Date: _____
School: _____ Department/Team: _____
Observer's Name: _____ Observation Number: _____
Starting Time: _____ Length of Observation: _____
Brief Statement of Lesson Purpose Content: _____

This instrument is designed to record indicators of teacher behavior in the domain of Presentation of Subject Matter. It is divided into four categories: Presentation of Conceptual Knowledge (Concepts); Presentation of Explanatory Knowledge (Laws/Principles); Presentation of Academic Rules (Academic Rules); and Presentation of Value Knowledge (Values).

Data are collected through direct observation of a planned lesson. The data collection procedure is topic and concept specific – see the following directions:

- Directions:
1. Conference with the teacher prior to the observation to determine the topics that are planned. Write the names of the topics in the spaces provided at the top of the observation instrument.
 2. Observe the teacher instructing a planned lesson. Record observation data as follows:
 - a. Determine the topic, then the corresponding concept and indicator and record the observation in the targeted cell. For example, if the first topic of the lesson is electrical resistance and the teacher tests a piece of wood, place a mark in column one, cell three of concepts.
 - b. If the teacher treats subject matter not in the planned lesson, write in the additional topic(s) in the space provided at the top of the instrument, and record the treated topics as well as the planned topics.
 - c. Code behaviors each time they occur. For example, if the teacher tested wood, plastic, and rubber to determine their resistance, code three times in column one, cell three of concepts.
 - d. One behavior may be coded in more than one cell. If a behavior applies to more than one concept and indicator, record it in all relevant cells – this occurs infrequently.
 - e. When a teacher treats more than one topic during a lesson (this occurs frequently) an example of one concept may be a non-example of another concept. When this occurs, code under the topic you judge the teacher is explicating at that point in time.

DOMAIN 4.0

TOPICS		1	2	3	4	5	6	7	8
4.1 CONCEPTS	States definition								
	Gives example(s)								
	Tests examples; Gives non-examples or attributes; Distinguishes from related concepts								
4.2 LAWS / PRINCIPLES	Discusses causes								
	Discusses effects								
	Uses linking word								
	Applies law or principle								
4.3 ACADEMIC RULES	Describes the situation								
	Applies rules								
4.4 VALUES	States a value question								
	Develops judgmental criteria								
	Assembles facts								
	Makes a value judgment								

POST-OBSERVATION CONFERENCE PLANNING GUIDE

Domain 4.0

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

- C. E. T. observation (s)
- Temporary Duty Elsewhere (TDE)
- Collegial observation(s)
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation: _____

PRE-OBSERVATION CONFERENCE PROCESS

Domain 5.0

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures

____ Identify lesson objective:

____ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

____ Concept

____ Law/Law-like Principle

____ Academic Rule

____ Value Judgment

____ Identify relevant classroom information:

a.) Classroom discipline:

b.) Management of materials:

c.) Questioning techniques:

d.) ESE students:

e.) Other:

____ Identify/review areas of focus:

a.) Observation instrument:

____ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

5.0 COMMUNICATION: VERBAL AND NONVERBAL

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION	
Teacher's Name: _____	Date: _____
School: _____	Department/Team: _____
Observer's Name: _____	Observation Number: _____
Starting Time: _____	Length of Observation: _____
Brief Statement of Lesson Purpose Content: _____	

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Communication: Verbal and Nonverbal. The instrument is divided into four categories: Control of Discourse; Emphasis; Task Attraction and Challenge/ Teacher Speech; and Body Language.

- Directions:
1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right.)
 2. Mark an item each time it is observed.
 3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

Category	Effective	Ineffective
5.1 Control of Discourse		
5.2 Emphasis		
5.3-5.4 Task Attraction and Challenge/Teacher Speech		
5.5 Body Language		
TOTAL		

DOMAIN 5.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
5.1 CONTROL OF DISCOURSE				Uses scrambled discourse
				Uses vagueness words
	States single questions			States long/ multiple questions
5.2 EMPHASIS	States on emphatic expression			
	Uses an emphatic technique			
	Repeats important points			
5.3-5.4 TASK ATTRACTION AND CHALLENGE/ TEACHER'S SPEECH	Expresses verbal enthusiasm			
	States a task oriented challenge			
				Uses loud, piercing, grating speech
				Does not vary tone, intensity, volume, or pace
				Speaks too softly - inaudible
5.5 BODY LANGUAGE	Smiles, eye contact – body behavior that shows interest, excitement			Deadpan expression/ lethargic posture or movement

POST-OBSERVATION CONFERENCE PLANNING GUIDE

Domain 5.0

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

- C. E. T. observation (s)
- Temporary Duty Elsewhere (TDE)
- Collegial observation(s)
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation: _____

PRE-OBSERVATION CONFERENCE PROCESS

Domain 6.0

Participant's Name _____

Subject _____ Date _____

Observer's Name _____

Procedures

____ Identify lesson objective:

____ Identify area of knowledge (Refer to Planning Data Form in Domain 1.0.):

____ Concept

____ Law/Law-like Principle

____ Academic Rule

____ Value Judgment

____ Identify relevant classroom information:

a.) Classroom discipline:

b.) Management of materials:

c.) Questioning techniques:

d.) ESE students:

e.) Other:

____ Identify/review areas of focus:

a.) Observation instrument:

____ Agree on observation time and logistics:

Sequence of Instructional Activities

(To be completed by the T.I.P. participant prior to pre-observation conference)

Indicate: **T** = Teacher Activity

S = Student Activity

6.0 TESTING: STUDENT PREPARATION, ADMINISTRATION, FEEDBACK

Florida Performance Measurement System
 Coalition for the Development of a Performance Evaluation System
 Office of Teacher Education, Certification and Inservice Staff Development
 Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION	
Teacher's Name: _____	Date: _____
School: _____	Department/Team: _____
Observer's Name: _____	Observation Number: _____
Starting Time: _____	Length of Observation: _____
Brief Statement of Lesson Purpose Content: _____	

This instrument contains a performance observation schedule. The observation schedule is divided into three categories: Student Preparation, Administration, and Feedback.

- Directions: Observation Instrument
1. Place a mark in the appropriate box when a relevant behavior is observed.
 (Effective items are on the left of the instrument and ineffective items are on the right.)
 2. Mark an item each time it is observed.
 3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

NOTE: Items on the observation instrument are observed at varying times. They are as follows:

- 6.1 Student Preparation: Observed one to three days before testing.
- 6.2 Administration: Observed during the period students take an examination.
- 6.3 Feedback: Observed two or more days after an examination.

DATA SUMMARY

Category	Effective	Ineffective
6.1 Student Preparation		
6.2 Administration		
6.3 Feedback		
TOTAL		

DOMAIN 6.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
6.1 STUDENT PREPARATION Observed prior to testing	States test purpose			
	Explains use of test results			Relates test purpose to grading
	Explains importance of results			Threatens reprisals for failure
	States positive expectations			Makes negative comments about student ability
	States content to be tested			Uses vague/ general terms to describe test content or review
	Reviews test content			
	Cites study references or provides study guides			Emphasizes test difficulty
	Describes item type(s)			
	Gives test-taking directions			Makes indefinite statements about test format/ directions
	Explains test-taking strategies			
Provides test-taking practice				
6.2 ADMINISTRATION Observed during testing	Arranges chairs to provide space among students			Allows close proximity
	Controls temperature and ventilation			Disregards room temperature extremes
	Provides lighting			Disregards shadows, reflections or other poor lighting
	Clarifies student questions			Refuses to help or respond to test-related questions
	Offers assistance to individuals with questions			
	Monitors students while taking examination			Leaves the room during testing
	Controls noise and interruptions			Occupied with other tasks/ loses awareness of student behavior
6.3 FEEDBACK Observed when test results are returned	Reviews test items/ gives reasons for answers			Use tokens as feedback
	Listens to alternative responses			
	Clarifies misconceptions			
	Makes positive comments about student ideas			

POST-OBSERVATION CONFERENCE PLANNING GUIDE

Domain 6.0

Participant's Name _____

Date _____ Observer _____

A. Behaviors to maintain/increase:

1. _____
2. _____
3. _____
4. _____

B. Behaviors to reduce/eliminate:

1. _____
2. _____
3. _____
4. _____

C. Activities/Strategies:

Person Responsible:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

- C. E. T. observation (s)
- Temporary Duty Elsewhere (TDE)
- Collegial observation(s)
- View video: _____
- Other: _____

Date of next conference: _____

Date of next observation: _____