

North Bergen Public Schools

Instructional Specialist Observation Form

Specialist: _____	Subject or Grade: _____
School(s): _____	Date: _____
Evaluator: _____	School Year: 2014-2015
Check one: Tenured: <input type="checkbox"/> Non-Tenured: <input type="checkbox"/>	If Non-Tenured: Year of Service 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Check One: Long <input type="checkbox"/> Short <input type="checkbox"/>	Check one: Announced: <input type="checkbox"/> Unannounced: <input type="checkbox"/>
<u>Performance Ratings</u>	
<p>Highly Effective (HE) – Specialist demonstrates mastery of the component/domain, seamlessly managing all aspects of the component/domain as part of a larger whole helping to create an exceptional learning environment for individual students.</p> <p>Effective (E) – Specialist demonstrates command of the component/domain, effectively meeting expectations for the component/domain and creating an effective learning environment for students.</p> <p>Partially Effective (PE) - Specialist demonstrates a growing understanding of the component/domain but implements it inconsistently or ineffectually.</p> <p>Ineffective (I) – Specialist demonstrates little or no understanding of component/domain and its place within the framework for teaching.</p> <p>Not Applicable (N/A) - Not observed or applicable.</p>	
*Any area designated Ineffective or Partially Effective requires comments and recommendations.	

Instructional Specialist
(Signature acknowledges receipt, not necessarily agreement)

Date

Administrator

Date

Administrator

Date

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Planning and Preparation:	<u>EVIDENCE</u>	<u>RATING</u>
1a: Demonstrating knowledge of current trends in specialty area and professional development		
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program		
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served		
1d: Demonstrating knowledge of resources, both within and beyond the school and district		
1e: Planning the instructional support program, integrated with the overall school program		
1f: Developing a plan to evaluate the instructional support program		

Comments:

The Environment:	<u>EVIDENCE</u>	<u>RATING</u>
2a: Creating an environment of trust and respect		
2b: Establishing a culture for ongoing instructional improvement		
2c: Establishing clear procedures for teachers to gain access to instructional support		
2d: Establishing and maintaining norms of behavior for professional interactions		
2e: Organizing physical space for workshops or training		

Comments:

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Delivery of Service:

- 3a: Collaborating with teachers in the design of instructional units and lessons
- 3b: Engaging teachers in learning new instructional skills
- 3c: Sharing expertise with staff
- 3d: Locating resources for teachers to support instructional improvement
- 3e: Demonstrating flexibility and responsiveness

EVIDENCE

RATING

Comments:

Professional Responsibilities:

- 4a: Reflecting on practice
- 4b: Preparing and submitting budgets and reports
- 4c: Coordinating work with other instructional specialists
- 4d: Participating in a professional community
- 4e: Engaging in professional development
- 4f: Showing professionalism, including integrity and confidentiality

EVIDENCE

RATING

Comments:

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OVERALL PERFORMANCE RATING:	<u>I</u>	<u>PE</u>	<u>E</u>	<u>HE</u>

Summarizing Statement:

Based on the Observed Lesson:

Area(s) of particular strength or where progress is noted:

Area(s) in need of development:

Evaluator's Comments/Recommendations: