

SUHSD Observation Form – Professional Developer

Teacher: _____
Content: _____
Time: _____
of teacher participants: _____

School: _____
Date: _____
 Scheduled
 Unannounced

STANDARD I: Effective professional development is purposeful and structured.

<ul style="list-style-type: none"><input type="checkbox"/> Goals/objectives of professional development are clear, focused and aligned with district/site goals and academic standards <input type="checkbox"/> Professional development includes time for teacher planning, implementation, reflection, evaluation, and revision <input type="checkbox"/> Professional Development builds on and makes connections to prior knowledge	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD II: Effective professional development is informed by multiple sources of data.

<ul style="list-style-type: none"><input type="checkbox"/> Research and data are included in professional development to establish rationale and support for the goal/objective or target instructional practice <input type="checkbox"/> Program, state, and/or national data related to student achievement are analyzed to help determine the focus and content for professional development <input type="checkbox"/> Data regarding the implementation of district initiatives or best practices is analyzed to inform professional development <input type="checkbox"/> Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development	<i>Evidence and/or Commendations/Recommendations</i>
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STANDARD III: An effective professional developer utilizes best practices to provide varied learning experiences in professional development.

<ul style="list-style-type: none"><input type="checkbox"/> The professional developer structures ongoing opportunities for educators to work together while incorporating communication technologies to broaden the scope of collaboration, when possible<input type="checkbox"/> The professional developer considers participating educators' knowledge/skill when planning and delivering professional development<input type="checkbox"/> The professional developer understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront<input type="checkbox"/> The professional developer demonstrates positive expectations for student learning<input type="checkbox"/> The professional developer applies concepts of adult learning and motivation in order to meet the needs of staff that are in various stages of their careers<input type="checkbox"/> The professional developer uses varied group configurations and presentation formats as needed to engage adult learners	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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STANDARD IV: - Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.

<ul style="list-style-type: none"><input type="checkbox"/> Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice<input type="checkbox"/> Professional development enhances knowledge, skills and understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners, including English Learners and Students with Disabilities<input type="checkbox"/> Professional development ensures that all educators understand various types of assessments to measure student learning<input type="checkbox"/> Professional development provides educators with tools to engage students and communities in improving student achievement	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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STANDARD V: Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.

<ul style="list-style-type: none"><input type="checkbox"/> Professional development is evaluated by assessing levels of participant satisfaction with the process <input type="checkbox"/> Professional development is evaluated by content learned and teacher readiness to implement content learned <input type="checkbox"/> Professional development is evaluated by evidence of new skills applied to practice <input type="checkbox"/> Professional development is evaluated on its impact on achievement of all students	<p><i>Evidence and/or Commendations/Recommendations</i></p>
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Evaluatee Signature

Date

Evaluator Signature

Date

Print Evaluator Name: _____