

C.I.T.E. OBSERVATION EVIDENCE SAMPLE FORM #2

Teacher [Click here to enter text.](#)

Content Area [Click here to enter text.](#)

Class [Click here to enter text.](#)

Period [Click here to enter text.](#)

- First 5 minutes Formal
- First 1/3 Informal
- Second 1/3
- Last 1/3
- Last 5 minutes

<p>Standard 1 - OUTCOMES: Teacher selects World Class Outcomes.</p> <p>Evidence observed that teacher selects lessons with World Class Outcomes:</p> <p>Click here to enter text.</p>	<p>Indicators: Check all boxes that apply</p> <p><input type="checkbox"/> 1.1 Teacher selects World Class Outcomes from the Douglas County Guaranteed and Viable Curriculum, including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p> <p><input type="checkbox"/> 1.2 Teacher selects World Class Outcomes that integrate content with other disciplines.</p> <p><input type="checkbox"/> 1.3 Teacher selects differentiated World Class Outcomes.</p> <p><input type="checkbox"/> 1.4 Teacher evaluates assessment data to select (or refine) World Class Outcomes.</p> <p><input type="checkbox"/> 1.5 Teacher integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</p>
<p>Standard 2 - ASSESSMENT: Teacher uses performance assessments that require students to demonstrate World Class Outcomes.</p> <p>Evidence that teacher selects performance assessments that demonstrate student learning:</p> <p>Click here to enter text.</p>	<p><input type="checkbox"/> 2.1 Teacher uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes.</p> <p><input type="checkbox"/> 2.2 Teacher uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes.</p> <p><input type="checkbox"/> 2.3 Teacher uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes at the end of the learning process.</p> <p><input type="checkbox"/> 2.4 Teacher provides each student with specific, timely, and personalized feedback on World Class Outcomes.</p> <p><input type="checkbox"/> 2.5 Teacher uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p> <p><input type="checkbox"/> 2.6 Teacher uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</p>
<p>Standard 3 - INSTRUCTION: Teacher facilitates learning opportunities that inspire students to achieve World Class Outcomes.</p> <p>Evidence that teacher facilitates learning opportunities that require students to synthesize, analyze, evaluate and create:</p> <p>Click here to enter text.</p>	<p><input type="checkbox"/> 3.1 Teacher uses backward planning to facilitate student mastery of World Class Outcomes.</p> <p><input type="checkbox"/> 3.2 Teacher uses balanced assessment data to plan World Class Learning Opportunities.</p> <p><input type="checkbox"/> 3.3 Teacher facilitates differentiated learning opportunities for all students to master World Class Outcomes.</p> <p><input type="checkbox"/> 3.4 Teacher facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes.</p> <p><input type="checkbox"/> 3.5 Teacher facilitates learning opportunities that engage all students.</p> <p><input type="checkbox"/> 3.6 Teacher facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.</p> <p><input type="checkbox"/> 3.7 Teacher facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p> <p><input type="checkbox"/> 3.8 Teacher facilitates learning opportunities that require students to master 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</p> <p><input type="checkbox"/> 3.9 Teacher demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.</p>
<p>Standard 4 – CULTURE & CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.</p> <p>Evidence that teacher models or collaborates with students to create a respectful and restorative culture and climate:</p> <p>Click here to enter text.</p>	<p><input type="checkbox"/> 4.1 Teacher models and collaborates with students to create an environment that is safe.</p> <p><input type="checkbox"/> 4.2 Teacher facilitates opportunities for students to construct, understand and practice a restorative classroom environment.</p> <p><input type="checkbox"/> 4.3 Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</p> <p><input type="checkbox"/> 4.4 Teacher models and establishes positive relationships with all students.</p>
<p>Final Questions or Comments: At the end of the period, what evidence will you have to show that your students learned? How can you take this learning activity and add more student engagement?</p>	
<p>Click here to enter text.</p>	