



*Adapted from the NJEA website

Directions: The “Classroom Profile” should be completed before an announced observation and used as part of your discussion in the pre-conference. The remaining parts of the “Educators in the Lead Reflection” should be completed immediately after each observation to be utilized in the post-conference.

Classroom Profile

Number of students:

- | | |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> In your class as of September 1 | <input type="checkbox"/> Basic Skills students |
| <input type="checkbox"/> On free/reduced lunch | <input type="checkbox"/> Students who did not pass HSPA |
| <input type="checkbox"/> With a 504 plan | <input type="checkbox"/> English language learners (ELL) |
| <input type="checkbox"/> With an “action plan” | <input type="checkbox"/> Gifted/Talented |
| <input type="checkbox"/> Focus Students (students who did not pass state test 2yrs in a row) | |
| <input type="checkbox"/> With medical issues requiring special attention in the classroom | |
| <input type="checkbox"/> In special education with an IEP (Classification of students: _____) | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> Other _____ | |

Were there any challenges your students faced outside of school or during the school day prior to your class that could affect their achievement in school? (Provide specific examples)

What types of support personnel are assigned to your classroom?

- | | | |
|------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Basic skills teacher | <input type="checkbox"/> Special education teacher | <input type="checkbox"/> Paraprofessional - classroom assistant |
| <input type="checkbox"/> Paraprofessional – one-to-one assistant | <input type="checkbox"/> Consultant | <input type="checkbox"/> Reading or Math Specialist |
| <input type="checkbox"/> None | <input type="checkbox"/> Other _____ | |

District Supports

Were there new curricular areas/programs implemented this year? Explain:

Did you receive training on how to implement the programs mentioned above? Were you denied professional development? (Be specific).

What resources and technology were used to support the curriculum?

What additional resources and technology **are needed** to support the curriculum?

What obstacles have you faced during the school year that is beyond your control?
(i.e. – excessive absence of a student, sharing a room with another teacher, not having the proper materials necessary to teach a lesson, etc.)

OBSERVATION LOG

(ATTACH COPY OF LESSON PLAN OBSERVED)

Date of observation: _____

Length of observation: _____ Announced or Unannounced?

Observer(s): _____

Did you have a pre-observation conference with the observer? Yes or No

If yes, date: _____

What topics did the pre-observation conference cover?

Briefly describe the lesson (including goals and instructional activities):

Unusual occurrences during the observation that caused distraction (Check all that apply)

- | | |
|------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Abbreviated schedule | <input type="checkbox"/> Presence of observer |
| <input type="checkbox"/> Fire Drill | <input type="checkbox"/> Disturbance in the hall |
| <input type="checkbox"/> Fight in hall | <input type="checkbox"/> Weather |
| <input type="checkbox"/> Student misbehavior | <input type="checkbox"/> Home/family issue(s) |
| <input type="checkbox"/> Other (specify) _____ | |

Did you have a post-observation conference with the observer? Yes or No

If yes, date: _____

Suggestions from observer:

LESSON SELF-REFLECTION

Lesson objectives/goals:

Strengths of the lesson:

Evidence of student learning:

To what extent did you meet your instructional goals?

Obstacles to student learning and suggested solutions (including necessary resources):

To what extent do your classroom setup and procedures (use of space, student conduct, routines) contribute to student learning?

What might you do differently if you taught this lesson again?

What professional development would enhance your work with students related to this lesson?

MY PROFESSIONAL DEVELOPMENT PLANNER

(TO BE COMPLETED IN THE SPRING PRIOR TO YOU ANNUAL SUMMARY CONFERENCE)

Part I

My short-term professional development goals:

My long-term professional goals:

How do these goals contribute to improving student learning?

Resources necessary to accomplish the new goal:

Obstacles you had to face during the school year:

Professional development requested:

Part II

Have all of your observations in front of you. Examine each Domain and the indicators. Complete the NJEA *“Getting Organized for Your Summative Evaluation Conference Form”*. This form will help you dialogue with your evaluator and allow you to advocate for yourself. This form is not to be given to the administrator; it is for you to refer to.

Any area where you received a N/A rating is an area for conversation. If you have supporting artifacts for the indicators you should show them and explain how this applied to your classroom.

BE YOUR OWN ADVOCATE! BE PROACTIVE!