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# SYSTEM OVERVIEW

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» LOGIN

User Name:

Password:

## Springfield Middle School

 **My Evaluations**


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 **My School**


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 **Evaluation Tools**


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 **Administrative Information**


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  -  [Departments](#) ← Set-up Departments
  -  [Subjects](#) ← Set-up Subjects for the school (Math, Reading, ... )
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  -  [Teacher Statuses](#) ← Set-up Status values (Tenured/Non-Tenured, ... )
  -  [Staff Job Titles](#) ← Set-up staff job titles (Senior Clerk, Custodian, ... )
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 **Help**


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### My Evaluations In Progress

Order By:  Direction:

Name	PRE	OBS	POST	Evaluate	View
<u><a href="#">Grant, David</a></u>		4/7/2004 11:00 AM		<a href="#">[evaluate]</a>	<a href="#">[view]</a>
<u><a href="#">Lippman, James</a></u>	4/15/2004 10:00 AM	4/20/2004 09:00 AM	4/21/2004 11:00 AM	<a href="#">[evaluate]</a>	<a href="#">[view]</a>
<u><a href="#">Palmer, Lora</a></u>	4/12/2004 11:00 AM			<a href="#">[evaluate]</a>	<a href="#">[view]</a>

Calendar

<div style="display: flex; justify-content: space-between; align-items: center;"> <span>«</span> <span><b>April 2004</b></span> <span>»</span> </div>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
4	5	6	7 11:00 AM <a href="#">Mr. Grant, David</a>	8	9	10
11	12 11:00 AM <a href="#">Ms. Palmer, Lora</a>	13	14 8:00 AM <a href="#">Administrative Meeting.</a>	15 10:00 AM <a href="#">Mr. Lippman, James</a>	16	17
18	19	20 9:00 AM <a href="#">Mr. Lippman, James</a>	21 11:00 AM <a href="#">Mr. Lippman, James</a>	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

### Messages

---

Show: ALL  Order By: Date

Date	Time	Sent To	Subject	View
4/8/2004	11:45 AM	James Lippman	<b>Pre-Observation Meeting</b>	<a href="#">[view]</a>

## Teachers

[\[New Teacher\]](#)

 Show:  Order By: 

Name	Subject(s)	Grade	Status	Info	Evaluations
<b>Diamond</b> , Barbara	Mathematics	6	Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Guzman</b> , Patricia	Geography	8	Non-Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Haley</b> , Michael	Mathematics	6, 7	Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Lippman</b> , James	Chemistry	7	Non-Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Macdonald</b> , Eric	Mathematics	8	Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Manson</b> , Ben	Writing	6	Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Nelson</b> , Jack	Reading	7	Non-Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Palmer</b> , Lora	Biology	6	Non-Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Torrens</b> , Julia	Mathematics	7	Tenured	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>

**Teacher Info**

Delete

Department: Science

Evaluator: Smith, John

Salutation: Mr.

First Name: James

Last Name: Lippman

ID: JL

Start Date: 8/24/2002 (mm/dd/yyyy)

Status: Non-Tenured

# evaluations / year: 3

Subject(s): **Chemistry** [\[edit\]](#)

Grade(s): 7

Certification(s): **Chemistry** [\[edit\]](#)

Phone:

Email: jlippman@springfieldms.edu

Home Address:

City:

State: New York

Zip:

Online Login:

Online Password:

Notes: [\[edit\]](#)

Save

Staff

[\[New Staff Member\]](#)

Show: ALL  Order By: Name

Name	Job Title	Status	Info	Evaluations
<b>Coleman</b> , Angie	Clerk\Typist	Full-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Grant</b> , David	Administrative Assistant	Full-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Jason</b> , Sarah	Clerk\Typist	Full-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Kim</b> , Marcus	Bus Driver	Full-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Logan</b> , John	Media Specialist	Full-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>Russel</b> , Robert	Cleaner	Part-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>
<b>White</b> , Helen	Administrative Assistant	Full-Time	<a href="#">Edit</a>	<a href="#">[view -&gt;]</a>


**Evaluator:**

**Salutation:**

**First Name**

**Last Name**

**ID**

**Start Date:**   (mm/dd/yyyy)

**Status:**

**Job Title :**

**# evaluations / year:**

**Phone:**

**Email:**

**Home Address:**

**City:**

**State:**

**Zip:**

**Online Login:**

**Online Password:**

**Notes:** [\[edit\]](#)

Submit

### James Lippman - Evaluations

[\[New Evaluation\]](#)

Show:  Order By:

Evaluation Name	PRE	OBS	POST		Score	Edit	Evaluate	View
James Lippman Evaluation	4/15/2004 10:00 AM	4/20/2004 09:00 AM	4/21/2004 11:00 AM			<a href="#">[edit]</a>	<a href="#">[evaluate]</a>	<a href="#">[view]</a>

**» Update Evaluation**

Delete

Name: James Lippman Evaluation

Template: Classroom Observation Report (Checklist/Narrative)

End of Year:

**» Schedule:**

Calendar

**PRE:** Date: 4/15/2004 Time: 10 00 AM

Send New Email:

Date	Time	Subject	View
4/8/2004	11:45 AM	Pre-Observation Meeting	<a href="#">[view]</a>

---

**OBSERV:** Date: 4/20/2004 Time: 09 00 AM

Send New Email:

Date	Time	Subject	View
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**POST:** Date: 4/21/2004 Time: 11 00 AM

Send New Email:

Date	Time	Subject	View
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**» Score:**

Assigned:  Value: 1

Save

 **Send Email**

---

**TO:**

**Name:** James Lippman

**Email:**

**FROM:**

**Name:** John Smith

**Email:**

**SUBJECT:**

**Template:**

Rows:

I will be visiting your class on 4/20/2004, during second period, for a formal observation. If you would like, you may submit a lesson plan to me prior to the observation. In order to enhance the observation process, I would also welcome the opportunity to meet with you for a pre-observation conference. If interested, please contact me to arrange a mutually convenient time.

Thank you.

[< Back](#)

**James Lippman Evaluation**

Report Name: **James Lippman Evaluation**

School Name: **Springfield Middle School**

District Name: **Springfield SD**

Teacher: **James Lippman**

Subject: **Chemistry**

Ability Level of Class: \_\_\_\_\_

Aim of Lesson: [\[Edit\]](#) Rows:

Date: **4/20/2004**

Time: **9:00 AM**

Attendance: **30**

Announced:

**Rating Definitions**



- UNSAT = UNSATISFACTORY
- BASIC = BASIC
- PROF = PROFICIENT
- DIST = DISTINGUISHED
- N/A = NOT OBSERVER / NOT APPLICABLE

**A. CLASSROOM ATMOSPHERE**

		Unsat	Basic	Prof	Dist	N/A
1	Seating Arrangement Contributes to learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Attention is given to heat, light and ventilation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	There is evidence of good housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Instruction Materials arranged to facilitate teaching	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Classroom routines are well organized, orderly and purposeful	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The teacher demonstrated appropriate rapport with students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Students are attentive	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**COMMENTS**

[\[Edit\]](#)



Rows:  

**B. TEACHING EFFECTIVENESS**

		Unsat	Basic	Prof	Dist	N/A
1	The teacher encourages regular and prompt attendance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Teacher clearly defines the objectives of the lesson for students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The teacher relates the lesson to the time/scope/sequence and/or curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The teacher has a well prepared, written lesson plan/plan book	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The teacher adapts the program to the level and needs of the pupils	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Supplies, materials, and equipment for this lesson have been prepared	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The teacher uses a variety of materials and equipment to advantage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The teacher uses appropriate and varied methods and approaches to make instruction effective	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The teacher utilizes appropriate and effective questioning techniques	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The teacher encourages the development of good work/study habits	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	The teacher gives attention to motivation and lesson development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	The teacher recognizes pupil efforts and accomplishments to promote learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The teacher provides appropriate classroom assignments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	The teacher checks and evaluates classroom assignments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The teacher gives purposeful homework assignments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Students' responses (written, verbal, behavioral) indicate attainment of stated lesson objectives	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Teacher provides for review and summary lessons	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**COMMENTS**

[\[Edit\]](#)

Rows:  

**C. PERSONAL QUALITIES**

		Unsat	Basic	Prof	Dist	N/A

1	Teacher's attire is neat, clean, and appropriate.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The teacher's voice, English usage, diction and expression contribute to the learning process.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The teacher demonstrates interest and enthusiasm	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The teacher displays fairness and impartiality	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The teacher exhibits patience and self-control	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The teacher demonstrates tact and good judgment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The teacher shows an empathetic understanding of pupils	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The teacher demonstrates creativeness and resourcefulness	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### COMMENTS

[\[Edit\]](#)

Rows:

### SUMMARY

[\[Edit\]](#)

Rows:

Observer's Signature: \_\_\_\_\_

Date \_\_\_\_\_

I have reviewed this report and had the opportunity to discuss the contents.

My signature indicates that I have been advised of the contents and received a copy of this observation and does not imply that I agree with the comments.

Teacher's Signature: \_\_\_\_\_

Date \_\_\_\_\_

Pass Code: \_\_\_\_\_

Microsoft Internet Explorer window titled "Edit Comments".

**Edit Comments**

Print Page

**Replace Panel**

Replace:

Rows:

Does not indicate competency in subject matter

Teacher is aware of behaviors and responds to mis-behaviors appropriately. No serious disruptions occur. Standards are clear.

**Search Phrases:**

In:

**# Found Phrases:**

- Communicates effectively with all levels of management
- Develops and maintains two-way communications
- Effectively communicates goals and interplay of ideas and concepts.
- Effectively translates complex information into common terms
- Excels in verbal and nonverbal communications
- Optimally utilizes all

Rating scale with five categories: Superior, Needs Improvement, Satisfactory, Un satisfactory, Above Average.

Superior

Needs Improvement

Satisfactory

Un satisfactory

Above Average

**All Evaluations In Progress**

Order By: Name

Direction: Ascending

Name	Evaluator	PRE	OBS	POST	Evaluate	View
<u><a href="#">Grant, David</a></u>	Smith, John		<b>4/7/2004</b> 11:00 AM		<a href="#">[evaluate]</a>	<a href="#">[view]</a>
<u><a href="#">Lippman, James</a></u>	Smith, John	<b>4/15/2004</b> 10:00 AM	<b>4/20/2004</b> 09:00 AM	<b>4/21/2004</b> 11:00 AM	<a href="#">[evaluate]</a>	<a href="#">[view]</a>
<u><a href="#">Palmer, Lora</a></u>	Smith, John	<b>4/12/2004</b> 11:00 AM			<a href="#">[evaluate]</a>	<a href="#">[view]</a>

**Evaluation Summary**

Year: 2003-2004 | Order By: Person Name

Name	# In Progress	# Completed	End-Of-Year	# YTD	# Required
<b>Coleman, Angie</b>					2
<b>Diamond, Barbara</b>					1
<b>Grant, David</b>	1			1	2
<b>Guzman, Patricia</b>					3
<b>Haley, Michael</b>					1
<b>Jason, Sarah</b>					3
<b>Kim, Marcus</b>					1
<b>Lippman, James</b>	1			1	3
<b>Logan, John</b>					1
<b>Macdonald, Eric</b>					1
<b>Manson, Ben</b>					1
<b>Nelson, Jack</b>					3
<b>Palmer, Lora</b>	1			1	3
<b>Russel, Robert</b>					1
<b>Torrens, Julia</b>					1
<b>White, Helen</b>					1

Rubrics

[No Rubric]

Show: ALL Order By: RubricName

RubricName	Action	Design	View
Assistant Principal	<a href="#">Edit</a>		<a href="#">View</a>
Adaptive Physical Education	<a href="#">Edit</a>		<a href="#">View</a>
Administrative Assistant	<a href="#">Edit</a>		<a href="#">View</a>
Administrative Assistant - Strength	<a href="#">Edit</a>		<a href="#">View</a>
Afterschool Programs - Supervisor	<a href="#">Edit</a>		<a href="#">View</a>
AP - Middle School	<a href="#">Edit</a>		<a href="#">View</a>
Art Teacher	<a href="#">Edit</a>		<a href="#">View</a>
Assessment	<a href="#">Edit</a>		<a href="#">View</a>
Attendance Office Employee	<a href="#">Edit</a>		<a href="#">View</a>
Attendance Secretary	<a href="#">Edit</a>		<a href="#">View</a>
Behavior Management	<a href="#">Edit</a>		<a href="#">View</a>
Bilingual Paraprofessional	<a href="#">Edit</a>		<a href="#">View</a>
Budget Analyst	<a href="#">Edit</a>		<a href="#">View</a>
Bus Driver	<a href="#">Edit</a>		<a href="#">View</a>
Cafeteria Duty	<a href="#">Edit</a>		<a href="#">View</a>
Cafeteria Monitor	<a href="#">Edit</a>		<a href="#">View</a>
Cafeteria Worker	<a href="#">Edit</a>		<a href="#">View</a>
Cafeteria Worker - Strength	<a href="#">Edit</a>		<a href="#">View</a>
Chairperson	<a href="#">Edit</a>		<a href="#">View</a>
Chief Custodian	<a href="#">Edit</a>		<a href="#">View</a>

Element	Unsatisfactory	Needs Improvement	Satisfactory	Above Average	Superior
Knowledge Of Content	Does not indicate competency in subject matter	Teacher has basic knowledge of subject matter but makes some errors	Teacher shows solid knowledge of subject matter and anticipates students' misconceptions	Teacher shows extensive knowledge of subject matter. Teacher seeks to improve practices in order to anticipate and avoid students' misconceptions	Teacher shows extensive knowledge of subject matter and continues to pursue knowledge. Seeks causes for students' misconceptions.  Pursues best practices to avoid students' misconceptions.
Lesson Structure and Planning	Lesson is not clearly defined. Time allotted is unclear and inappropriate.	Lesson is partially structured but lacks continuity. Time allotted for activities is somewhat reasonable.	Lesson is structured and structure is maintained. Time allotted for activities is reasonable.	The lesson is clearly structured and maintained. Teacher is flexible and allows time for student interaction, while maintaining continuity.	The lesson is structured and clear, and allows for tangential flow. Objectives are accomplished because time allotted is appropriate and reasonable. Teacher is clear on objectives and pace required to accomplish them.
Use of Activities/Students Engaged in Learning	Activities are not appropriate for level of learning. Students are not engaged in learning.	Some activities are appropriate for level; others are not. Students are sometimes engaged in learning but seldom challenged.	Some activities are appropriate for level; others are not. Students are sometimes engaged in learning but seldom challenged.	Activities are appropriate and engaging. Many students are challenged by the activities.	Activities are carefully chosen. All students are Cognitively engaged in activities and learning. Students are challenged and share their inquiries and their knowledge.
Classroom Behavior Management	Teacher appears unaware of behaviors. There are no standards of conduct for students.	Teacher is aware of student behavior but often does not address misbehaviors. Standards of conduct are established, but students do not abide by them.	Teacher is aware of behaviors and responds to misbehaviors appropriately. No serious disruptions occur. Standards are clear.	Teacher is aware of student behavior and misbehaviors are addressed with ease and with respect for students. Student behavior is appropriate. Standards are clear.	Teacher is aware of student behavior and misbehaviors are handled effectively and with respect for students. Students monitor each other's behavior and respect each other, as well as the teacher. Standards are clear and students respect these standards.
Instruction (Directions and Procedures)	Teacher directions are unclear. Students are confused.	Teacher's directions and procedures are confusing at times, but teacher is able to clarify for students.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students, and teacher is able to anticipate student misunderstandings.	Teacher directions and procedures are clear and concise. Teacher anticipates student misunderstanding and addresses diverse needs. Directions and procedures do not need repetition.

Phrases

[\[ New Phrase \]](#)

Show:  Order By:

Keyword	Phrase	Edit
communication	Effectively communicates goals and interplay of ideas and concepts.	
communication	Develops and maintains two-way communications	
communication	Optimally utilizes all channels of communication	
communication	Communicates effectively with all levels of management	
communication	Effectively translates complex information into common terms	
communication	Responds quickly to oral and written communications	
communication	Promptly responds to requests	
communication	Excels in verbal and nonverbal communications	
decision making	makes decisions with confidence	
decision making	displays firmness in making decisions	

## Message Templates

[\[ New Template \]](#)

Show:  Order By:

Name	Text	Edit
Notification Email	<p>I will be visiting your class on [DATE], during [PERIOD], for a formal observation. If you would like, you may submit a lesson plan to me prior to the observation. In order to enhance the observation process, I would also welcome the opportunity to meet with you for a pre-observation conference. If interested, please contact me to arrange a mutually convenient time.</p> <p>Thank you.</p>	

## Departments

[\[ New Department \]](#)

Show:  Order By:

Department	Edit
English	<a href="#">[edit]</a>
Foreign Language	<a href="#">[edit]</a>
Guidance	<a href="#">[edit]</a>
Mathematics	<a href="#">[edit]</a>
Media Center	<a href="#">[edit]</a>
Physical Education	<a href="#">[edit]</a>
Science	<a href="#">[edit]</a>
Social Studies	<a href="#">[edit]</a>
Special Education	<a href="#">[edit]</a>
Support Services	<a href="#">[edit]</a>
Technology Education	<a href="#">[edit]</a>

Subjects

[\[New Subject\]](#)

Show:  Order By:

Subject Name	Edit
Art	<a href="#">[edit]</a>
Astronomy & Space	<a href="#">[edit]</a>
Biology	<a href="#">[edit]</a>
Chemistry	<a href="#">[edit]</a>
Computers	<a href="#">[edit]</a>
Earth Science	<a href="#">[edit]</a>
Economics	<a href="#">[edit]</a>
English Language Arts	<a href="#">[edit]</a>
Foreign Languages	<a href="#">[edit]</a>
Geography	<a href="#">[edit]</a>
Health	<a href="#">[edit]</a>
History	<a href="#">[edit]</a>
Home & Careers	<a href="#">[edit]</a>
Mathematics	<a href="#">[edit]</a>
Music	<a href="#">[edit]</a>
Physical Education	<a href="#">[edit]</a>
Physics	<a href="#">[edit]</a>
Reading	<a href="#">[edit]</a>
Special Education	<a href="#">[edit]</a>
Writing	<a href="#">[edit]</a>

### Job Titles

[\[New Job Title\]](#)

Show:  Order By:

Job Titles	Edit
Administrative Assistant	<a href="#">[edit]</a>
After-School Coordinator	<a href="#">[edit]</a>
Bus Driver	<a href="#">[edit]</a>
Cleaner	<a href="#">[edit]</a>
Clerk\Typist	<a href="#">[edit]</a>
Courier	<a href="#">[edit]</a>
Custodian	<a href="#">[edit]</a>
Enrollment Coordinator	<a href="#">[edit]</a>
Librarian	<a href="#">[edit]</a>
Media Specialist	<a href="#">[edit]</a>
Nurse	<a href="#">[edit]</a>
Records Clerk	<a href="#">[edit]</a>
School Lunch Monitor	<a href="#">[edit]</a>
Secretary	<a href="#">[edit]</a>

### Certifications

[\[New Certification\]](#)

Show:  Order By:

Certification Area	Edit
American Sign Language	<a href="#">[edit]</a>
Blind and Visually Impaired	<a href="#">[edit]</a>
Chemistry	<a href="#">[edit]</a>
Deaf and Hard of Hearing	<a href="#">[edit]</a>
Earth Science	<a href="#">[edit]</a>
Educational Technology Specialist	<a href="#">[edit]</a>
English Language Arts	<a href="#">[edit]</a>
Family and Consumer Sciences	<a href="#">[edit]</a>
General Science	<a href="#">[edit]</a>
Generalist in Middle Childhood Education	<a href="#">[edit]</a>
Health Education	<a href="#">[edit]</a>
Library Media Specialist	<a href="#">[edit]</a>
Mathematics	<a href="#">[edit]</a>
Music	<a href="#">[edit]</a>
Physical Education	<a href="#">[edit]</a>
Physics	<a href="#">[edit]</a>
Social Studies	<a href="#">[edit]</a>
Spanish	<a href="#">[edit]</a>
Speech and Language Disabilities	<a href="#">[edit]</a>
Technology Education	<a href="#">[edit]</a>

### Teacher Statuses

[\[New Status\]](#)

Show:  Order By:

Teacher Status	# Evals / Year	Edit
Non-Tenured	3	<a href="#">[edit]</a>
Tenured	1	<a href="#">[edit]</a>

## School Year

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[#] **School Year:**

[\[edit\]](#)

.....  
Begin: September 17

End: June 15

### Billing Info

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**[#] School Info**

[\[edit\]](#)

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Contact Name: John Smith  
Position: Principal  
  
Street Address 1: 123 High Street  
Street Address 2:  
City: Springfield  
State: NY  
ZIP: 11785  
Phone: 637-123-4567  
Fax:  
Email: [jsmith@springfieldms.edu](mailto:jsmith@springfieldms.edu)

### Users

[\[New User\]](#)

Show:  Order By:

Name	SYS	Level	Dept	Login	Edit
Fisher, Ron		School User		springfield_ron	<a href="#">[edit]</a>
Simpson, Ken		Department	English	springfield_ken	<a href="#">[edit]</a>
Smith, John	✓	School Admin		springfield	<a href="#">[edit]</a>

**>> User Info**

Delete

**Login:**

**Password:**

**Role:**

**Department:**

**First Name:**

**Last Name:**

**Position:**

**Email:**

**Phone:**

**Submit**

## Import People Information

Choose File:	<input type="text"/>	<input type="button" value="Browse..."/>
<input type="button" value="Upload"/>		

### Import file format:

- 1. EXCEL (.xls): [\[View Sample File\]](#)
- 2. Comma-Separated: [\[View Sample File\]](#)

### Import File Preview:

FIRST_NAME	LAST_NAME	MIDDLE_NAME	POSITION_TYPE	EMAIL

### Evaluation Form Templates

[\[New Template\]](#)

Show: ALL  Stage: ALL  Status: ALL  Order By: Template Name

Template Name	Finalized	Active	Action	Design	View
Classroom Observation Report (Checklist/Narrative)	*	*	<a href="#">[duplicate]</a>		<a href="#">[view]</a>
Classroom Observation Report (Checklist/Narrative) Rev. 1		*	<a href="#">[edit]</a>	<a href="#">[design]</a>	<a href="#">[view]</a>
End Of Year Evaluation		*	<a href="#">[edit]</a>	<a href="#">[design]</a>	<a href="#">[view]</a>

**Classroom Observation Report (Checklist/Narrative) Rev. 1 - Design**

Add Block:

<b>1 Title</b>	
Report Name:	<input type="text"/>
School Name:	<input type="text"/>
District Name:	<input type="text"/>

<b>2 Header</b>	
Teacher:	<input type="text"/>
Subject:	<input type="text" value="Subjects"/>
Ability Level of Class:	<input type="text"/>
Aim of Lesson:	<input type="text"/> Rows:
Date:	<input type="text"/>
Time:	<input type="text"/>
Attendance:	<input type="text"/>
Announced:	<input type="checkbox"/>

<b>3 Rating Definitions</b>	
UNSAT = UNSATISFACTORY BASIC = BASIC PROF = PROFICIENT DIST = DISTINGUISHED N/A = NOT OBSERVER / NOT APPLICABLE	

<b>4 A. CLASSROOM ATMOSPHERE</b>						
	Unsat	Basic	Prof	Dist	N/A	
1 Seating Arrangement Contributes to learning	*	*	*	*	*	
2 Attention is given to heat, light and ventilation	*	*	*	*	*	
3 There is evidence of good housekeeping	*	*	*	*	*	
4 Instruction Materials arranged to facilitate teaching	*	*	*	*	*	

5	Classroom routines are well organized, orderly and purposeful	*	*	*	*	*	
6	The teacher demonstrated appropriate rapport with students	*	*	*	*	*	
7	Students are attentive	*	*	*	*	*	

5 **COMMENTS**

Rows:

6 **B. TEACHING EFFECTIVENESS**

		Unsat	Basic	Prof	Dist	N/A	
1	The teacher encourages regular and prompt attendance	*	*	*	*	*	
2	Teacher clearly defines the objectives of the lesson for students	*	*	*	*	*	
3	The teacher relates the lesson to the time/scope/sequence and/or curriculum	*	*	*	*	*	
4	The teacher has a well prepared, written lesson plan/plan book	*	*	*	*	*	
5	The teacher adapts the program to the level and needs of the pupils	*	*	*	*	*	
6	Supplies, materials, and equipment for this lesson have been prepared	*	*	*	*	*	
7	The teacher uses a variety of materials and equipment to advantage	*	*	*	*	*	
8	The teacher uses appropriate and varied methods and approaches to make instruction effective	*	*	*	*	*	
9	The teacher utilizes appropriate and effective questioning techniques	*	*	*	*	*	
10	The teacher encourages the development of good work/study habits	*	*	*	*	*	
11	The teacher gives attention to motivation and lesson development	*	*	*	*	*	
12	The teacher recognizes pupil efforts and accomplishments to promote learning	*	*	*	*	*	
13	The teacher provides appropriate classroom assignments	*	*	*	*	*	
14	The teacher checks and evaluates classroom assignments	*	*	*	*	*	
15	The teacher gives purposeful homework assignments	*	*	*	*	*	
16	Students' responses (written, verbal, behavioral) indicate attainment of stated lesson objectives	*	*	*	*	*	
17	Teacher provides for review and summary lessons	*	*	*	*	*	

7 **COMMENTS**

Rows:

8 **C. PERSONAL QUALITIES**

		Unsat	Basic	Prof	Dist	N/A	
1	Teacher's attire is neat, clean, and appropriate.	*	*	*	*	*	<a href="#">Edit</a>
2	The teacher's voice, English usage, diction and expression contribute to the learning process.	*	*	*	*	*	<a href="#">Edit</a>
3	The teacher demonstrates interest and enthusiasm	*	*	*	*	*	<a href="#">Edit</a>
4	The teacher displays fairness and impartiality	*	*	*	*	*	<a href="#">Edit</a>
5	The teacher exhibits patience and self-control	*	*	*	*	*	<a href="#">Edit</a>
6	The teacher demonstrates tact and good judgment	*	*	*	*	*	<a href="#">Edit</a>
7	The teacher shows an empathetic understanding of pupils	*	*	*	*	*	<a href="#">Edit</a>
8	The teacher demonstrates creativeness and resourcefulness	*	*	*	*	*	<a href="#">Edit</a>

9 COMMENTS		<a href="#">Edit Block</a>	<a href="#">Add New Field</a>
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="text-align: right;">Rows: <a href="#">+</a> <a href="#">-</a></div> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> </div>		<a href="#">Edit</a>	

10 SUMMARY		<a href="#">Edit Block</a>	<a href="#">Add New Field</a>
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="text-align: right;">Rows: <a href="#">+</a> <a href="#">-</a></div> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> </div>		<a href="#">Edit</a>	

11 Footer - Observer		<a href="#">Edit Block</a>	<a href="#">Add New Field</a>
Observer's Signature:	<input style="width: 90%;" type="text"/>	<a href="#">Edit</a>	
Date	<input style="width: 90%;" type="text"/>	<a href="#">Edit</a>	

12 Footer - Teacher		<a href="#">Edit Block</a>	<a href="#">Add New Field</a>
<p style="color: red;">I have reviewed this report and had the opportunity to discuss the contents. My signature indicates that I have been advised of the contents and received a copy of this observation and does not imply that I agree with the comments.</p>		<a href="#">Edit</a>	
Teacher's Signature:	<input style="width: 90%;" type="text"/>	<a href="#">Edit</a>	
Date	<input style="width: 90%;" type="text"/>	<a href="#">Edit</a>	

[View Fields](#)

yes

[Finalize Template](#)

### Evaluation Scores

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[#] Scores: [\[edit\]](#)

.....

Lowest Score :	1
Highest Score :	5
Increment:	1.0