



**This form is for note-taking purposes only. All observation data must be entered in Cornerstone within 2 days, per DNA Regulation.**

**2019-2020 SPOT Observation Form**

Campus: \_\_\_\_\_

Teacher Name:	Grade/Subject:	Date:
Observer:	Time In:	Time Out:

**PRAISE** - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

**QUESTION** - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked, or done to push students to more clearly & accurately understand the concept and why?

**POLISH/NEXT STEP** – What specific instructional practices will you and the teacher develop over the next cycle? (include clear actions, owners, and timelines)

<b>ALIGNMENT</b>	<p><b>2.1</b> Are students involved in structured well-organized objective driven lesson/content appropriate to the standards for the subject, grade, and level?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>MASTERY</b>	<p><b>2.2</b> Are students able to master the learning objective appropriate to standards for the subject, grade, and level?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>DELIVERY</b>	<p><b>2.3</b> Are students able to engage with content in a clear, cohesive manner?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>COGNITIVE DEMAND</b>	<p><b>2.4</b> Are students engaged in appropriately rigorous content that elicits a productive struggle?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>PRACTICE / APPLICATION</b>	<p><b>2.5</b> Are students engaged in collaborative and independent tasks that allow for focused practice toward mastery?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>PROCEDURES &amp; SYSTEMS</b>	<p><b>3.1</b> Are students able to access the classroom in a manner that optimizes on task instruction?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>BEHAVIORAL EXPECTATIONS</b>	<p><b>3.2</b> Do students comply with established and communicated expectations for behavior and are their behaviors appropriately recognized?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
<b>CLIMATE &amp; CULTURE</b>	<p><b>3.3</b> Do students maintain a respectful academically accountable classroom?</p> <p style="text-align: right;"><b>RATING</b> _____</p>															
	<table style="width: 100%; text-align: center;"> <tr> <td><b>Exemplary</b></td> <td><b>Proficient</b></td> <td><b>Progressing</b></td> <td><b>Unsatisfactory</b></td> <td><b>Not Observed</b></td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> <td>0</td> <td>N/O</td> </tr> <tr> <td>2.5</td> <td>1.5</td> <td>.5</td> <td></td> <td></td> </tr> </table>	<b>Exemplary</b>	<b>Proficient</b>	<b>Progressing</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>	3	2	1	0	N/O	2.5	1.5	.5		
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*Note: Please use the Dallas ISD Teacher Performance Rubric (2019 revision) for guidance on establishing performance ratings for each indicator.*