**Form C2: Vocational Coordinator Informal Observation Form (1)**

Teacher: Click here to enter text. Evaluator: Click here to enter text.

School/Position/Subject: Click here to enter text. Date of Observed Practice: Click here to enter a date. Date Form C2 Provided to Employee: Click here to enter a date.

**Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):**

Click here to enter text.

***General Observations***

|  |  |
| --- | --- |
| **Specialists Actions:** *Specialist spent most of the time….* | **Stakeholders Behaviors:** *Stakeholders spent most of the time…* |
| Click here to enter text. | Click here to enter text. |

**Observations of the Environment**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **2A. Respect and Rapport**  Talk between Specialist and stakeholders is uniformly respectful.  Specialist responds to disrespectful behavior among students.  Specialist makes general connections with individual stakeholders. | Click here to enter text. |
| **2B. Demonstrates Effective Organization of Time and Priorities**  Session routines function smoothly.  Materials are readily available to the Specialist.  Resources are arranged to support the goals and learning activities.  Specialist makes appropriate use of available technology.  Specialist handles scheduling changes in a timely manner. | Click here to enter text. |
| **2C. Establishes Standards of Conduct**  Standards of conduct are established.  Student behavior is generally appropriate.  Specialist frequently monitors student behavior.  Specialist response to misbehavior is effective. | Click here to enter text. |
| **2D. Established a Culture for Learning**  Specialist communicates the importance of the content and the conviction that with hard work all can master the material.  Specialist conveys an expectation of high levels of effort. | Click here to enter text. |
| **2E. Establishes Referral, Application, & Approvals for STEP**  Specialist had a clear procedure for referral, applications, and approval for STEP that is shared with teachers each year.  Procedures are followed consistently. | Click here to enter text. |

***Note:*** *Unchecked boxes mean only that a trait was* ***not observed*** *during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.*

**Form C2: Vocational Coordinator Informal Observation Form (2)**

**Observations of the Delivery of Services**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **3A. Communicating with Students**  Specialist states clearly verbally or in writing what is being discussed or presented.  The specialist models the process to be followed in the task.  Specialist describes specific strategies they might use, inviting the students to interpret the strategies in the context of what they are learning.  Specialist’s vocabulary and grammar are appropriate. | Click here to enter text. |
| **3B. Train and Supervise Job Coach and Administrative Assistant**  Specialist offers formal and informal training for the job coach to improve completion of new responsibilities.  Specialist uses an approved assessment to determining efficacy of job coach/ assistant’s responsibilities. | Click here to enter text. |
| **3C. Promotes STEP and Develops Community Training Sites**  Specialist considers the student’s age, experience, interest and post-secondary goals in locating a training placement.  Specialist evaluates students to determine any accommodations needed for student success at any site.  Specialist provides for a job coach when needed  Specialist establishes an employment network to include volunteer to paid experiences | Click here to enter text. |
| **3D. Assesses Student Progress in STEP**  Specialist makes the standards of high quality work clear  Students are invited to assess their own work and make improvements  Feedback includes specific and timely guidance  Demonstrates consistent, relevant data collection | Click here to enter text. |
| **3E. Flexibility and Responsiveness**  When improvising becomes necessary, Specialist makes adjustments to the lesson  Specialist incorporates students’ interests and questions into the sessions  Specialist conveys to students that s/he has other approaches to try when they experience difficulty | Click here to enter text. |

***Note:*** *Unchecked boxes mean only that a trait was* ***not observed*** *during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.*

***Evaluator or employee may request a post-conference to further address information observed.***