**Form C2: Teacher of the Visually Impaired 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**  Students were respectful of the teacher and each other.  Teacher was respectful of the students, school, and community.  Teacher makes general connections with individual students. | Click here to enter text. |
| **2B. Demonstrating Effective Organizational Skills**  Workspace is organized.  Schedule is efficient.  Paperwork is completed by deadlines. | Click here to enter text. |
| **2C. Managing Student Behavior**  The teacher effectively, efficiently, sensitively addressed issues of misbehavior  Behavioral expectations are clearly communicated to students.  Positive behavior interventions are used. | Click here to enter text. |
| **2D. Organizing Physical Space for Testing/Providing Instruction**  Teaching area is well organized.  Materials are readily accessible.  Space is safe for all students. | 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: Teacher of the Visually Impaired Informal Observation Form (2)**

**Observations of the Delivery of Services**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **3A. Responding to Referrals and Evaluating Students Needs**  Teacher responds to and initiates referrals.  Teacher makes thorough assessment of student needs. | Click here to enter text. |
| **3B. Developing and Implementing Goals/Objective**  Teacher uses assessment results/current data to formulate goals.  Teacher writes goals that are measurable and aligned to the CCSS.  Teacher communicates the rationale for the targeted goal area.  Teacher shares responsibility for related academic goals. | Click here to enter text. |
| **3C. Engaging Students in Learning**  Students were intellectually engaged in learning activities.  Learning tasks have multiple correct responses/approaches.  Learning activities require high-level student thinking.  Students are invited to explain their thinking as part of a task.  Pace is suitable for the lesson: neither dragged out nor rushed. | Click here to enter text. |
| **3D. Sharing Expertise with Staff**  Teacher provides workshops when asked and volunteer to provide them when they see the need.  Materials and resources require intellectual engagement, as appropriate. Participants are engaged.  The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | Click here to enter text. |
| **3E. Flexibility and Responsiveness**  Teacher conveys to students that s/he has other approaches to try when the students experience difficulty.  Teacher adjusts instruction in response to evidence of student understanding (or lack of it).  T**e**acher handled unexpected circumstances. | Click here to enter text. |
| **3F: Assisting in the Management of Assistive Technoloyg Equipment, Large Print or Braille Books**  Equipment is checked regularly.  Teacher troubleshoots equipment when problems arise  Books and tangible materials were ordered. | Click here to enter text. |
| **3G: Demonstrating Competence in Braille**  Teacher is able to Braille Grade 1 & 2 Braille from pint material and read literary Braille.  Teacher has competent knowledge of prerequiste skills needed for Braille. | 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.***