**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**

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| --- | --- |
| ***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.***