

**West Virginia Board of Education • Policy 5310**  
**Long-Term Substitute Teacher Observation Form**

Observer

Teacher

Date of Observation

Start Time

End Time

**Directions:** For each Professional Teaching Standard, rate the Element in the box provided.

<b>STANDARD 1: CURRICULUM AND PLANNING</b>			
<b>Element 1.1:</b> The teacher demonstrates a deep and extensive knowledge of the subject matter.			
<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"> <li>• demonstrates expert, specialized content knowledge</li> <li>• collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas</li> </ul>	The teacher <ul style="list-style-type: none"> <li>• demonstrates extensive content knowledge</li> <li>• connects student learning to other content areas</li> </ul>	The teacher <ul style="list-style-type: none"> <li>• demonstrates content knowledge</li> <li>• attempts to connect student learning to other content areas</li> </ul>	The teacher <ul style="list-style-type: none"> <li>• does not demonstrate sufficient content knowledge</li> <li>• does not attempt to connect student learning to other content areas</li> </ul>

Enter your notes here:

**STANDARD 1: CURRICULUM AND PLANNING**

**Element 1.2:** The teacher designs standards-driven instruction using state-approved curricula.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
<p>The teacher</p> <ul style="list-style-type: none"><li>• collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula</li><li>• collaborates with students to design sequential learning activities that provide for varied student abilities and interests</li><li>• collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking, and problem solving</li></ul>	<p>The teacher</p> <ul style="list-style-type: none"><li>• designs written instructional plans that align instruction and assessment to the state- approved curricula</li><li>• designs sequential learning activities that provide for varied student abilities and interests</li><li>• designs activities that promote student collaboration, critical thinking, and problem solving</li></ul>	<p>The teacher</p> <ul style="list-style-type: none"><li>• designs written instructional plans aligned to the state-approved curricula</li><li>• designs sequential learning activities at appropriate developmental levels</li><li>• designs activities that promote student collaboration</li></ul>	<p>The teacher</p> <ul style="list-style-type: none"><li>• does not design written instructional plans</li><li>• does not design instructional plans and/or units that are driven by state-approved curricula</li><li>• does not design sequential learning activities at appropriate developmental levels</li><li>• does not design activities that promote student collaboration</li></ul>

Enter your notes here:

**STANDARD 1: CURRICULUM AND PLANNING**

**Element 1.3:** The teacher uses a balanced assessment approach to guide student learning.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals</li><li>• collaborates with students and others to clearly define and communicate assessment criteria</li><li>• shares assessment data and provides timely feedback to students and other stakeholders</li></ul>	The teacher <ul style="list-style-type: none"><li>• designs and uses formative and summative assessments to monitor student progress and set learning goals</li><li>• clearly defines and communicates assessment criteria</li><li>• shares assessment data and provides timely feedback to students</li></ul>	The teacher <ul style="list-style-type: none"><li>• designs and uses formative and summative assessments</li><li>• communicates assessment criteria</li><li>• shares assessment data with students</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not use formative and summative assessments</li><li>• does not communicate assessment criteria</li><li>• does not share assessment data or provide feedback to students</li></ul>

Enter your notes here:

**STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT**

**Element 2.1:** The teacher understands and responds to the unique characteristics of learners.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• demonstrates extensive knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li><li>• plans and implements differentiated learning activities with students</li><li>• helps colleagues understand the unique characteristics of all learners</li></ul>	The teacher <ul style="list-style-type: none"><li>• demonstrates thorough knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li><li>• plans and implements differentiated learning activities for students</li></ul>	The teacher <ul style="list-style-type: none"><li>• demonstrates adequate knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li><li>• plans and implements differentiated learning activities for some students</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not demonstrate knowledge of students· social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li><li>• does not plan and implement appropriate learning activities</li></ul>

Enter your notes here:

**STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT**

**Element 2.2:** The teacher establishes and maintains a safe and appropriate learning environment.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• collaborates with students to establish an effective classroom management system</li><li>• collaborates with students to ensure appropriate behavior as defined by the code of conduct</li><li>• organizes space and materials in a safe, highly efficient, and well- designed learning environment</li></ul>	The teacher <ul style="list-style-type: none"><li>• establishes an effective classroom management system</li><li>• responds appropriately and respectfully to student behavior as defined by the code of conduct</li><li>• organizes space and materials to ensure safety and efficiency</li></ul>	The teacher <ul style="list-style-type: none"><li>• establishes a classroom management system</li><li>• responds inadequately to student behavior as defined by the code of conduct</li><li>• organizes space and materials to ensure safety</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not implement an effective classroom management system</li><li>• does not respond to student behavior as defined by the code of conduct</li><li>• does not organize space and materials to ensure safety</li></ul>

*Enter your notes here:*

**STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT**

**Element 2.3:** The teacher establishes and maintains a learner-centered culture.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• establishes, with students, clear criteria for high-quality work</li><li>• collaborates with students to maximize instructional time</li><li>• engages students in active, self-directed learning as part of a community of learners</li><li>• provides extensive opportunities for students to collaborate in learning</li></ul>	The teacher <ul style="list-style-type: none"><li>• sets and communicates clear criteria for high-quality work</li><li>• uses instructional time efficiently</li><li>• engages students in active learning</li><li>• provides adequate opportunities for students to collaborate in learning</li></ul>	The teacher <ul style="list-style-type: none"><li>• sets criteria for high-quality work</li><li>• uses instructional time with limited efficiency</li><li>• engages students in learning</li><li>• provides limited opportunities for students to collaborate in learning</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not establish criteria for quality work</li><li>• does not use instructional time efficiently</li><li>• does not engage students in learning</li><li>• does not provide opportunities for students to collaborate in learning</li></ul>

Enter your notes here:

**STANDARD 3: TEACHING****Element 3.1:** The teacher utilizes a variety of research-based instructional strategies.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• collaborates with students to use an extensive variety of effective instructional strategies to deliver content</li><li>• collaborates with students to provide scaffolding and differentiated instruction</li><li>• extensively uses appropriate technology to deliver content</li></ul>	The teacher <ul style="list-style-type: none"><li>• uses a variety of effective instructional strategies to deliver content</li><li>• demonstrates adequate use of scaffolding and differentiated instruction</li><li>• adequately uses technology to deliver content</li></ul>	The teacher <ul style="list-style-type: none"><li>• uses a limited variety of effective instructional strategies to deliver content</li><li>• demonstrates limited use of scaffolding or differentiated instruction</li><li>• demonstrates limited use of appropriate technology to deliver content</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not use effective instructional strategies to deliver content</li><li>• does not scaffold or differentiate instruction</li><li>• does not use appropriate technology to deliver content</li></ul>

Enter your notes here:

--

**STANDARD 3: TEACHING**

**Element 3.2:** The teacher motivates and engages students in learning, problem solving, and collaboration.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• facilitates student-led learning activities leading to deep understanding of the content</li><li>• encourages students to initiate or adapt learning activities to deepen understanding</li><li>• provides students with extensive opportunities to collaborate and peer-assess using appropriate technologies to gather information, problem solve and share learning</li></ul>	The teacher <ul style="list-style-type: none"><li>• provides learning activities relevant to the content that involve meaningful real- world experiences leading to deep understanding</li><li>• explains directions and procedures clearly and models them when necessary</li><li>• provides students with adequate opportunities to collaborate and peer-assess using appropriate technologies to gather information, problem solve and share learning</li></ul>	The teacher <ul style="list-style-type: none"><li>• provides learning activities relevant to the content</li><li>• explains directions and procedures</li><li>• provides students with limited opportunities to collaborate using appropriate technologies</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not provide learning activities that are relevant to the content</li><li>• does not provide meaningful activities</li><li>• does not explain directions and procedures</li><li>• does not provide students opportunities to collaborate</li></ul>

Enter your notes here:



**STANDARD 3: TEACHING**

**Element 3.3:** The teacher adjusts instruction based on a variety of assessments and student responses.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>effectively modifies instruction to meet the needs of all students</li><li>extensively monitors student progress using a variety of assessments</li><li>collaborates with students and others to make instructional decisions</li><li>extensively analyzes and uses student data to make instructional decisions</li><li>uses a variety of formative assessments to differentiate instruction and provide effective interventions</li></ul>	The teacher <ul style="list-style-type: none"><li>modifies instruction when need is apparent</li><li>consistently monitors student progress using a variety of assessments</li><li>uses student feedback to make instructional decisions</li><li>analyzes student data to make instructional decisions</li><li>uses a variety of formative assessments to differentiate instruction and provide appropriate interventions</li></ul>	The teacher <ul style="list-style-type: none"><li>recognizes missed opportunities to modify instruction</li><li>inconsistently monitors student progress using a variety of assessments</li><li>examines student data</li><li>uses formative assessments to provide whole-group interventions</li></ul>	The teacher <ul style="list-style-type: none"><li>does not modify instruction</li><li>does not monitor student progress</li><li>does not base instruction on a variety of assessments</li><li>does not provide interventions based on student data</li></ul>

Enter your notes here:

--

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL**

**Element 4.1:** The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• initiates the investigation that leads to the development of best practices</li><li>• extensively implements best practices</li><li>• mentors others in the implementation of best practices</li><li>• shares results of investigation at the local, state, or national level</li></ul>	The teacher <ul style="list-style-type: none"><li>• engages in professional learning to investigate best practices</li><li>• consistently implements best practices</li><li>• shares best practices within the school community</li></ul>	The teacher <ul style="list-style-type: none"><li>• participates in opportunities to investigate best practices when invited to do so</li><li>• inconsistently implements best practices</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not participate in professional development of best practices as required for self-renewal</li><li>• does not implement best practices</li><li>• does not implement best practices acquired through professional development to improve unsatisfactory performance rating</li></ul>

Enter your notes here:

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL**

**Element 4.2:** The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• initiates or advances the development of a collaborative team</li><li>• contributes consistently to group learning</li><li>• mentors others in utilizing knowledge and skills gained</li></ul>	The teacher <ul style="list-style-type: none"><li>• participates actively in and/or facilitates a collaborative team</li><li>• contributes to group learning</li><li>• utilizes the knowledge and skills gained</li></ul>	The teacher <ul style="list-style-type: none"><li>• participates in a collaborative team when invited to do so</li><li>• attempts to utilize the knowledge and skills gained</li></ul>	The teacher <ul style="list-style-type: none"><li>• works in isolation</li><li>• does not contribute productively to work of collaborative teams as required for self-renewal</li><li>• does not utilize knowledge and skills gained</li><li>• does not utilize knowledge and skills gained to improve unsatisfactory performance rating</li></ul>

Enter your notes here:

**STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY**

**Element 5.1:** The teacher participates in school-wide collaborative efforts to support the success of all students.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• leads the ongoing development of school-wide initiatives based on school and student data</li><li>• participates in the design and delivery of professional development for the implementation of school-wide initiatives</li></ul>	The teacher <ul style="list-style-type: none"><li>• collaborates in the development of school-wide initiatives based on school and student data</li><li>• participates in the implementation of school-wide initiatives</li></ul>	The teacher <ul style="list-style-type: none"><li>• participates in school-wide initiatives</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not participate in school-wide initiatives</li></ul>

Enter your notes here:

**STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY**

**Element 5.2:** The teacher works with parents, guardians, families, and community entities to support student learning and well-being.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>• develops ongoing opportunities for families to participate in classroom activities based on needs assessment</li><li>• interacts appropriately with families within the school and community</li><li>• utilizes theory and current research to facilitate meaningful connections between the school and family</li><li>• develops and promotes meaningful school activities by utilizing community expertise and resources</li></ul>	The teacher <ul style="list-style-type: none"><li>• offers ongoing opportunities for families to participate in classroom activities</li><li>• interacts appropriately with families within the school setting</li><li>• seeks relevant knowledge of the family in order to provide meaningful connections between the school and family</li><li>• creates positive connections between the school and the community</li></ul>	The teacher <ul style="list-style-type: none"><li>• participates in school-wide family activities</li><li>• has minimal interaction with families</li><li>• responds appropriately to contact from families</li><li>• occasionally connects school activities with community resources</li></ul>	The teacher <ul style="list-style-type: none"><li>• does not attend school-wide family activities</li><li>• does not respond or inappropriately responds to contact from families</li><li>• does not positively contribute to the relationship between school and community</li></ul>

Enter your notes here:

**STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY**

**Element 5.3:** The teacher promotes practices and policies that improve school environment and student learning.

<input type="checkbox"/> <b>Distinguished</b>	<input type="checkbox"/> <b>Accomplished</b>	<input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Unsatisfactory</b>
The teacher <ul style="list-style-type: none"><li>involves coaches and others to implement and sustain teacher-identified change</li><li>takes a leadership role in growth initiatives that affect practice and policy throughout the school community</li></ul>	The teacher <ul style="list-style-type: none"><li>identifies possible areas of growth within the classroom and school</li><li>recommends and facilitates opportunities for change and growth in the classroom and school</li></ul>	The teacher <ul style="list-style-type: none"><li>participates in required initiatives leading to change in practice and policy in the classroom and school</li></ul>	The teacher <ul style="list-style-type: none"><li>does not participate in available opportunities for change and growth that affect practice and policy</li></ul>

Enter your notes here:

