

Educator Performance Measurement System

Screening/Summative Observation Instrument

Number of Students Not Engaged

1 2 3 4

Observer's Notes:

Domain		Tot. Freq.	Effective Behaviors Frequency	Ineffective Behaviors Frequency	Tot. Freq.	
3.0 Instructional Organization And Development	1. Begins instruction promptly.					1. Delays
	2. Handles Materials in an orderly manner.					2. Does not organize materials systematically.
	3. Orients students to classwork/maintains academic focus.					3. Allows talk/activity unrelated to subject.
	4. Conducts beginning/ending review					4. Begins instruction without connecting the lesson to previous knowledge or schema.
	5a. Single Factual Questions					5a. Allows unison response.
	5b. Questions requiring analysis/reasons					5b. Poses multiple questions asked as one.
	6. Recognizes response/amplifies/ gives correct feedback.					6. Ignores student or response/ expresses sarcasm, disgust, harshness.
	7. Gives specific academic praise.					7. Uses general, nonspecific praise.
	8. Provides for practice.					8. Extends discourse, changes topic with no practice.
	9. Gives directions/assigns/checks comprehension of homework, seatwork assignments/ gives feedback.					9. Gives inadequate directions on homework/ seatwork/ no feedback.
4.0 Presentation of Subject Matter	10. Circulates and assists students.					10. Remains at desk/ circulates inadequately.
	11. Treats concepts – definitions/ attributes/ examples/ non-examples					11. Gives definitions or examples only.
	12. Discusses cause-effect/uses linking words/ applies law or principle.					12. Discusses either cause or effect only/ uses no linking words.
	13. States and applies academic rule.					13. Does not state or does not apply academic rule.
5.0 Communication Verbal and Nonverbal	14. Develops criteria and evidence for value judgment.					14. States value judgments with no criteria or evidence.
	15. Emphasizes important points.					15. Misses opportunity to emphasize an important point.
	16. Expresses enthusiasm verbally / challenges students positively.					16. Discourages a positive learning environment with negativism or criticism/ overcorrects the students.
	17. Uses concise, well organized discourse					17. Uses vague/ scrambled discourse.
	18. Voice quality is clear, expressive, and easy to understand					18. Uses loud, grating, high pitched, monotone or inaudible talk.
2.0 Management of Student Conduct	19. Uses body behavior that shows interest – smiles, gestures.					19. Frowns, deadpan or lethargic.
	20. Stops misconduct.					20. Delays desist/ doesn't stop misconduct/ desists punitively.
	21. Maintains instructional momentum.					21. Loses momentum – fragments nonacademic directions, overdwells.