

# ***The Administrative Observer***

## **PES Shipping Templates Illustrations**

***The Administrative Observer*** ships with five illustrative templates, each having a PES prefix. The PES Shipping Templates Wizard can restore these templates to their original condition if the master template documents become damaged or deleted.

All templates can be modified as needed. It is important to review and approve the language prior to first use to ensure it is a good match for your intended use and is consistent with all policies in effect in your district.

Click the links below to view template content. A variety of output styles are available with no additional formatting.

| Document Illustrated                     |
|--|
| <a href="#">PES Bathroom Cleanliness</a> |
| <a href="#">PES Comprehensive Tchr</a>   |
| <a href="#">PES Supt Visit</a>           |
| <a href="#">PES Walkthrough #1</a>       |
| <a href="#">PES Walkthrough #2</a>       |

### ***No Compromises!!***

**All observation and evaluation documents can be tailored or customized to reflect your own individual preferences!**

## Custodian Observation Summary

**Custodian:** Sally Jones

**Date Observed:** 02/15/2011

**School Site:** Washington School

**Time:** 6:15 AM

**Observer:** Bill Craig

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### Perceptions

First floor bathrooms 101 and 102 were observed systematically today. Custodial performance in each area listed below was satisfactory or better.

Toilets appropriately cleaned and free of odor, bodily residues, and stains.

Urinals appropriately cleaned and free of odor, bodily residues, and stains.

Floor mopped and cleaned with particular attention to crevices and baseboards.

Lavatories cleaned and free of stains, residues, and spotting.

Mirrors cleaned, polished, and free of streaks.

Wastebaskets emptied and fresh liners inserted.

All bathroom supplies restocked including toilet paper, soaps, paper towels, and all dispensers.

Clogged, malfunctioning, or broken fixtures repaired and reported to site principal or designee.

Graffiti or vandalism reported promptly to site principal or designee.

### Reflections

Substandard cleanliness was observed in each area listed below. I encourage you to reflect on each item listed consider what changes, if any, might be warranted.

No substandard performance observed. No recommendations at this time.

Keep up the good work.

Toilets and urinals should be cleaned and free of odor, bodily residues, and stains.

Floors must be swept or mopped with particular attention to crevices and baseboards.

Mirrors must be cleaned, polished, and free of streaks.

Wastebaskets must be emptied and liner replaced.

Clogged, malfunctioning, or broken fixtures must be reported promptly to site principal or designee.

All bathroom supplies must be restocked, including toilet paper, soaps, paper towels, and all dispensers.

Graffiti or vandalism must be reported promptly to site principal or designee.

### Comments

Please see me if you have any questions about areas of deficiency noted above.

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**Bill Craig**  
**Principal**

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**Date**

## Summary of Instructional Observation

Teacher: Sally Jones

Date Observed: 02/15/2011

Class: Life Science

Time: 3rd Hour

Observer: Bill Craig

Students present: 23

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### Preparation

Mrs. Jones prepared a complete and thorough lesson plan prior to class. Meaningful activities sufficient to fill the available class time were planned and appropriate instructional materials were used. Mrs. Jones clearly expressed the purpose of the lesson and made it clear to students why the lesson was important for them to learn.

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clear statement of instructional purpose.
- Established why lesson is important for students to learn.
- Reviewed student work from previous period.

### Components of the lesson

Mrs. Jones skillfully included the necessary parts of a good lesson. The following components were clearly in evidence: introduction and anticipatory set, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided analogous practice, independent practice, and closure.

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Modeling of desired outcomes.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

### Instructional Performance

Mrs. Jones began the class with a brief quiz and a systematic review of recent material to reinforce concepts related to the lesson. Homework was reviewed but not collected. Instruction regarding \_\_\_\_\_ followed the review. Mrs. Jones used the overhead projector to illustrate a series of examples in a variety of formats. Counter examples were also used. Following guided practice, Mrs. Jones monitored student work and helped students as needed.

- Conveyed enthusiasm for lesson content.
- Successfully motivated student participation.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Effectively incorporated manipulatives and hands-on materials.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

**Assessment and feedback to students**

Mrs. Jones used a brief quiz and intermittent student recitation to assess the extent to which students understood the lesson. Questions tended to be literal in nature and to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were minimal.

- Systematically assessed understanding of all students in the class.
- Required meaningful recitation from all students.
- Followed incorrect answers with probing questions for clarity.
- Required production from all students.
- Effectively used wait time following questions to increase student engagement.
- Provided timely and constructive feedback to students.
- Encouraged student self-evaluation.

**Classroom Management**

Students were well behaved under Mrs. Jones's direction. A genuine caring relationship with the students was evident. Mrs. Jones's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

- Arranged and decorated the classroom to enhance learning.
- Routinely called students by name throughout the lesson.
- Demonstrated empathetic understanding of student questions.
- Systematically monitored student work to ensure engagement.
- Clearly expressed and applied behavior expectations.
- Maintained high level of on-task behaviors throughout the class period.
- Made good use of non-verbal cues.
- Overlooked minor infractions appropriately.
- Consistently applied school rules in a firm, fair manner.

**Commendations**

Mrs. Jones was well prepared for this class and kept students on task appropriately. A genuine caring relationship with the students was evident. Students were focused and engaged throughout the period.

**Recommendations**

1. Consider addressing your questions to a particular student and then waiting for an answer. The power of your questions may be increased by asking students to explain why an answer is right or wrong.
2. You might also wish to consider establishing and charting production goals for students to improve engagement.

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**Bill Craig**  
**Principal**

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**Date**

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

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**Teacher**

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**Date**

## Superintendent's Visit Summary

**Principal: Sally Jones**

**Date Observed: 02/15/2011**

**Building: Washington School**

**Time: 5th Hour**

**Observer: Bill Craig**

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### Impressions

I saw many good things when I visited your school today. My perceptions are summarized below.

- Building has friendly and welcoming atmosphere.
- Hallways appear to be quiet and orderly.
- Helpful and friendly staff assists visitors.
- Offices, hallways, and classrooms are clean and inviting.
- School routines give the impression of smooth-running efficiency
- Students appear to be engaged appropriately.
- District protocols for safety and security appear to be followed.

### Recommendations

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

- No recommendations at this time.
- Keep up the good work!
- Building should seem more friendly and welcoming.
- Quiet and orderly hallways would make a better impression.
- Staff should be more helpful to visitors.
- Cleanliness of offices, hallways, and classrooms should improve.
- Efficiency of building routines need your attention.
- Students do not seem appropriately engaged.
- District protocols for safety and security deserve your renewed attention.

### Comments

It is a pleasure to visit a well-run school where the students are engaged and seem to learning. Keep up the good work.

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**Bill Craig**  
**Superintendent**

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**Date**

## Walk Through Observation Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: Reading

Time: 2nd Hour

Observer: Bill Craig

Lesson Segment: Beginning

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### Perceptions

I saw many good things when I visited your classroom today. My perceptions are summarized below.

- Quiet, orderly classroom atmosphere.
- Students appropriately engaged in meaningful activities
- Meaningful recitation from all students.
- Teacher skillfully guiding direct instruction.
- Friendly, welcoming classroom environment.
- Skillful classroom management.

### Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

- No recommendations at this time.
- Keep up the good work.
- Classroom management.
- Student engagement.
- Daily student recitation.
- Comprehension aides - - vocabulary overviews and/or concept organizers.
- Classroom decor.
- Use of appropriate technology.
- Questioning technique.

### Comments

Your classroom seems to be a place where children enjoy learning from a skillful teacher. My compliments.

## Walkthrough Observation Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Class: Language Arts

Time: 3rd Hour

Observer: Bill Craig

Students present: 26

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### Preparation

Appropriate activities filled the available class time.

All available class time should be filled with appropriate learning activities.

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A clear statement of instructional purpose established why the lesson is important for students to learn.

A clear statement of instructional purpose would clarify why it was important for students to learn this lesson.

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Appropriate accommodations for special needs students were in place.

Appropriate accommodations for special needs students were lacking.

### Components of the lesson

The structural components of a good lesson were present.

Some necessary components of a good lesson were missing. Their absence diminished your effectiveness.

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The content addressed was meaningful, substantive, and developmentally appropriate.

More attention to quality content would have improved this lesson.

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Appropriate adjustments were made in the structure of the lesson to accommodate special needs students.

Accommodations guaranteed to special needs students through their IEP's were not in evidence.

### Instructional Technique

Your enthusiasm for the lesson seemed to inspire student engagement.

Your approach to this lesson did not seem to inspire student engagement.

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Periodic variation in instructional style seemed to address different learning styles.

It is important to vary instructional style to accommodate different learning styles.

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Skillful adjustments to the pace of instruction seemed to reach all students.

A segment of this class did not seem comfortable with the pace of instruction.

### Assessment and feedback to students

Requiring meaningful recitation from all students confirmed the extent of their understanding.

Student understanding cannot be assessed without their meaningful participation.

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Effective wait time following questions seemed to increase student engagement.

Better questioning technique would add power to your lesson.

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Timely and constructive feedback to students seemed to increase their understanding.

Students need more timely and constructive feedback than you provided.

**Classroom Management**

The classroom was arranged and decorated to enhance learning.  
The classroom environment detracted from the content of this lesson.

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A high level of on-task behaviors was maintained throughout the class period.  
Too many off-task behaviors diminished the power of this lesson.

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Good use of non-verbal cues contributed to student on-task behaviors.  
Better use of non-verbal cues would contribute to better focus in your classroom.  
School rules were applied in a consistently firm and fair manner.  
Students respond best to teachers they believe to be firm, fair, and consistent.

**Comments**

It is a pleasure to watch a masterful teacher at work. My compliments.

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**Bill Craig**  
**Principal**

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**Date**