

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Charlotte Danielson Framework for Teaching

Observation Form

Candidate: Click here to enter text. Date: Click here to enter text. Evaluator: Click here to enter text.

Pre-Intern:  Intern:  Formal:  Informal:  Observation # : Click here to enter text.

Grade Level(s): Click here to enter text.Content Area(s): Click here to enter text. School: Click here to enter text.

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|  | | | | | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | | **2 Basic** | | **3 Proficient** | | **4 Distinguished** | | | | | | | |
| Teacher is disrespectful towards students or insensitive to students’ ages, cultural backgrounds, and developmental needs.  Student body language indicates feelings of hurt or insecurity.  The teacher displays no familiarity with or caring about individual students’ interests or personalities.  The teacher disregards disrespectful interactions among students. | The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.  Teacher attempts to respond to disrespectful behavior among students, with uneven results.  Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | | | Talk between teacher and students and among students is uniformly respectful.  Teacher successfully responds to disrespectful behavior among students.  Students participate willingly, but may be hesitant to offer their ideas in front of classmates.  Teacher makes general connections with individual students.  Students exhibit respect for the teacher. | | | Teacher demonstrates knowledge and caring about individual students lives beyond class and school.  There is no disrespectful behavior among students.  When necessary, students respectfully correct one another.  Students participate without fear of put-downs or ridicule from either the teacher or other students.  The teacher respects and encourages students’ efforts. | | | | | | |
| **Evidence:** Click here to enter text. | | | |  | | | | | | | | | |
| **2b Establishing a Culture for Learning Critical Attributes: Circle the level of performance:** | | | | | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | | **2 Basic** | | **3 Proficient** | | **4 Distinguished** | | | | | | | |
| The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.  The teacher conveys to at least some students that the work is too challenging for them.  Students exhibit little or no pride in their work.  Students use language incorrectly, the teacher does not correct them. | Teacher’s energy for the work is neutral, indicating neither a high level of commitment nor ascribing the need to do the work to external forces.  The teacher conveys high expectations for only some students.  Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path”.  The teacher’s primary concern appears to be on completing the task at hand.  The teacher urges, but does not insist, that students use precise language. | | | The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.  The teacher demonstrates a high regard for students’ abilities.  Teacher conveys an expectation of high levels of student effort.  Students expend good effort to complete work of high quality.  The teacher insists on precise use of language by students. | | | The teacher communicates passion for the subject.  The teacher conveys the satisfaction that accompanies a deep understanding of complex content.  Students indicate, through their questions and comments, a desire to understand the content.  Students assist their classmates in understanding the content.  Students take initiative in improving the quality of their work.  Students correct one another in their use of language | | | | | | |
| **Evidence:** Click here to enter text. | | | |  | | | | | | | | | |
| **2c Managing Classroom Procedures Critical Attributes: Circle the level of performance:** | | | | | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | | | **2 Basic** | **3 Proficient** | | **4 Distinguished** | | | | | | | |
| Students not working with the teacher are not productively engaged.  Transitions are disorganized, with much loss of instructional time.  There does not appear to be any established procedures for distributing and collecting materials.  A considerable amount of time is spent off task because of unclear procedures. | Students not working directly with the teacher are only partially engaged.  Procedures for transitions seem to have been established, but the operation is not smooth.  There appears to be established routines for distribution and collection of materials, but students are confused about how to carry them out.  Classroom routines function unevenly. | | | Students are productively engaged during small-group or independent work.  Transitions between large-and small-group activities are smooth.  Routines for distribution and collection of materials and supplies work efficiently.  Classroom routines function smoothly. | | | With minimal prompting by the teacher, students ensure that their time is used productively.  Students take initiative in distributing and collecting materials efficiently.  Students themselves ensure that transitions and other routines are accomplished smoothly. | | | | | | |
| **Evidence:** Click here to enter text. | | | |  | | | | | | | | | |
| **2d Managing Student Behavior Critical Attributes: Circle the level of performance:** | | | | | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | | **2 Basic** | | **3 Proficient** | | **4 Distinguished** | | | | | | | |
| The classroom environment is chaotic, with no standards of conduct evident.  The teacher does not monitor student behavior.  Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.  Teacher attempts to keep track of student behavior, but with no apparent system.  The teacher’s response to student misbehavior is inconsistent, at times very harsh, other times lenient. | | | Standards of conduct appear to have been established and implemented successfully.  Overall, student behavior is generally appropriate.  The teacher frequently monitors student behavior.  The teacher’s response to student misbehavior is effective. | | | Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.  The teacher silently and subtly monitors student behavior.  Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. | | | | | | |
| **Evidence:** Click here to enter text. | | | |  | | | | | | | | | |
| **2e Organizing Physical Space Critical Attributes: Circle the level of performance:** | | | | | | | | | **1 Unsatisfactory** | | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | | **2 Basic** | | | **3 Proficient** | | | **4 Distinguished** | | | | | |
| There are physical hazards in the classroom, endangering student safety.  Many students can’t see or hear the teacher or the board.  Available technology is not being used, even if it is available and its use would enhance the lesson. | | The physical environment is safe, and most students can see and hear the teacher or see the board.  The physical environment is not an impediment to learning but does not enhance it.  The teacher makes limited use of available technology and other resources. | | | The classroom is safe, and all students are able to see and hear the teacher or see the board.  The classroom is arranged to support the instructional goals and learning activities.  The teacher makes appropriate use of available technology. | | | Modifications are made to the physical environment to accommodate students with special needs.  There is total alignment between the learning activities and the physical environment.  Students take the initiative to adjust the physical environment.  The teacher and students make extensive and imaginative use of available technology. | | | | | |
| **Evidence:** Click here to enter text. | | | | |  | | | | | | | | |

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