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**DOMAIN 3: INSTRUCTION**

Charlotte Danielson Framework for Teaching

Observation Form

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

Pre-Intern :  Intern:  Informal:  Formal:  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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| **3a Communicating with Students Critical Attributes: Circle the level of performance:** | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | | **2 Basic** | **3 Proficient** | **4 Distinguished** | | | | | |
| At no time during the lesson does the teacher convey to the students what they will be learning.  Students indicate through body language or questions that they do not understand the content being presented.  The teacher makes serious content errors that will affect students’ understanding of the lesson.  Students indicate through their questions that they are confused about the learning task.  The teacher’s communications include errors of vocabulary or usage or imprecise use of vocabulary language.  The teacher’s vocabulary is inappropriate to the age or culture of the students. | | The teacher provides little elaboration or explanation about what the students will be learning.  The teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.  The teacher makes no serious content errors but may make minor ones.  The teacher’s explanations of content are purely procedural, with no indication of how students can think strategically.  The teacher must clarify the learning task so that students can complete it.  The teacher’s vocabulary and usage are correct but unimaginative.  When the teacher attempts to explain academic vocabulary, it is only partially successful.  The teacher’s vocabulary is too advanced, or too juvenile, for students. | The teacher states clearly, at some point during the lesson, what the students will be learning.  The teacher’s explanation of content is clear and invites student participation and thinking.  The teacher makes no content errors.  The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they are learning.  Students engage with the learning task, indicating that they understand what they are to do.  If appropriate, the teacher models the process to be followed in the task.  The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic language.  The teacher’s vocabulary is appropriate to students’ ages and levels of development. | If asked, students are able to explain what they are learning and where it fits into the larger curriculum content.  Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.  The teacher points out possible areas for misunderstanding.  The teacher invites students to explain the content to the class or to classmates.  Students suggest other strategies they might use in approaching a challenge or analysis.  The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and the discipline.  Students use academic language correctly. | | | | | |
| **Evidence:** Click here to enter text. | | |  | | | | | | |
| **3b Questioning and Discussion Techniques Critical Attributes: Circle the level of performance:** | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | **2 Basic** | | **3 Proficient** | | **4 Distinguished** | | | | |
| Questions are rapid-fire and convergent, with a single correct answer.  Questions do not invite student thinking.  All discussion is between teacher and students; students are not invited to speak directly to one another.  The teacher does not ask students to explain their thinking.  Only a few students dominate the discussion. | Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.  The teacher invites students to respond directly to one another’s ideas, but few students respond.  Teacher calls on many students, but only a few actually participate in the discussion.  The teacher asks students to explain their reasoning, but only some students attempt to do so. | | The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.  The teacher makes effective use of wait time.  Discussions enable students to talk to one another without ongoing mediation by the teacher.  The teacher calls on most students, even those who don’t initially volunteer.  Many students actively engage in the discussion.  The teacher asks students to justify their reasoning, and most attempt to do so. | | Students initiate higher-order questions.  The teacher builds on and uses student responses to questions in order to deepen student understanding.  Students extend the discussion, enriching it.  Students invite comments from their classmates during a discussion and challenge one another’s thinking.  Virtually all students are engaged in the discussion. | | | | |
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| **3c Engaging Students in Learning Critical Attributes: Circle the level of performance:** | | | | | | **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **N/A** |
| **1 Unsatisfactory** | **2 Basic** | | **3 Proficient** | | **4 Distinguished** | | | | |
| Few students are intellectually engaged in the lesson.  Learning tasks/activities and materials require only recall or have a single correct response or method.  Instructional materials used are unsuitable to the lesson and/or the students.  The lesson drags or is rushed.  Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. | Some students are intellectually engaged in the lesson.  Learning tasks are a mix of those requiring thinking and those requiring recall.  Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.  The materials and resources are partially aligned to the lesson objectives.  Few of the materials and resources require student thinking or ask students to explain their thinking.  The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others.  The instructional groupings used are partially appropriate to the activities. | | Most students are intellectually engaged in the lesson.  Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.  Students are invited to explain their thinking as part of completing tasks.  Materials and resources support the learning goals and require intellectual engagement, as appropriate.  The pacing of the lesson provides students the time needed to be intellectually engaged.  The teacher uses groupings that are suitable to the lesson activities. | | Virtually all students are highly engaged in the lesson.  Lesson activities require high-level student thinking and explanations of their thinking.  Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.  Students have an opportunity for both reflection and closure on the lesson to consolidate their understanding. | | | | |
| **Evidence:** Click here to enter text. | | |  | | | | | | |
| **3d Using Assessment in Instruction 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 gives no indication of what high quality work looks like.  The teacher makes no effort to determine whether students understand the lesson.  Students receive no feedback, or feedback is global or directed toward only one student.  The teacher does not ask students to evaluate their own or classmate’s work. | There is little evidence that the students understand their work will be evaluated.  The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.  Feedback to students is vague and not oriented toward future improvement of work.  The teacher makes only minor attempts to engage students in self or peer assessment. | | The teacher makes the standards of high quality work clear to students.  The teacher elicits evidence of student understanding.  Students are invited to assess their own work and make improvements; most of them do so.  Feedback includes specific and timely guidance, at least for groups of students. | | Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped established the evaluation criteria.  The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.  Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.  High-quality feedback comes from many sources, including students; it is specific and focused on improvement. | | | | |
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| **3e Demonstrating Flexibility and Responsiveness 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 ignores indications of student boredom or lack of understanding.  The teacher brushes aside students’ questions.  The teacher conveys to students that when they have difficulty learning it is their fault.  In reflecting on practice, the teacher does not indicate that it is important to reach all students.  The teacher makes no attempt to adjust the lesson in response to student confusion. | The teacher makes perfunctory attempts to incorporate students’ questions and interests into the lesson.  The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.  In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.  The teacher’s attempts to adjust the lesson are partially successful. | The teacher incorporates students’ interests and questions into the heart of the lesson.  The teacher conveys to students that she has other approaches to try when the students experience difficulty.  In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.  When improvising becomes necessary, the teacher makes adjustments to the lesson. | The teacher seizes on a teachable moment to enhance a lesson.  The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use.  In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.  The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students. | | | | |
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