

Observation Notes

Student Name: _____ Subject(s): _____ Grade Level(s): _____
 Supervisor Name: _____ Date: _____ Time: _____

Domain 2: The Classroom Environment	Observations
<p>Component 2a: <i>Creating an Environment of Respect and Rapport</i> Proficiency in creating an environment of trust is characterized by: ___ Positive Student Teacher interaction with students ___ Respect for cultural, gender, and ability differences ___ Supportive environment for student risk-taking</p>	
<p>Component 2b: <i>Establishing a Culture for Learning</i> Proficiency in establishing a culture of learning is characterized by: ___ Student Teacher's knowledge of the content ___ Clearly stated expectations for learning and achievement ___ Student pride in work ___ The need to persevere in the face of difficulty is clearly communicated to the students.</p>	
<p>Component 2c: <i>Managing Classroom Procedures</i> Proficiency in establishing class procedures is characterized by the use of : ___ A system for management of instructional groups ___ A system for management of transitions ___ A system for management of materials and supplies ___ A system for all procedures</p>	
<p>Component 2d: <i>Managing Student Behavior</i> Proficiency in stopping misconduct and using effective, behavior management techniques is characterized by: ___ Clearly visible and stated conduct expectations ___ Monitoring of student behavior by proactive verbalization of expectations ___ Appropriate response to student misbehavior and restating expectations</p>	

<p>Component 2e: <i>Organizing Physical Space</i> Proficiency in organizing a safe physical space is characterized by: <input type="checkbox"/> Safety and accessibility <input type="checkbox"/> Safe arrangement of furniture and use of physical resources</p>	
<p>Domain 3: Instruction</p>	<p>Observations</p>
<p>Component 3a: <i>Communicating with Students</i> Proficiency in communicating with students is characterized by: <input type="checkbox"/> Clearly stating the objective of the lesson and expectations for learning <input type="checkbox"/> Providing concrete, sequential, complete directions for the task <input type="checkbox"/> Demonstrating mastery of content</p>	
<p>Component 3b: <i>Using Questioning and Discussion Techniques</i> Proficiency in questioning and discussion is characterized by: <input type="checkbox"/> Effectively checking for understanding using multiple strategies <input type="checkbox"/> Adjusting instruction based on checks for understanding/student questions <input type="checkbox"/> Consistently probing for higher level of understanding <input type="checkbox"/> Using guided discussion techniques</p>	
<p>Component 3c: <i>Engaging Students in Learning</i> Proficiency in engaging students in learning is characterized by: <input type="checkbox"/> Delivery of engaging and challenging lessons <input type="checkbox"/> Modification of instruction to respond to misconceptions <input type="checkbox"/> Application of varied instructional strategies and resources, including technology to teach for understanding <input type="checkbox"/> Differentiation of instruction based on assessment of student learning needs and recognition of individual student differences <input type="checkbox"/> Immediate and specific feedback to students to scaffold learning</p>	

<p>Component 3d: <i>Using Assessment in Instruction</i> Proficiency in assessing students is characterized by: <input type="checkbox"/> Making formative assessments purposeful parts of the lesson <input type="checkbox"/> Using a variety of assessment tools to Monitor student learning <input type="checkbox"/> Using assessments to modify, adjust teaching as well as inform instruction <input type="checkbox"/> Sharing assessment data with students <input type="checkbox"/> Making students aware of assessment criteria</p>	
<p>Component 3e: <i>Demonstrating Flexibility and Responsiveness</i> Proficiency in demonstrating flexibility and responsiveness is characterized by: <input type="checkbox"/> Aligning instruction to standards <input type="checkbox"/> Incorporating differentiation strategies scaffold student learning <input type="checkbox"/> Providing interventions or accommodations to support all students to successful learning</p>	

SPECIFIC SUGGESTIONS FOR IMPROVEMENT

DOMAIN 2:

- **Progress on prior suggestions:**

- **Next Steps:**

DOMAIN 3:

- **How do you know learning occurred?**

- **Progress on prior suggestions:**

- **Next Steps:**

Observation Summary

	<u>Unsatisfactory</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Effective</u> <input type="checkbox"/>	<u>Highly Effective</u> <input type="checkbox"/>
Domain 1: Planning and Preparation				
<p><i>Components:</i></p> <p>1a – Demonstrating Knowledge of Content and Pedagogy 1b – Demonstrating Knowledge of Students 1c – Setting Instructional Outcomes 1d – Demonstrating Knowledge of Resources 1e – Designing Coherent Instruction 1f – Designing Student Assessments</p> <p>Evidence:</p>				

	<u>Unsatisfactory</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Effective</u> <input type="checkbox"/>	<u>Highly Effective</u> <input type="checkbox"/>
Domain 2: The Classroom Environment				
<p><i>Components:</i></p> <p>2a – Creating an Environment of Respect and Rapport 2b – Establishing a Culture for Learning 2c – Managing Classroom Procedures 2d – Managing Student Behavior 2e – Organizing Physical Space</p> <p>Evidence:</p>				

	<u>Unsatisfactory</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Effective</u> <input type="checkbox"/>	<u>Highly Effective</u> <input type="checkbox"/>
Domain 3: Instruction				
<p><i>Components:</i></p> <p>3a – Communicating with Students 3b – Using Questioning and Discussion Techniques 3c – Engaging Students in Learning 3d – Using Assessment in Instruction 3e – Demonstrating Flexibility and Responsiveness</p> <p>Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.</p> <p>Evidence:</p>				

Student Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____