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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. |
| **Evidence:** Click here to enter text. |  |
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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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