

Idaho State
UNIVERSITY
College of Education

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Charlotte Danielson Framework for Teaching
Observation Form

Candidate _____ Date _____ Evaluator _____ Pre-Intern _____ Intern _____

Formal _____ Informal _____ Observation # _____ Grade Level(s) _____ Content Area(s) _____ School _____

2a Creating an Environment of Respect and Rapport				1	2	3	N/A
Critical Attributes:				Circle the level of performance:			
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished	Unsatisfactory	Basic	Proficient	
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental needs. <input type="checkbox"/> Student body language indicates feelings of hurt or insecurity. <input type="checkbox"/> The teacher displays no familiarity with or caring about individual students' interests or personalities. <input type="checkbox"/> The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. <input type="checkbox"/> Teacher attempts to respond to disrespectful behavior among students, with uneven results. <input type="checkbox"/> Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk between teacher and students and among students is uniformly respectful. <input type="checkbox"/> Teacher successfully responds to disrespectful behavior among students. <input type="checkbox"/> Students participate willingly, but may be hesitant to offer their ideas in front of classmates. <input type="checkbox"/> Teacher makes general connections with individual students. <input type="checkbox"/> Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher demonstrates knowledge and caring about individual students lives beyond class and school. <input type="checkbox"/> There is no disrespectful behavior among students. <input type="checkbox"/> When necessary, students respectfully correct one another. <input type="checkbox"/> Students participate without fear of put-downs or ridicule from either the teacher or other students. <input type="checkbox"/> The teacher respects and encourages students' efforts. 				
Evidence:							

2b Establishing a Culture for Learning				1	2	3	N/A
Critical Attributes:				Circle the level of performance:			
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished	Unsatisfactory	Basic	Proficient	
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The teacher conveys to at least some students that the work is too challenging for them. <input type="checkbox"/> Students exhibit little or no pride in their work. <input type="checkbox"/> Students use language incorrectly, the teacher does not correct them. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The teacher conveys high expectations for only some students. <input type="checkbox"/> Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path". <input type="checkbox"/> The teacher's primary concern appears to be on completing the task at hand. <input type="checkbox"/> The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. <input type="checkbox"/> The teacher demonstrates a high regard for students' abilities. <input type="checkbox"/> Teacher conveys an expectation of high levels of student effort. <input type="checkbox"/> Students expend good effort to complete work of high quality. <input type="checkbox"/> The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher communicates passion for the subject. <input type="checkbox"/> The teacher conveys the satisfaction that accompanies a deep understanding of complex content. <input type="checkbox"/> Students indicate, through their questions and comments, a desire to understand the content. <input type="checkbox"/> Students assist their classmates in understanding the content. <input type="checkbox"/> Students take initiative in improving the quality of their work. <input type="checkbox"/> Students correct one another in their use of language 				
Evidence:							
2c Managing Classroom Procedures				1	2	3	N/A
Critical Attributes:				Circle the level of performance:			
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished	Unsatisfactory	Basic	Proficient	
<ul style="list-style-type: none"> <input type="checkbox"/> Students not working with the teacher are not productively engaged. <input type="checkbox"/> Transitions are disorganized, with much loss of instructional time. <input type="checkbox"/> There does not appear to be any established procedures for distributing and collecting materials. <input type="checkbox"/> A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students not working directly with the teacher are only partially engaged. <input type="checkbox"/> Procedures for transitions seem to have been established, but the operation is not smooth. <input type="checkbox"/> There appears to be established routines for distribution and collection of materials, but students are confused about how to carry them out. <input type="checkbox"/> Classroom routines function unevenly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are productively engaged during small-group or independent work. <input type="checkbox"/> Transitions between large-and small-group activities are smooth. <input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently. <input type="checkbox"/> Classroom routines function smoothly. 	<ul style="list-style-type: none"> <input type="checkbox"/> With minimal prompting by the teacher, students ensure that their time is used productively. <input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently. <input type="checkbox"/> Students themselves ensure that transitions and other routines are accomplished smoothly. 				
Evidence:							

2d Managing Student Behavior				Circle the level of performance:			
Critical Attributes:				1	2	3	N/A
1 Unsatisfactory		2 Basic		3 Proficient		4 Distinguished	
<input type="checkbox"/> The classroom environment is chaotic, with no standards of conduct evident. <input type="checkbox"/> The teacher does not monitor student behavior. <input type="checkbox"/> Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.		<input type="checkbox"/> Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. <input type="checkbox"/> Teacher attempts to keep track of student behavior, but with no apparent system. <input type="checkbox"/> The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.		<input type="checkbox"/> Standards of conduct appear to have been established and implemented successfully. <input type="checkbox"/> Overall, student behavior is generally appropriate. <input type="checkbox"/> The teacher frequently monitors student behavior. <input type="checkbox"/> The teacher's response to student misbehavior is effective.		<input type="checkbox"/> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. <input type="checkbox"/> The teacher silently and subtly monitors student behavior. <input type="checkbox"/> Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.	
Evidence:							
2e Organizing Physical Space				Circle the level of performance:			
Critical Attributes:				1	2	3	N/A
1 Unsatisfactory		2 Basic		3 Proficient		4 Distinguished	
<input type="checkbox"/> There are physical hazards in the classroom, endangering student safety. <input type="checkbox"/> Many students can't see or hear the teacher or the board. <input type="checkbox"/> Available technology is not being used, even if it is available and its use would enhance the lesson.		<input type="checkbox"/> The physical environment is safe, and most students can see and hear the teacher or see the board. <input type="checkbox"/> The physical environment is not an impediment to learning but does not enhance it. <input type="checkbox"/> The teacher makes limited use of available technology and other resources.		<input type="checkbox"/> The classroom is safe, and all students are able to see and hear the teacher or see the board. <input type="checkbox"/> The classroom is arranged to support the instructional goals and learning activities. <input type="checkbox"/> The teacher makes appropriate use of available technology.		<input type="checkbox"/> Modifications are made to the physical environment to accommodate students with special needs. <input type="checkbox"/> There is total alignment between the learning activities and the physical environment. <input type="checkbox"/> Students take the initiative to adjust the physical environment. <input type="checkbox"/> The teacher and students make extensive and imaginative use of available technology.	
Evidence:							

Signature of Evaluator

Date

Signature of Candidate

Date