

Idaho State
UNIVERSITY
College of Education

DOMAIN 3: INSTRUCTION
Charlotte Danielson Framework for Teaching
Observation Form

Candidate _____ Date _____ Evaluator _____ Pre-Intern _____ Intern _____
 Informal _____ Formal _____ Observation # _____ Grade Level(s) _____ Content Area(s) _____ School _____

3a Communicating with Students				1	2	3	N/A
Critical Attributes:				Circle the level of performance:			
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished	Unsatisfactory	Basic	Proficient	N/A
<ul style="list-style-type: none"> <input type="checkbox"/> At no time during the lesson does the teacher convey to the students what they will be learning. <input type="checkbox"/> Students indicate through body language or questions that they do not understand the content being presented. <input type="checkbox"/> The teacher makes serious content errors that will affect students' understanding of the lesson. <input type="checkbox"/> Students indicate through their questions that they are confused about the learning task. <input type="checkbox"/> The teacher's communications include errors of vocabulary or usage or imprecise use of vocabulary language. <input type="checkbox"/> The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher provides little elaboration or explanation about what the students will be learning. <input type="checkbox"/> The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. <input type="checkbox"/> The teacher makes no serious content errors but may make minor ones. <input type="checkbox"/> The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. <input type="checkbox"/> The teacher must clarify the learning task so that students can complete it. <input type="checkbox"/> The teacher's vocabulary and usage are correct but unimaginative. <input type="checkbox"/> When the teacher attempts to explain academic vocabulary, it is only partially successful. <input type="checkbox"/> The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher states clearly, at some point during the lesson, what the students will be learning. <input type="checkbox"/> The teacher's explanation of content is clear and invites student participation and thinking. <input type="checkbox"/> The teacher makes no content errors. <input type="checkbox"/> The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they are learning. <input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do. <input type="checkbox"/> If appropriate, the teacher models the process to be followed in the task. <input type="checkbox"/> The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic language. <input type="checkbox"/> The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> <input type="checkbox"/> If asked, students are able to explain what they are learning and where it fits into the larger curriculum content. <input type="checkbox"/> Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. <input type="checkbox"/> The teacher points out possible areas for misunderstanding. <input type="checkbox"/> The teacher invites students to explain the content to the class or to classmates. <input type="checkbox"/> Students suggest other strategies they might use in approaching a challenge or analysis. <input type="checkbox"/> The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and the discipline. <input type="checkbox"/> Students use academic language correctly. 				
Evidence:							

3b Questioning and Discussion Techniques				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"/> Questions are rapid-fire and convergent, with a single correct answer. <input type="checkbox"/> Questions do not invite student thinking. <input type="checkbox"/> All discussion is between teacher and students; students are not invited to speak directly to one another. <input type="checkbox"/> The teacher does not ask students to explain their thinking. <input type="checkbox"/> Only a few students dominate the discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. <input type="checkbox"/> The teacher invites students to respond directly to one another's ideas, but few students respond. <input type="checkbox"/> Teacher calls on many students, but only a few actually participate in the discussion. <input type="checkbox"/> The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. <input type="checkbox"/> The teacher makes effective use of wait time. <input type="checkbox"/> Discussions enable students to talk to one another without ongoing mediation by the teacher. <input type="checkbox"/> The teacher calls on most students, even those who don't initially volunteer. <input type="checkbox"/> Many students actively engage in the discussion. <input type="checkbox"/> The teacher asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students initiate higher-order questions. <input type="checkbox"/> The teacher builds on and uses student responses to questions in order to deepen student understanding. <input type="checkbox"/> Students extend the discussion, enriching it. <input type="checkbox"/> Students invite comments from their classmates during a discussion and challenge one another's thinking. <input type="checkbox"/> Virtually all students are engaged in the discussion. 				
Evidence:							

3c Engaging Students in 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"/> Few students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks/activities and materials require only recall or have a single correct response or method. <input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or the students. <input type="checkbox"/> The lesson drags or is rushed. <input type="checkbox"/> Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some students are intellectually engaged in the lesson. <input type="checkbox"/> Learning tasks are a mix of those requiring thinking and those requiring recall. <input type="checkbox"/> Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. <input type="checkbox"/> The materials and resources are partially aligned to the lesson objectives. <input type="checkbox"/> Few of the materials and resources require student thinking or ask students to explain their thinking. <input type="checkbox"/> The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. <input type="checkbox"/> The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most students are intellectually engaged in the lesson. <input type="checkbox"/> Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. <input type="checkbox"/> Students are invited to explain their thinking as part of completing tasks. <input type="checkbox"/> Materials and resources support the learning goals and require intellectual engagement, as appropriate. <input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged. <input type="checkbox"/> The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Virtually all students are highly engaged in the lesson. <input type="checkbox"/> Lesson activities require high-level student thinking and explanations of their thinking. <input type="checkbox"/> 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. <input type="checkbox"/> Students have an opportunity for both reflection and closure on the lesson to consolidate their understanding. 				
Evidence:							
3d Using Assessment in Instruction				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 gives no indication of what high quality work looks like. <input type="checkbox"/> The teacher makes no effort to determine whether students understand the lesson. <input type="checkbox"/> Students receive no feedback, or feedback is global or directed toward only one student. <input type="checkbox"/> The teacher does not ask students to evaluate their own or classmate's work. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is little evidence that the students understand their work will be evaluated. <input type="checkbox"/> The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. <input type="checkbox"/> Feedback to students is vague and not oriented toward future improvement of work. <input type="checkbox"/> The teacher makes only minor attempts to engage students in self or peer assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes the standards of high quality work clear to students. <input type="checkbox"/> The teacher elicits evidence of student understanding. <input type="checkbox"/> Students are invited to assess their own work and make improvements; most of them do so. <input type="checkbox"/> Feedback includes specific and timely guidance, at least for groups of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped established the evaluation criteria. <input type="checkbox"/> 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. <input type="checkbox"/> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. <input type="checkbox"/> High-quality feedback comes from many sources, including students; it is specific and focused on improvement. 				
Evidence:							

3e Demonstrating Flexibility and Responsiveness				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 ignores indications of student boredom or lack of understanding. <input type="checkbox"/> The teacher brushes aside students' questions. <input type="checkbox"/> The teacher conveys to students that when they have difficulty learning it is their fault. <input type="checkbox"/> In reflecting on practice, the teacher does not indicate that it is important to reach all students. <input type="checkbox"/> The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. <input type="checkbox"/> The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. <input type="checkbox"/> In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. <input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher incorporates students' interests and questions into the heart of the lesson. <input type="checkbox"/> The teacher conveys to students that she has other approaches to try when the students experience difficulty. <input type="checkbox"/> In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. <input type="checkbox"/> When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher seizes on a teachable moment to enhance a lesson. <input type="checkbox"/> 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. <input type="checkbox"/> In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. <input type="checkbox"/> The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students. 				
Evidence:							

Signature of Evaluator

Date

Signature of Candidate

Date