

OBSERVATION FORM

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Accomplished	Distinguished	
<i>1a. Demonstrating knowledge of content and pedagogy</i>	Teacher displays limited understanding of the subject or structure of the discipline, or of content related-pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding of the content.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections to other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when providing instruction or seeking causes for student misunderstanding.	D A B U
<i>1b. Selecting instructional goals</i>	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students, consisting of a combination of goals and activities, which permit viable assessment.	Teacher's goals represent valuable learning and are suitable for most students; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning related to curriculum standards; they are focused on big ideas; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.	D A B U
<i>1c. Demonstrating knowledge of resources</i>	Teacher is unaware of school or district resources available either for teaching or for students who need them. Teacher does not include available technology resources	Teacher displays limited knowledge of school or district resources available either of teaching or for students who need them. Teacher uses minimal available technology resources.	Teacher is fully aware of school or district resources available for teaching, and knows how to gain access to school and district resources for students who need them. Teacher uses available technology resources in instruction as appropriate.	Teacher seeks out resources for teaching in professional organizations, electronic resources, and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community. Teacher uses available technology resources to support educational needs of students as appropriate.	D A B U
<i>1d. Designing coherent instruction</i>	The various elements of the instructional design do not support the stated goals or will not engage students in meaningful learning and the lesson or unit has no defined structure. No technology resources are defined.	Most of the elements of the instructional design support the stated goals and will engage students in meaningful learning. Teacher's lesson or unit has a recognizable structure. Technology is used, but not as an integral part of instruction.	All of the elements of the instructional design support the stated goals and will engage the students in meaningful learning and the lesson or unit has a clearly defined structure. Appropriate technology resources are defined and used in instruction.	All elements of the instructional design support the stated goals, will engage students in meaningful learning, and show evidence of student participation, teacher's lesson or unit is highly coherent and has a clear structure. Technology is infused seamlessly for both the teacher and the student as a tool to accomplish learning as appropriate. Multiple instructional strategies are defined and implemented as necessary.	D A B U
<i>1e. Assessing student learning</i>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to students. Teacher has no plans to use assessment results in designing future instruction. Teacher does not plan for alternative assessment for students of various needs.	Teacher's plan for student assessment is aligned with the instructional goals and is appropriate for most students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. Minor adjustments are made for alternative assessments.	Teacher's plan for student assessment is aligned with instructional goals, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. Adjustments are made for alternative assessments.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan for future instruction for individual students. Multiple assessment strategies are defined and implemented as necessary.	D A B U

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Accomplished	Distinguished	
<i>2a. Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict.	Classroom interactions, between teacher and students, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members.	D A B U
<i>2b. Establishing a culture for learning</i>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, or little student pride in work.	The classroom environment reflects a culture for learning with moderate expectations for student achievement, teacher commitment to the subject, and student pride in work.	The classroom environment represents a culture committed to the subject by teacher and students, expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding work to the highest standard. Teacher demonstrates a passionate commitment to the subject.	D A B U
<i>2c. Managing classroom procedures</i>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time. Technology time is never granted or only to those who have completed work or as a reward.	Classroom routines and procedures have been established. Technology time is available equitably for all students.	Classroom routines and procedures have been established and function smoothly, with minimal loss of instructional time. Technology time is available equitably for all students on a regular basis.	Classroom routines and procedures are seamless in their operations, and students make the most of their instructional time. Technology time is available equitably for all students on a regular basis.	D A B U
<i>2d. Managing student behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful to students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs.	D A B U

Domain 3: Instruction

Component	Unsatisfactory	Basic	Accomplished	Distinguished	
<i>3a. Communicating clearly and appropriately</i>	Teacher's oral and written communication contains errors or is unclear. Most worksheets and handouts are handwritten.	Teacher's oral and written communication contains no major errors but may not be completely appropriate. Most worksheets and handouts are word-processed.	Teacher communicates clearly and accurately to students, both orally and in writing. Most worksheets and handouts are word-processed.	Teacher's oral and written communication is clear and expressive. It also anticipates possible student misconceptions. Teacher expectations for student work are clearly defined when they are assigned. Most worksheets and handouts are word-processed.	D A B U
<i>3b. Using questioning and discussion techniques</i>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion. No effort is made to draw out students who are reticent to answer questions.	Teacher makes use of questioning and discussion techniques, and moderate student participation is evident. Efforts are made to elicit responses from most of the students.	Teacher use of questioning and discussion techniques reflects high-level questions, true discussions, and participation by all students. At some point, all students have the opportunity to respond to questions.	Questions reflect high expectations and are developmentally appropriate. Adequate time is given for students to respond. Students formulate many of the high-level questions.	D A B U
<i>3c. Engaging students in learning</i>	Students are not at all engaged in learning, as a result of activities or materials inappropriate to their levels of understanding, poor representations of content, or lack of lesson structure.	Students are partially engaged in learning, although activities and materials are appropriate.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate activities and materials.	Students are highly intellectually engaged throughout the lesson in significant learning, and make contributions to the class. The lesson is adapted as needed to meet the needs of individuals, and the structure and pacing allow for student reflection and closure.	D A B U
<i>3d. Using assessment for instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used to plan instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Units of study are anchored by performance tasks calling for students to demonstrate their understanding and ability to transfer knowledge to new contexts.	D A B U
<i>3e. Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests in lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments to lesson in progress, as necessary to meet instructional goals, and persists in ensuring the success of all students.	D A B U
<i>3f. Reflecting on teaching</i>	Teacher's reflection on lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.	D A B U