

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Charlotte Danielson Framework for Teaching

 Observation Form

Candidate: Click here to enter text. Date: Click here to enter text. Evaluator: Click here to enter text.

Pre-Intern: [ ]  Intern: [ ]  Formal: [ ]  Informal: [x]  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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** [ ] **Unsatisfactory** | **2** [ ] **Basic** | **3** [ ] **Proficient** | **N/A** |
| **1 Unsatisfactory** | **2 Basic** | **3 Proficient**  | **4 Distinguished** |
| [ ] Teacher is disrespectful towards students or insensitive to students’ ages, cultural backgrounds, and developmental needs.[ ] Student body language indicates feelings of hurt or insecurity. [ ] The teacher displays no familiarity with or caring about individual students’ interests or personalities.[ ] The teacher disregards disrespectful interactions among students. | [ ] The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. [ ] Teacher attempts to respond to disrespectful behavior among students, with uneven results. [ ] Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | [ ] Talk between teacher and students and among students is uniformly respectful. [ ] Teacher successfully responds to disrespectful behavior among students. [ ] Students participate willingly, but may be hesitant to offer their ideas in front of classmates.[ ] Teacher makes general connections with individual students.[ ] Students exhibit respect for the teacher. | [ ] Teacher demonstrates knowledge and caring about individual students lives beyond class and school. [ ] There is no disrespectful behavior among students. [ ] When necessary, students respectfully correct one another. [ ] Students participate without fear of put-downs or ridicule from either the teacher or other students.[ ] The teacher respects and encourages students’ efforts. |
| **Evidence:** Click here to enter text. |  |
| **2b Establishing a Culture for Learning 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 conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. [ ] The teacher conveys to at least some students that the work is too challenging for them. [ ] Students exhibit little or no pride in their work. [ ] Students use language incorrectly, the teacher does not correct them.  | [ ] 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. [ ] The teacher conveys high expectations for only some students. [ ] Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path”.[ ] The teacher’s primary concern appears to be on completing the task at hand. [ ] The teacher urges, but does not insist, that students use precise language.  | [ ] The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. [ ] The teacher demonstrates a high regard for students’ abilities. [ ] Teacher conveys an expectation of high levels of student effort. [ ] Students expend good effort to complete work of high quality.[ ] The teacher insists on precise use of language by students. | [ ] The teacher communicates passion for the subject. [ ] The teacher conveys the satisfaction that accompanies a deep understanding of complex content.[ ] Students indicate, through their questions and comments, a desire to understand the content.[ ] Students assist their classmates in understanding the content. [ ] Students take initiative in improving the quality of their work. [ ] Students correct one another in their use of language |
| **Evidence:** Click here to enter text. |  |
| **2c Managing Classroom Procedures Critical Attributes: Circle the level of performance:** | **1** [ ] **Unsatisfactory** | **2** [ ] **Basic** | **3** [ ] **Proficient** | **N/A** |
| **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **4 Distinguished** |
| [ ] Students not working with the teacher are not productively engaged.[ ] Transitions are disorganized, with much loss of instructional time. [ ] There does not appear to be any established procedures for distributing and collecting materials. [ ] A considerable amount of time is spent off task because of unclear procedures.  | [ ] Students not working directly with the teacher are only partially engaged. [ ] Procedures for transitions seem to have been established, but the operation is not smooth.[ ] There appears to be established routines for distribution and collection of materials, but students are confused about how to carry them out. [ ] Classroom routines function unevenly. | [ ] Students are productively engaged during small-group or independent work. [ ] Transitions between large-and small-group activities are smooth. [ ] Routines for distribution and collection of materials and supplies work efficiently. [ ] Classroom routines function smoothly. | [ ] With minimal prompting by the teacher, students ensure that their time is used productively. [ ] Students take initiative in distributing and collecting materials efficiently. [ ] Students themselves ensure that transitions and other routines are accomplished smoothly.  |
| **Evidence:** Click here to enter text. |  |
| **2d Managing Student Behavior Critical Attributes: Circle the level of performance:** | **1** [ ] **Unsatisfactory** | **2** [ ] **Basic** | **3** [ ] **Proficient** | **N/A** |
| **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **4 Distinguished** |
| [ ] The classroom environment is chaotic, with no standards of conduct evident. [ ] The teacher does not monitor student behavior. [ ] Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.  | [ ] Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. [ ] Teacher attempts to keep track of student behavior, but with no apparent system. [ ] The teacher’s response to student misbehavior is inconsistent, at times very harsh, other times lenient. | [ ] Standards of conduct appear to have been established and implemented successfully. [ ] Overall, student behavior is generally appropriate. [ ] The teacher frequently monitors student behavior. [ ] The teacher’s response to student misbehavior is effective.  | [ ] Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. [ ] The teacher silently and subtly monitors student behavior. [ ] Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
| **Evidence:** Click here to enter text. |  |
| **2e Organizing Physical Space Critical Attributes: Circle the level of performance:** | **1** [ ] **Unsatisfactory** | **2** [ ] **Basic** | **3** [ ] **Proficient** | **N/A** |
| **1 Unsatisfactory** | **2 Basic** | **3 Proficient** | **4 Distinguished** |
| [ ] There are physical hazards in the classroom, endangering student safety. [ ] Many students can’t see or hear the teacher or the board. [ ] Available technology is not being used, even if it is available and its use would enhance the lesson. | [ ] The physical environment is safe, and most students can see and hear the teacher or see the board. [ ] The physical environment is not an impediment to learning but does not enhance it. [ ] The teacher makes limited use of available technology and other resources. | [ ] The classroom is safe, and all students are able to see and hear the teacher or see the board. [ ] The classroom is arranged to support the instructional goals and learning activities. [ ] The teacher makes appropriate use of available technology. | [ ] Modifications are made to the physical environment to accommodate students with special needs. [ ] There is total alignment between the learning activities and the physical environment. [ ] Students take the initiative to adjust the physical environment. [ ] The teacher and students make extensive and imaginative use of available technology. |
| **Evidence:** Click here to enter text. |  |

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