



MUSKEGON MARITIME ACADEMY

Teacher Classroom Observation (Danielson Framework)

Purpose: This tool provides templates that can be used to conduct a teacher classroom observation based upon the Danielson Framework for Teaching. The tool suggests a three-step process that is considered to be best practice. The classroom observation is recommended to include a pre-conference observation, and observation post-conference as well as the actual classroom observation.

- **Pre-Conference:** The evaluator and teacher discuss what will be observed during the classroom visitation. Information is shared about the characteristics of the learners and the learning environment. Specific information is also shared about the objectives of the lesson, and the assessment of student learning.

Note: During this conference, the evaluator should review the evaluation standards and indicators of performance for meeting the standards. The evaluator and teacher may choose to limit the elements of focus during the observation. Additionally, the teacher can discuss the instructional goals and strategies the teacher is using to meet these elements of focus.

- **Observation:** This observation should be a minimum of thirty (30) minutes in length of a teacher in the classroom. It should be pre-arranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.
- **Post-Conference:** The evaluator and teacher meet to discuss the strengths and weaknesses of the teacher's performance during the observed lesson. The post conference provides an opportunity for the evaluator and teacher to have a reflective discussion about the lesson and effective teaching. A post-conference should include performance concerns, if there are any.

Directions: Use the following as templates to design your district’s teacher classroom observation. These templates provide the Content Standards for teachers that are applicable to the observation process. Additional information can be provided during the pre-conference and post-conference sessions.

- The Teacher Pre-conference Observation Guiding Questions is a template that can be used during the pre-conference. The guiding questions provided are linked to the Domains of the Danielson Framework for Teaching. A lesson plan for the observation is recommended to be provided in advance; as lessons observed may not reflect all of the elements. The evaluator and teacher should determine which elements will be of focus during the observation.
- The Teacher Observation Notes is a template that Danielson domains with the components and elements. Those elements of focus should be indicated in the left column. The right column can be used to document the observations that demonstrate these elements.
- The Teacher Observation Post-Conference is a template that can be used after an observation. The questions are provided as a guide to encourage the teacher to reflect on the lesson and to consider changes needed for more effective teaching. The evaluator may choose to provide the questions to the teacher following the lesson in preparation for the post-conference particularly if the meeting will not occur within a short period.

The Teacher Observation Post-Conference template provides an opportunity to determine a level of performance on the components. The last part of this template is not to be used in lieu of the Summary Rating Form and Level of Support document that considers all components of the Evaluation System including information such as community input, and student learning data.

Teacher Pre-Conference Observation Guided Questions (Danielson Framework)

Educator Name: [Click here to enter text.](#)

Date [Click here to enter text.](#)

DOMAIN 1: Planning and Preparation

Components:

1a – Demonstrating Knowledge of Content and Pedagogy (Standard 4)

1b – Demonstrating Knowledge of Students (Standard 3)

1c – Setting Instructional Outcomes (Standard 4)

1d – Demonstrating Knowledge of Resources (Standard 4)

1e – Designing Coherent Instruction (Standard 4)

1f – Designing Student Assessments (Standard 5)

NOTE: Please refer to *The Framework for Professional Practice* (Danielson) as a supplemental resource.

1. Please explain the following instructional elements as they relate to the lesson to be observed:

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

[Click here to enter text.](#)

What do you expect the students to know upon completion of the lesson? (expected outcomes)

[Click here to enter text.](#)

What will the students do to demonstrate comprehension of the curriculum? (Explain the learning activities within the lesson.)

[Click here to enter text.](#)

What is the grouping strategy of the activities? (whole group, partners, teams...)

[Click here to enter text.](#)

DOMAIN 2: The Classroom Environment

Components:

2a – Creating an Environment of Respect and Rapport (Standard 6)

2b – Establishing a Culture for Learning (Standard 6)

2c – Managing Classroom Procedures (Standard 6)

2d – Managing Student Behavior (Standard 6)

2e – Organizing Physical Space (Standard 6)

Note: Please refer to *The Framework for Professional Practice* (Danielson) as a supplemental resource.

2. Please explain your classroom procedures that maximize instructional time:

Transitions in the classroom:

[Click here to enter text.](#)

Distribution and collection of materials and supplies:

[Click here to enter text.](#)

Non-instructional duties (attendance, restroom, permission forms, etc.):

[Click here to enter text.](#)

Behavior Expectations:

- Are they clearly communicated to everyone?
- Are the expectations posted in your classroom?
- What are the results of student misbehavior in your classroom?

[Click here to enter text.](#)

3. What are your learning outcomes for this lesson? What do you want the students to understand?
Click here to enter text.
4. How does this lesson relate to the District Curriculum?
Click here to enter text.
5. What teaching/learning activities will be observed? What teaching methods?
Click here to enter text.
DOMAIN 3: Instruction Elements: 3a – Communicating with Students (Standard 2) 3b – Using Questioning and Discussion Techniques (Standard 6) 3c – Engaging Students in Learning (Standard 6) 3d – Using Assessment in Instruction (Standard 6) 3e – Demonstrating Flexibility and Responsiveness (Standard 2) Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.
6. What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?
Click here to enter text.
7. How will you ensure that all students are engaged, responsive, and “drawn in” to the conversation?
Click here to enter text.
8. Will the structure of the lesson be explained to students so they know what is expected of them as learners?
Click here to enter text.

Teacher Observation Notes (Danielson Framework)

Educator Name: [Click here to enter text.](#) Subject(s): [Click here to enter text.](#) Grade Level(s): [Click here to enter text.](#)
 Evaluator Name: [Click here to enter text.](#) Date: [Click here to enter text.](#) Time: [Click here to enter text.](#)

Domain 2: The Classroom Environment	Observations
Component 2a: <i>Creating an Environment of Respect and Rapport (Standard 6)</i> <u>Elements of Focus:</u> <input type="checkbox"/> Teacher interaction with students <input type="checkbox"/> Student interaction with other students	
Component 2b: <i>Establishing a Culture for Learning (Standard 6)</i> <u>Elements of Focus:</u> <input type="checkbox"/> Importance of content <input type="checkbox"/> Expectations for learning and achievement <input type="checkbox"/> Student pride in work	
Component 2c: <i>Managing Classroom Procedures (Standard 6)</i> <u>Elements of Focus:</u> <input type="checkbox"/> Management of instructional groups <input type="checkbox"/> Management of transitions <input type="checkbox"/> Management of materials and supplies <input type="checkbox"/> Performance of non-instructional duties <input type="checkbox"/> Supervision of volunteers and paraprofessionals	
Component 2d: <i>Managing Student Behavior (Standard 6)</i> <u>Elements of Focus:</u> <input type="checkbox"/> Expectations <input type="checkbox"/> Monitoring of student behavior <input type="checkbox"/> Response to student misbehavior	
Component 2e: <i>Organizing Physical Space (Standard 6)</i> <u>Elements of Focus:</u> <input type="checkbox"/> Safety and accessibility <input type="checkbox"/> Arrangement of furniture and use of physical resources	

Teacher Observation Notes (Danielson Framework)

Domain 3: Instruction	Observations
<p>Component 3a: <i>Communicating with Students (Standard 2)</i></p> <p><u>Elements of Focus:</u></p> <p><input type="checkbox"/> Expectations for learning</p> <p><input type="checkbox"/> Directions and procedures</p> <p><input type="checkbox"/> Explanations of content</p> <p><input type="checkbox"/> Use of oral and written language</p>	
<p>Component 3b: <i>Using Questioning and Discussion Techniques (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p><input type="checkbox"/> Quality of questions</p> <p><input type="checkbox"/> Discussion techniques</p> <p><input type="checkbox"/> Student participation</p>	
<p>Component 3c: <i>Engaging Students in Learning (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p><input type="checkbox"/> Activities and assignments</p> <p><input type="checkbox"/> Grouping of students</p> <p><input type="checkbox"/> Instructional materials and resources</p> <p><input type="checkbox"/> Structure and pacing</p>	
<p>Component 3d: <i>Using Assessment in Instruction (Standard 5)</i></p> <p><u>Elements of Focus:</u></p> <p><input type="checkbox"/> Assessment criteria</p> <p><input type="checkbox"/> Monitoring of student learning</p> <p><input type="checkbox"/> Feedback to students</p> <p><input type="checkbox"/> Student self-assessment and monitoring of progress</p>	
<p>Component 3e: <i>Demonstrating Flexibility and Responsiveness (Standard 2)</i></p> <p><u>Elements of Focus:</u></p> <p><input type="checkbox"/> Lesson adjustment</p> <p><input type="checkbox"/> Response to students</p> <p><input type="checkbox"/> Persistence</p>	

Teacher Observation Notes

Teacher Observation Post-Conference (Danielson Framework)

Educator Name: [Click here to enter text.](#)

Date [Click here to enter text.](#)

Questions for discussion:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (4a – Standard 3)

[Click here to enter text.](#)

2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning? (3c – Standard 2)

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3. How did your classroom procedures (routines, transitions, student movement and configuration) enhance or detract from the lesson? What, if anything, would you do different? (2c – Standard 6)

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4. Did you depart from your plan? If so, how and why? (1c – Standard 4)

[Click here to enter text.](#)

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (Standard 4)

[Click here to enter text.](#)

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Standards 2 and 3)

[Click here to enter text.](#)

7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' cognitive engagement? (Standard 6)

Teacher Observation Post-Conference (Danielson Framework)

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8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (3d – Standard 5)
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9. What impact did student behavior have on cognitive engagement and learning? (2d – Standard 6)
ck here to enter text.

	<u>Needing Support</u>	<u>Developing</u>	<u>Effective</u>
Domain 1: Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Components:</i> 1a – Demonstrating Knowledge of Content and Pedagogy (Standard 4) 1b – Demonstrating Knowledge of Students (Standard 3) 1c – Setting Instructional Outcomes (Standard 4) 1d – Demonstrating Knowledge of Resources (Standard 4) 1e – Designing Coherent Instruction (Standard 4) 1f – Designing Student Assessments (Standard 5)			
Evidence:			

	<u>Needing Support</u>	<u>Developing</u>	<u>Effective</u>
Domain 2: The Classroom Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Components:</i> 2a – Creating an Environment of Respect and Rapport (Standard 6) 2b – Establishing a Culture for Learning (Standard 6) 2c – Managing Classroom Procedures (Standard 6) 2d – Managing Student Behavior (Standard 6) 2e – Organizing Physical Space (Standard 6)			
Evidence:			

	<u>Needing Support</u>	<u>Developing</u>	<u>Effective</u>
Domain 3: Instruction			

Teacher Observation Post-Conference (Danielson Framework)

	<u>Needing Support</u>	<u>Developing</u>	<u>Effective</u>
<p>Components:</p> <p>3a – Communicating with Students (Standard 2)</p> <p>3b – Using Questioning and Discussion Techniques (Standard 6)</p> <p>3c – Engaging Students in Learning (Standard 6)</p> <p>3d – Using Assessment in Instruction (Standard 6)</p> <p>3e – Demonstrating Flexibility and Responsiveness (Standard 2)</p> <p>Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.</p> <p>Evidence:</p>			

	<u>Needing Support</u>	<u>Developing</u>	<u>Effective</u>
<p>Domain 4: Principled Teaching</p> <p>Components:</p> <p>4a – Engaging in Reflective Practice</p> <p>4b – Documenting Student Progress</p> <p>4c – Engaging Families and Communities</p> <p>4d – Contributing to School Community and Culture</p> <p>4e – Growing and Developing Professionally</p> <p>4f - Acting in Service of Students</p> <p>Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.</p> <p>Evidence:</p>			

Educator’s signature: _____ Date: _____

Administrator’s signature: _____ Date: _____