Idaho State
UNIVERSITY
College of Education

Charlotte Danielson Framework for Teaching Observation Form
DOMAIN 1: PLANNING AND PREPARATION

Candidate_____ Date_____ Evaluator_____ _____ Grade Level(s) _____

Formal_____ Informal_____ Observation #_____ Content Area(s)_____ School _____

Critical Attributes are examples of how elements of each component of the domains may be demonstrated/exhibited.
The "Critical Attribute" lists are neither exclusive nor all-inclusive. Not all attributes for each component will be present at each observation.

1b Demonstrating Knowledge of Students	**Critical Attributes:**		**Check the level of performance:**	☐ **1 Unsatisfactory** ☐ **2 Basic** ☐ **3 Proficient**
1 Unsatisfactory	**2 Basic**	**3 Proficient**		**4 Distinguished** (N/A for pre-interns)
☐ The teacher does not understand child development characteristics and has unrealistic expectations for students. ☐ The teacher does not try to ascertain varied ability levels among students in the class. ☐ The teacher is not aware of students' interests or cultural heritages. ☐ The teacher takes no responsibility to learn about students' medical or learning disabilities.	☐ The teacher cites developmental theory but does not seek to integrate it into lesson planning. ☐ The teacher is aware of the different ability levels in the class but tends to teach to the whole group. ☐ The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. ☐ The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	☐ The teacher knows, for groups of students, their levels of cognitive development. ☐ The teacher is aware of the different cultural groups in the class. ☐ The teacher has a good idea of the range of interests of students in the class. ☐ The teacher has identified "high," "medium," and "low" groups of students within the class. ☐ The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. ☐ The teacher is aware of the special needs represented by students in the class.		☐ *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* ☐ *The teacher seeks out information from all students about their cultural heritages.* ☐ *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*

Evidence:

1e Designing Coherent Instruction Critical Attributes:			**Check the level of performance:**	☐ **1 Unsatisfactory** ☐ **2 Basic** ☐ **3 Proficient**
1 Unsatisfactory	**2 Basic**	**3 Proficient**		**4 Distinguished** (N/A for pre-interns)
☐ Learning activities are boring and/or not well aligned to the instructional goals. ☐ Materials are not engaging or do not meet instructional outcomes. ☐ Instructional groups do not support learning. ☐ Lessons plans are not structured or sequenced and are unrealistic in their expectations.	☐ Learning activities are moderately challenging. ☐ Learning resources are suitable, but there is limited variety. ☐ Instructional groups are random, or they only partially support objectives. ☐ Lesson structure is uneven or may be unrealistic about time expectations.	☐ Learning activities are matched to instructional outcomes. ☐ Activities provide opportunity for higher-level thinking. ☐ The teacher provides a variety of appropriately challenging materials and resources. ☐ Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. ☐ The plan for the lesson or unit is well structured, with reasonable time allocations.		☐ *Activities permit student choice.* ☐ *Learning experiences connect to other disciplines.* ☐ *The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* ☐ *Lesson plans differentiate for individual student needs.*

Evidence:

Adapted from Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument.*

Charlotte Danielson Framework for Teaching Observation Form
DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport	Critical Attributes:		Check the level of performance:	☐ 1 Unsatisfactory	☐ 2 Basic	☐ 3 Proficient

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ 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:

2b Establishing a Culture for Learning	Critical Attributes:		Check the level of performance:	☐ 1 Unsatisfactory	☐ 2 Basic	☐ 3 Proficient

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ 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:

2c Managing Classroom Procedures	Critical Attributes:	Check the level of performance:	1 Unsatisfactory	2 Basic	3 Proficient

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ 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:

2d Managing Student Behavior	Critical Attributes:	Check the level of performance:	1 Unsatisfactory	2 Basic	3 Proficient

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ 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:

2e Organizing Physical Space	Critical Attributes:	Check the level of performance:	1 Unsatisfactory	2 Basic	3 Proficient

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ 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:

Adapted from Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument.*

Charlotte Danielson Framework for Teaching Observation Form
DOMAIN 3: INSTRUCTION

3a Communicating with Students
Critical Attributes:

Check the level of performance: ☐ **1 Unsatisfactory** ☐ **2 Basic** ☐ **3 Proficient** ☐ **N/A**

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ At no time during the lesson does the teacher convey to the students what they will be learning. ☐ Students indicate through body language or questions that they do not understand the content being presented. ☐ The teacher makes serious content errors that will affect students' understanding of the lesson. ☐ Students indicate through their questions that they are confused about the learning task. ☐ The teacher's communications include errors of vocabulary or usage or imprecise use of vocabulary language. ☐ The teacher's vocabulary is inappropriate to the age or culture of the students.	☐ The teacher provides little elaboration or explanation about what the students will be learning. ☐ The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. ☐ The teacher makes no serious content errors but may make minor ones. ☐ The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. ☐ The teacher must clarify the learning task so that students can complete it. ☐ The teacher's vocabulary and usage are correct but unimaginative. ☐ When the teacher attempts to explain academic vocabulary, it is only partially successful. ☐ The teacher's vocabulary is too advanced, or too juvenile, for students.	☐ The teacher states clearly, at some point during the lesson, what the students will be learning. ☐ The teacher's explanation of content is clear and invites student participation and thinking. ☐ The teacher makes no content errors. ☐ The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they are learning. ☐ Students engage with the learning task, indicating that they understand what they are to do. ☐ If appropriate, the teacher models the process to be followed in the task. ☐ The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic language. ☐ The teacher's vocabulary is appropriate to students' ages and levels of development.	☐ *If asked, students are able to explain what they are learning and where it fits into the larger curriculum content.* ☐ *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* ☐ *The teacher points out possible areas for misunderstanding.* ☐ *The teacher invites students to explain the content to the class or to classmates.* ☐ *Students suggest other strategies they might use in approaching a challenge or analysis.* ☐ *The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and the discipline.* ☐ *Students use academic language correctly.*

Evidence:

3b Questioning and Discussion Techniques
Critical Attributes:

Check the level of performance: ☐ **1 Unsatisfactory** ☐ **2 Basic** ☐ **3 Proficient** ☐ **N/A**

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ Questions are rapid-fire and convergent, with a single correct answer. ☐ Questions do not invite student thinking. ☐ All discussion is between teacher and students; students are not invited to speak directly to one another. ☐ The teacher does not ask students to explain their thinking. ☐ Only a few students dominate the discussion.	☐ Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. ☐ The teacher invites students to respond directly to one another's ideas, but few students respond. ☐ Teacher calls on many students, but only a few actually participate in the discussion. ☐ The teacher asks students to explain their reasoning, but only some students attempt to do so.	☐ The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. ☐ The teacher makes effective use of wait time. ☐ Discussions enable students to talk to one another without ongoing mediation by the teacher. ☐ The teacher calls on most students, even those who don't initially volunteer. ☐ Many students actively engage in the discussion. ☐ The teacher asks students to justify their reasoning, and most attempt to do so.	☐ *Students initiate higher-order questions.* ☐ *The teacher builds on and uses student responses to questions in order to deepen student understanding.* ☐ *Students extend the discussion, enriching it.* ☐ *Students invite comments from their classmates during a discussion and challenge one another's thinking.* ☐ *Virtually all students are engaged in the discussion.*

Evidence:

Adapted from Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument.*

3c Engaging Students in Learning
Critical Attributes:

Check the level of performance:

	1 Unsatisfactory	2 Basic	3 Proficient	N/A
☐	☐	☐	☐	

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ Few students are intellectually engaged in the lesson. ☐ Learning tasks/activities and materials require only recall or have a single correct response or method. ☐ Instructional materials used are unsuitable to the lesson and/or the students. ☐ The lesson drags or is rushed. ☐ Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	☐ Some students are intellectually engaged in the lesson. ☐ Learning tasks are a mix of those requiring thinking and those requiring recall. ☐ Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. ☐ The materials and resources are partially aligned to the lesson objectives. ☐ Few of the materials and resources require student thinking or ask students to explain their thinking. ☐ The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. ☐ The instructional groupings used are partially appropriate to the activities.	☐ Most students are intellectually engaged in the lesson. ☐ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. ☐ Students are invited to explain their thinking as part of completing tasks. ☐ Materials and resources support the learning goals and require intellectual engagement, as appropriate. ☐ The pacing of the lesson provides students the time needed to be intellectually engaged. ☐ The teacher uses groupings that are suitable to the lesson activities.	☐ *Virtually all students are highly engaged in the lesson.* ☐ *Lesson activities require high-level student thinking and explanations of their thinking.* ☐ *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.* ☐ *Students have an opportunity for both reflection and closure on the lesson to consolidate their understanding.*

Evidence:

3d Using Assessment in Instruction
Critical Attributes:

Check the level of performance:

	1 Unsatisfactory	2 Basic	3 Proficient	N/A
☐	☐	☐	☐	

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ The teacher gives no indication of what high quality work looks like. ☐ The teacher makes no effort to determine whether students understand the lesson. ☐ Students receive no feedback, or feedback is global or directed toward only one student. ☐ The teacher does not ask students to evaluate their own or classmate's work.	☐ There is little evidence that the students understand their work will be evaluated. ☐ The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. ☐ Feedback to students is vague and not oriented toward future improvement of work. ☐ The teacher makes only minor attempts to engage students in self or peer assessment.	☐ The teacher makes the standards of high quality work clear to students. ☐ The teacher elicits evidence of student understanding. ☐ Students are invited to assess their own work and make improvements; most of them do so. ☐ Feedback includes specific and timely guidance, at least for groups of students.	☐ *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped established the evaluation criteria.* ☐ *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.* ☐ *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* ☐ *High-quality feedback comes from many sources, including students; it is specific and focused on improvement.*

Evidence:

Adapted from Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument.*

3e Demonstrating Flexibility and Responsiveness Critical Attributes:			Check the level of performance: ☐1 Unsatisfacto ☐2 Basic ☐3 Proficient ☐N/A
1 Unsatisfactory	**2 Basic**	**3 Proficient**	*4 Distinguished (N/A for pre-interns)*
☐ The teacher ignores indications of student boredom or lack of understanding. ☐ Brushes aside students' questions. ☐ The teacher conveys to students that when they have difficulty learning it is their fault. ☐ In reflecting on practice, the teacher does not indicate that it is important to reach all students. ☐ The teacher makes no attempt to adjust the lesson in response to student confusion.	☐ The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. ☐ The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. ☐ In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. ☐ The teacher's attempts to adjust the lesson are partially successful.	☐ The teacher incorporates students' interests and questions into the heart of the lesson. ☐ The teacher conveys to students that she has other approaches to try when the students experience difficulty. ☐ In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. ☐ When improvising becomes necessary, the teacher makes adjustments to the lesson.	☐ *The teacher seizes on a teachable moment to enhance the lesson.* ☐ *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.* ☐ *In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.* ☐ *The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.*

Evidence:

Charlotte Danielson Framework for Teaching Observation Form
DOMAIN 4: PROFESSIONAL RESPONSIBILITY

4a Reflecting on Teaching
Critical Attributes:

Check the level of performance: ☐ 1 Unsatisfactory ☐ 2 Basic ☐ 3 Proficient ☐ N/A

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ The teacher considers the lesson but draws incorrect conclusions about its effectiveness. ☐ The teacher makes no suggestions for improvement.	☐ The teacher has a general sense of whether or not instructional practices were effective. ☐ The teacher offers general modifications for future instruction.	☐ The teacher accurately assesses the effectiveness of instructional activities used. ☐ The teacher identifies specific ways in which a lesson might be improved.	☐ The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. ☐ The teacher's suggestions for improvement draw on an extensive repertoire.

Evidence:

4e Growing and Developing Professionally
Critical Attributes:

Check the level of performance: ☐ 1 Unsatisfactory ☐ 2 Basic ☐ 3 Proficient ☐ N/A

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ The teacher is not involved in any activity that might enhance knowledge or skill. ☐ The teacher purposefully resists discussing performance with supervisors or colleagues. ☐ The teacher ignores invitations to join professional organizations or attend conferences.	☐ The teacher participates in professional activities when they are required or provided by the district. ☐ The teacher reluctantly accepts feedback from supervisors and colleagues. ☐ The teacher contributes in a limited fashion to professional organizations.	☐ The teacher seeks regular opportunities for continued professional development. ☐ The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. ☐ The teacher actively participates in organizations designed to contribute to the profession.	The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Evidence:

Adapted from Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument.*

4f Showing Professionalism			Check the level of performance:	1 ☐	2 ☐	3 ☐	☐
Critical Attributes:				Unsatisfactory	Basic	Proficient	N/A

1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished (N/A for pre-interns)
☐ The teacher is dishonest ☐ Does not notice the needs of students ☐ Engages in practices that are self-serving. ☐ Teacher willfully rejects district regulations.	☐ The teacher is honest. ☐ Notices needs of students but is inconsistent in addressing them. ☐ Does not notice that some school practices result in poor conditions for students. ☐ Makes decisions professionally but on a limited basis ☐ Teacher complies with district regulations.	☐ The teacher is honest and known for having high standards of integrity. ☐ Actively addresses student needs. ☐ Actively works to provide opportunities for student success. ☐ Willingly participates in team and departmental decision making. ☐ The teacher complies completely with district regulations.	*The teacher is considered a leader in terms of honesty, integrity, and confidentiality.* *Is highly proactive in serving students.* *Makes a concerted effort to ensure opportunities are available for all students to be successful.* *Takes a leadership role in team and departmental decision making.* *The teacher takes a leadership role regarding district regulations.*

Evidence:

Post-Observation Conference Notes

_____   _____   _____   _____
Signature of Evaluator   Date   Signature of Candidate   Date

Adapted from Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument.*