Educator:		Observer:		Date:	

Class:			Time:	

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● The teacher makes content errors. ● The teacher does not consider prerequisite relationships when planning. ● The teacher's plans use inappropriate strategies for the discipline.	● The teacher's understanding of the discipline is rudimentary. ● The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. ● Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	● The teacher can identify important concepts of the discipline and their relationships to one another. ● The teacher provides clear explanations of the content. ● The teacher answers students' questions accurately and provides feedback that furthers their learning. ● Instructional strategies in unit and lesson plans are entirely suitable to the content.	● The teacher cites intra- and interdisciplinary content relationships. ● The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. ● The teacher's plans reflect recent development in content-related pedagogy.

Comments/Recommendations	

1c. Setting Instructional Outcomes (Focus Component)

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● Outcomes lack rigor. ● Outcomes do not represent important learning in the discipline. ● Outcomes are not clear or are stated as activities. ● Outcomes are not suitable for many students in the class.	● Outcomes represent a mixture of low expectations and rigor. ● Some outcomes reflect important learning in the discipline. ● Outcomes are suitable for most of the class.	● Outcomes represent high expectations and rigor. ● Outcomes are related to "big ideas" of the discipline. ● Outcomes are written in terms of what students will learn rather than do. ● Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. ● Outcomes, differentiated where necessary, are suitable to groups of students in the class.	● The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. ● The teacher connects outcomes to previous and future learning. ● Outcomes are differentiated to encourage individual students to take educational risks.

Comments/Recommendations	

Educator:		Observer:		Date:	

Domain 1: Planning and Preparation

1e. Designing Coherent Instruction (Focus Component)

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● 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. ● Lesson 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.
Comments/Recommendations			

Domain 2: The Classroom Environment

2a. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT (Focus Component)

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. ● Student body language indicates feelings of hurt, discomfort, or insecurity. ● The teacher displays no familiarity with, or caring about, individual students. ● 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. ● The teacher attempts to respond to disrespectful behavior among students, with uneven results. ● The 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. ● The teacher successfully responds to disrespectful behavior among students. ● Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. ● The teacher makes general connections with individual students. ● Students exhibit respect for the teacher.	● The teacher demonstrates knowledge and caring about individual students' lives beyond the 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.
Comments/Recommendations			

Educator:		Observer:		Date:	

Domain 2: The Classroom Environment

2b. ESTABLISHING A CULTURE FOR LEARNING (Focus Component)

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.	● The teacher's energy for the work is neutral, neither indicating 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 to complete the task at hand.	● 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. ● The 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.

Comments/Recommendations	

2c. Managing Classroom Procedures

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 do 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 their operation is not smooth. ● There appear 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.

Comments/Recommendations	

Educator:		Observer:		Date:	

Domain 2: The Classroom Environment

2d. Managing Student Behavior

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.	● The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. ● The teacher attempts to keep track of student behavior, but with no apparent system. ● The teacher's response to student misbehavior is inconsistent: sometimes 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.

Comments/Recommendations	

2e. Organizing Physical Space

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 see 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.

Comments/Recommendations	

Educator:		Observer:		Date:	

Domain 3: Instruction

3a. Communicating with Students

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● At no time during the lesson does the teacher convey to students what they will be learning. ● Students indicate through body language or questions that they don't understand the content being presented. ● The teacher makes a serious content error 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 academic 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 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 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're 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 vocabulary. ● 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 context. ● The 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 their 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 for the discipline. ● Students use academic language correctly.

Comments/Recommendations	

3b. Using Questioning and Discussion Techniques

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● Questions are rapid-fire and convergent, with a single correct answer. ● Questions do not invite student thinking. ● All discussion is between the 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.	● The 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. ● The teacher calls on many students, but only a small number 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 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.

Educator:		Observer:		Date:	

Comments/Recommendations	

Domain 3: Instruction

3c. ENGAGING STUDENTS IN LEARNING (Focus Component)

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● 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 intellectually 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 reflection and closure on the lesson to consolidate their understanding.

Comments/Recommendations	

3d. USING ASSESSMENT IN INSTRUCTION (Focus Component)

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● 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 to only one student. ● The teacher does not ask students to evaluate their own work or the work of their classmates. .	● There is little evidence that the students understand how 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 establish 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.

Educator:		Observer:		Date:	

Comments/Recommendations	

Domain 3: Instruction

3e. Demonstrating Flexibility and Responsiveness

1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
● The teacher ignores indications of student boredom or lack of understanding. ● The teacher 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 the teacher conveys 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 they have 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 a lesson. ● 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. ● 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.

Comments/Recommendations	

The items not checked on this form were items that were not observed during the scheduled observation. It is not an indication that they did not happen over the entire class period.

Should this blurb be added to the end of these pages similar to the walk-through form? For transparency purposes?

Educator Comments:	

An educator's Professional Practice Rating will be determined at the time of the summative evaluation. It will be based upon the following four domains of Charlotte Danielson's Framework of Teaching: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities. Not all the components and domains are observable in the classroom observation process, especially Domain 4. There is an expectation that all educators will demonstrate proficient performance in each of the focus components as identified in the Raymond Educator Effectiveness Plan.

Teacher Signature:		Date:	
Administrator Signature:		Date:	

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.