**Montana State Student Teacher Observation (Danielson Framework)**

**Student Teacher: Observer:**

**Date: School:**

 Scores of basic (2) or proficient (3) are considered appropriate for student teaching; Very possibly, you will leave some categories blank for certain lessons, but focus on those for the next lesson: Complete rubric: [https://www.montana.edu/dfpa/rubric](http://www.montana.edu/fieldplacement/documents/PDFs/Tchr_Cand_Assmt_rubric.pdf)

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| **DOMAIN 1: PLANNING AND PREPARATION** |  **Unsatisfactory**  | **Developing** | **Proficient** |
| **1a: Demonstrating Knowledge of Content & Pedagogy**; includes IEFA Essential Understanding and application | [ ]  Major content errors, inappropriate strategies  | [ ]  Some content errors, limited strategies  | [ ]  Solid content, current, consistent strategies  |
| **1b: Demonstrating Knowledge of Students** (development, learning process) | [ ]  Minimal student understanding  | [ ]  Whole-class understanding | [ ]  Understanding of groups of students   |
|  **1bb: Demonstrating Knowledge of Students** (interests, cultural heritage) | [ ]  Minimal student understanding  | [ ]  Whole-class understanding | [ ]  Understanding of groups of students   |
| **1c: Setting Instructional Outcomes** (significant, appropriate)  | [ ]  Low expectations, unclear goals  | [ ]  Inconsistent expectations; general goals | [ ]  Consistent expectations and goals |
| **1d: Demonstrating Knowledge of Resources** (tech, library, internet) | [ ]  Weak use of resources  | [ ]  Adequate use of resources | [ ]  Use of resources beyond classroom |
| **1e: Designing Coherent Instruction** (relevant, engaging, organized) | [ ]  Unengaging materials/activities  | [ ]  Interesting materials/activities | [ ]  Engaging materials/activities |
| **1f: Designing Student Assessments** (fits goals, standards) | [ ]  Poor, inconsistent assessment  | [ ]  Rudimentary assessment | [ ]  Responsive assessment for groups of students |

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| **Evidence from Danielson Lesson Plan** | **Collaboration** |
|  | Strengths of lesson plan: |
| Areas for continuing development: |
| Measurable goals for next stage: |

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** |  **Unsatisfactory** | **Developing** | **Proficient** |
| **2a: Creating an Environment of Respect and Rapport** (student-teacher and student-student) | [ ]  Teacher/student disrespect; student/student disrespect  | [ ]  Inconsistent teacher/student respect; inconsistent student/student respect  | [ ]  Uniform teacher/student respect; uniform student/student respect  |
| **2b: Establishing a Culture for Learning** (relevance, expectations, persistence) | [ ]  Negative environment; minimal learning goals; low-level communication expectations  | [ ]  Neutral environment; whole-class, shallow learning goals; casual communication expectations | [ ]  Warm, caring environment; group-specific, high-level learning goals; precise communication expectations |
| **2c: Managing Classroom Procedures** (groups, routines, transitions, materials & distribution, working with paraprofessionals) | [ ]  Procedures not established  | [ ]  Procedures inconsistently implemented | [ ]  Procedures consistently implemented |
| **2d: Managing Student Behavior** (expectations clear, aware of student behavior, productive response to negative behavior/student needs) | [ ]  Little-to-no behavior management  | [ ]  Uneven behavior management | [ ]  Consistent behavior management |
| **2e: Organizing Physical Space** (effective use, safe & accessible) | [ ]  Poor or unsafe physical set-up; no technical resource use  | [ ]  Safe physical set-up; limited technical resource use | [ ]  Supportive physical set-up; appropriate technical resource use |

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| **Evidence from Observation** | **Comments** |
|  | Strengths of classroom environment: |
| Areas for continuing development: |
| Measurable goals for next stage: |

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| **DOMAIN 3: INSTRUCTION** |  **Unsatisfactory** | **Basic** | **Proficient** |
| **3a: Communication with Students** (expectations, clear directions, concepts & strategies, precise/appropriate written & oral language) | [ ]  Major content errors; student confusion  | [ ]  Minor content errors; basic student understanding | [ ]  Solid content; solid student understanding  |
| **3b: Using Questioning and Discussion Techniques** (effective Qs & prompts, high quality discussion, verbal & nonverbal engagement) | [ ]  Low-level, rapid-fire questions  | [ ]  Inconsistently engaging questions | [ ]  Engaging questions |
| **3c: Engaging Students in Learning** (cognitively challenging, supports outcomes, effective grouping, interesting & relevant materials/resources, effective pacing, includes reflection & closure) | [ ]  Poor pacing; little-no intellectual engagement; teacher centered  | [ ]  Uneven pacing; inconsistent intellectual engagement; teacher/student centered | [ ]  Effective pacing; consistent intellectual engagement; student centered |
| **3d: Using Assessment in Instruction** (criteria understood by students, monitors learning, actionable feedback, opportunities for students to self-assess) | [ ]  No or untimely teacher feedback  | [ ]  Inconsistent teacher feedback | [ ]  Consistent, timely teacher feedback |
| **3e: Demonstrating Flexibility & Responsiveness** (adjusts, based on student need and context, responds to impromptu learning opportunities) | [ ]  Inflexible teaching; student blame  | [ ]  Teaching adjustment but few strategies | [ ]  Flexible teaching, multiple approaches  |

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| **Evidence from Observation** | **Comments** |
|  | Strengths of instruction: |
| Areas for continuing development: |
| Measurable goals for next stage: |

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| **DOMAIN 4: PROFESSIONAL RESPONSIBILITY** |  **Unsatisfactory** | **Developing** |  **Proficient** |
| **4a: Reflecting on Teaching** (journals weekly with field supervisor, gives ideas on improving lessons) | [ ]  Little-to-no self-reflection; static  | [ ]  General self-reflection; generic change | [ ]  Accurate self-reflection; targeted change |
| **4b: Maintaining Accurate Records** (keeps accurate student records and/or grade book) | [ ]  No record-keeping system  | [ ]  Basic record-keeping system | [ ]  Efficient record-keeping system  |
| **4e: Growing and Developing Professionally** (participates in professional development, accepts supervision) | [ ]  Poor relationships with colleagues; avoids input from others  | [ ]  Cordial with colleagues; reluctantly accepts feedback | [ ]  Positive & collaborative with colleagues; welcomes feedback |
| **4f: Showing Professionalism** (honest, ethical, well-intentioned) | [ ]  Self-serving, dishonest, unethical  | [ ]  Unaware, honest, compliant | [ ]  Other-focused, straightforward, ethical  |
| **\*4c: Communicating with Families** | [ ]  Unaware of families  | [ ]  Inconsistent rapport with families | [ ]  Positive, consistent contact with families |
| **\*4d: Participating in a Professional Community**  | [ ]  Low school involvement  | [ ]  School involvement when asked  | [ ]  Self-initiated school involvement |

\*not graded

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| **Evidence from Professional Conversations** | **Comments** |
|  | Strengths of professionalism: |
| Areas for continuing development: |
| Measurable goals for next stage: |

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_