**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)

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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

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

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