

Montana State Student Teacher Observation (Danielson Framework)

Student Teacher:
Date:

Observer:
School:

Scores of basic (2) or proficient (3) are considered appropriate for student teaching: Complete rubric: <https://www.montana.edu/dfpa/rubric>

DOMAIN 1: PLANNING AND PREPARATION	Unsatisfactory	Developing	Proficient
1a: Demonstrating Knowledge of Content & Pedagogy; includes IEFA Essential Understanding and application	<input type="checkbox"/> Major content errors, inappropriate strategies	<input type="checkbox"/> Some content errors, limited strategies	<input type="checkbox"/> Solid content, current, consistent strategies
1b: Demonstrating Knowledge of Students (age, culture)	<input type="checkbox"/> Minimal student understanding	<input type="checkbox"/> Whole-class understanding	<input type="checkbox"/> Individual understanding
1c: Setting Instructional Outcomes (significant, appropriate)	<input type="checkbox"/> Low expectations, unclear goals	<input type="checkbox"/> Inconsistent expectations; general goals	<input type="checkbox"/> Consistently high expectations, rigorous goals
1d: Demonstrating Knowledge of Resources (tech, library, internet)	<input type="checkbox"/> Weak use of resources	<input type="checkbox"/> Adequate use of resources	<input type="checkbox"/> Extensive use of resources
1e: Designing Coherent Instruction (relevant, engaging, organized)	<input type="checkbox"/> Unengaging materials/activities	<input type="checkbox"/> Interesting materials/activities	<input type="checkbox"/> Highly engaging materials/activities
1f: Designing Student Assessments (fits goals, standards)	<input type="checkbox"/> Poor, inconsistent assessment	<input type="checkbox"/> Rudimentary assessment	<input type="checkbox"/> Responsive, ongoing assessment

Evidence from Danielson Lesson Plan	Comments

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

Evidence from Observation	Comments

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

Evidence from Observation	Comments

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

*not graded

Evidence from Professional Conversations	Comments

Teacher Candidate _____

Field Supervisor _____