**Reflective Educator Project Goalsetting Observation Form**

 **(Danielson Framework)**

**Student Teacher: Observer/Role:**

**Date: School:**

 Scores of basic (2) or proficient (3) are considered appropriate for student teaching; 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 2: THE CLASSROOM ENVIRONMENT** |  **Unsatisfactory** | **Developing** | **Proficient** |
| **2c: Managing Classroom Procedures** * instructional groups
* transitions
 | [ ]  Procedures not established  | [ ]  Procedures inconsistently implemented | [ ]  Procedures consistently implemented |
| **2d: Managing Student Behavior** * expectations
* monitoring student behavior
* response to student misbehavior
 | [ ]  Little-to-no behavior management  | [ ]  Uneven behavior management | [ ]  Consistent behavior management |

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| **Notes on Managing Classroom Procedures** |
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| **Notes on Managing Student Behavior** |
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| **DOMAIN 3: INSTRUCTION** |  **Unsatisfactory** | **Basic** | **Proficient** |
| **3a: Communication with Students** * expectations for learning
* directions for activities
* explanations of content
 | [ ]  Major content errors; student confusion  | [ ]  Minor content errors; basic student understanding | [ ]  Solid content; solid student understanding  |
| **3b: Using Questioning and Discussion Techniques** (* quality of questions/prompts
* discussion techniques
* student participation)
 | [ ]  Low-level, rapid-fire questions  | [ ]  Inconsistently engaging questions | [ ]  Engaging questions |
| **3c: Engaging Students in Learning** * activities & assignments
* grouping of students
* instructional materials and resources
* structure and pacing
 | [ ]  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** * assessment criteria
* monitoring of student learning
* feedback to students)
 | [ ]  No or untimely teacher feedback  | [ ]  Inconsistent teacher feedback | [ ]  Consistent, timely teacher feedback |

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| **Notes on Communication with Students** |
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| **Notes on Using Questioning and Discussion Techniques** |
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| **Notes on Engaging Students in Learning** |
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| **Notes on Using Assessment in Instruction** |
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