**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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