Principal Observation Document

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: CLASSROOM ENVIRONMENT
1a. Demonstrating Knowledge of Content and Pedagogy ☐ Knowledge of content & structure of discipline ☐ Knowledge of prerequisite relationships ☐ Knowledge of content-related pedagogy **1b. Demonstrating Knowledge of Students** ☐ Knowledge of child & adolescent development ☐ Knowledge of learning process ☐ Knowledge of students' skills, knowledge, and language proficiency ☐ Knowledge of students' interests and cultural heritage ☐ Knowledge of students' special needs **1c. Setting Instructional Outcomes** ☐ Value, sequence, & alignment ☐ Clarity ☐ Balance ☐ Suitability for diverse students **1d. Demonstrating Knowledge of Resources** ☐ Resources for classroom use ☐ Resources for students ☐ Resources to extend content knowledge/pedagogy **1e. Designing Coherent Instruction** ☐ Learning activities ☐ Instructional materials & resources ☐ Instructional groups ☐ Lesson and unit structure **1f. Designing Student Assessments** ☐ Congruence with instructional outcomes ☐ Criteria & standards ☐ Design of formative assessments ☐ Use for planning	**2a. Creating an Environment of Respect and Rapport** ☐ Teacher interactions with students, including words & actions ☐ Student interactions with students, including words & actions **2b. Establishing a Culture of Learning** ☐ Importance of content & learning ☐ Expectations for learning & achievement ☐ Student pride in work **2c. Managing Classroom Procedures** ☐ Management of instructional groups ☐ Management of transitions ☐ Management of materials & supplies ☐ Performance of non-instructional duties ☐ Supervision of volunteers or paraprofessionals **2d. Managing Student Behavior** ☐ Expectations ☐ Monitoring behavior ☐ Response to student misbehavior **2e. Organizing Physical Space** ☐ Safety & accessibility ☐ Arrangement of furniture & use of physical resources
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
4a. Reflecting on Teaching ☐ Accuracy ☐ Use in future teaching **4b. Maintaining Accurate Records** ☐ Student completion of assessments ☐ Student progress in learning ☐ Non-instructional records **4c. Communicating with Families** ☐ Information about instructional program ☐ Information about individual students ☐ Engagement of families in the instructional program **4d. Participating in a Professional Community** ☐ Relationships with colleagues ☐ Involvement in a culture of professional inquiry ☐ Service to the school ☐ Participation in school and district projects **4e. Growing and Developing Professionally** ☐ Enhancement of continual knowledge and pedagogical skills ☐ Receptivity to feedback from colleagues ☐ Service to the profession **4f. Showing Professionalism** ☐ Integrity & ethical conduct ☐ Service to students ☐ Advocacy ☐ Decision making ☐ Compliance with school & district regulations	**3a. Communicating with Students** ☐ Expectations for learning ☐ Directions & procedures ☐ Explanations of content ☐ Use of oral or written language **3b. Using Questioning and Discussion Techniques** ☐ Quality of questions prompts ☐ Discussion techniques ☐ Student participation **3c. Engaging Students in Learning** ☐ Activities & assignments ☐ Grouping of students ☐ Instructional materials & resources ☐ Structure & pacing **3d. Using Assessment in Instruction** ☐ Assessment criteria ☐ Monitoring of student learning ☐ Student self-assessment & monitoring ☐ Feedback to students **3e. Demonstrating Flexibility and Responsiveness** ☐ Lesson adjustment ☐ Response to students ☐ Persistence

DANIELSON FRAMEWORK

DOMAIN 1: PLANNING AND PREPARATION	**DOMAIN 2: CLASSROOM ENVIRONMENT**

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy
☐ Knowledge of content & structure of discipline
☐ Knowledge of prerequisite relationships ☐ Knowledge of content-related pedagogy

1b. Demonstrating Knowledge of Students
☐ Knowledge of child & adolescent development ☐ Knowledge of learning process
☐ Knowledge of students' skills, knowledge, and language proficiency
☐ Knowledge of students' interests and cultural heritage
☐ Knowledge of students' special needs

1c. Setting Instructional Outcomes
☐ Value, sequence, & alignment ☐ Clarity
☐ Suitability for diverse students ☐ Balance

1d. Demonstrating Knowledge of Resources
☐ Resources for classroom use ☐ Resources for students
☐ Resources to extend content knowledge/pedagogy

1e. Designing Coherent Instruction
☐ Learning activities ☐ Instructional materials & resources
☐ Instructional groups ☐ Lesson and unit structure

1f. Designing Student Assessments
☐ Congruence with instructional outcomes ☐ Criteria & standards
☐ Design of formative assessments ☐ Use for planning

DOMAIN 2: CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport
☐ Teacher interactions with students, including words & actions
☐ Student interactions with students, including words & actions

2b. Establishing a Culture of Learning
☐ Importance of content & learning ☐ Expectations for learning & achievement
☐ Student pride in work

2c. Managing Classroom Procedures
☐ Management of instructional groups ☐ Transitions
☐ Management of materials & supplies ☐ Performance of non-instructional duties

☐ Supervision of volunteers or paraprofessionals

2d. Managing Student Behavior
☐ Expectations ☐ Monitoring behavior
☐ Response to student misbehavior

2e. Organizing Physical Space
☐ Safety & accessibility
☐ Arrangement of furniture & use of resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Teaching
☐ Accuracy ☐ Use in future teaching

4b. Maintaining Accurate Records
☐ Student completion of assessments ☐ Student progress in learning
☐ Non-instructional records

4c. Communicating with Families
☐ Information about instructional program ☐ Information about individual students
☐ Engagement of families in the instructional program

4d. Participating in a Professional Community
☐ Relationships with colleagues ☐ Participation in school and district projects
☐ Service to the school ☐ Involvement in a culture of professional inquiry

4e. Growing and Developing Professionally
☐ Enhancement of continual knowledge and pedagogical skills
☐ Receptivity to feedback from colleagues ☐ Service to the profession

4f. Showing Professionalism
☐ Integrity & ethical conduct ☐ Service to students
☐ Advocacy ☐ Decision making
☐ Compliance with school & district regulations

DOMAIN 3: INSTRUCTION

3a. Communicating with Students
☐ Expectations for learning ☐ Directions & procedures
☐ Explanations of content ☐ Use of oral or written language

3b. Using Questioning and Discussion Techniques
☐ Quality of questions & prompts ☐ Discussion techniques
☐ Student participation

3c. Engaging Students in Learning
☐ Activities & assignments ☐ Grouping of student groups
☐ Instructional materials & resources
☐ Structure & pacing

3d. Using Assessment in Instruction
☐ Assessment criteria ☐ Monitoring of student learning
☐ Feedback to students ☐ Student self-assessment & monitoring

3e. Demonstrating Flexibility and Responsiveness
☐ Lesson adjustment ☐ Response to students ☐ Persistence

DOMAIN 1: PLANNING AND PREPARATION

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a. Demonstrating Knowledge of Content and Pedagogy	1a. ♦ In planning and practice, teacher makes content errors or does not correct errors made by students. ♦ Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. ♦ Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	1a. ♦ Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. ♦ Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. ♦ Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	1a. ♦ Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. ♦ Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. ♦ Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	1a. ♦ Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. ♦ Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. ♦ Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b. Demonstrating Knowledge of Students	1b. ♦ Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	1b. ♦ Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	1b. ♦ Teacher understands the active nature of student learning and attains information about levels of development for groups of students. ♦ The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	1b. ♦ Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1c. Setting Instructional Outcomes	1c. ♦ Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. ♦ Outcomes are stated as activities rather than as student learning. ♦ Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	1c. ♦ Outcomes represent moderately high expectations and rigor. ♦ Some reflect important learning in the discipline and consist of a combination of outcomes and activities. ♦ Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. ♦ Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	1c. ♦ Most outcomes represent rigorous and important learning in the discipline. ♦ All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. ♦ Outcomes reflect several different types of learning and opportunities for coordination. ♦ Outcomes take into account the varying needs of groups of students.	1c. ♦ All outcomes represent rigorous and important learning in the discipline. ♦ The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. ♦ Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. ♦ Outcomes take into account the varying needs of individual students.
1d. Demonstrating Knowledge of Resources	1d. ♦ Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	1d. ♦ Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	1d. ♦ Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	1d. ♦ Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
1e. Designing Coherent Instruction	1e. ♦ The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. ♦ The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	1e. ♦ Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. ♦ The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	1e. ♦ Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. ♦ The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. ♦ The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	1e. ♦ Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. ♦ Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. ♦ The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
1f. Designing Student Assessments	1f. ♦ Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. ♦ Teacher has neither plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	1f. ♦ Some of the instructional outcomes are assessed through the proposed approach, but others are not. ♦ Assessment criteria and standards have been developed, but they are not clear. ♦ Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. ♦ Teacher intends to use assessment results to plan for future instruction for the class as a whole.	1f. ♦ Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. ♦ Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. ♦ Teacher intends to use assessment results to plan for future instruction for groups of students.	1f. ♦ Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. ♦ Assessment methodologies have been adapted for individual students, as needed. ♦ The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 3: INSTRUCTION

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a. Communicating with Students	**3a.** ♦ The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. ♦ The teacher's explanation of the content contains major errors. ♦ The teacher's spoken or written language contains errors of grammar or syntax. ♦ The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	**3a.** ♦ The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. ♦ The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. ♦ The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. ♦ Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	**3a.** ♦ The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. ♦ Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. ♦ During the explanation of content, the teacher invites student intellectual engagement. ♦ Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	**3a.** ♦ The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. ♦ The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. ♦ Students contribute to extending the content and help explain concepts to their classmates. ♦ The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b. Using Questioning and Discussion Techniques	**3b.** ♦ Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. ♦ Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. ♦ A few students dominate the discussion.	**3b.** ♦ Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. ♦ Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. ♦ Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	**3b.** ♦ Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. ♦ Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. ♦ Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	**3b.** ♦ Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. ♦ Students formulate many questions, initiate topics, and make unsolicited contributions. ♦ Students themselves ensure that all voices are heard in the discussion.
3c. Engaging Students in Learning	**3c.** ♦ The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. ♦ The pace of the lesson is too slow or too rushed. ♦ Few students are intellectually engaged or interested.	**3c.** ♦ The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. ♦ The pacing of the lesson may not provide students the time needed to be intellectually engaged.	**3c.** ♦ The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. ♦ The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	**3c.** ♦ Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. ♦ In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. ♦ The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. ♦ Students may have some choice in how they complete tasks and may serve as resources for one another.
3d. Using Assessment in Instruction	**3d.** ♦ There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. ♦ Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	**3d.** ♦ Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. ♦ Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. ♦ Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	**3d.** ♦ Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. ♦ Students appear to be aware of the assessment criteria; some of them engage in self-assessment. ♦ Questions, prompts, assessments are used to diagnose evidence of learning.	**3d.** ♦ Assessment is fully integrated into instruction through extensive use of formative assessment. ♦ Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. ♦ Students self-assess and monitor their progress. ♦ A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. ♦ Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
3e. Demonstrating Flexibility and Responsiveness	**3e.** ♦ Teacher adheres to the instruction in spite of evidence of poor student understanding or lack of interest. ♦ Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	**3e.** ♦ Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. ♦ Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	**3e.** ♦ Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. ♦ Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	**3e.** ♦ Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. ♦ Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.