

# 1st Teacher Observation Danielson Framework for Teaching SY 15-16

For each component of Domains 2 and 3 below, please select the appropriate level based on your observation. Below each component, record the evidence that supports the rating. In noting evidence to explain a selected level, consider capturing examples of how questions were asked, how students responded, how concepts were presented, or how misconceptions were addressed. (Note: If a component is not observed, select the "Not Observed" button.)

## Domain 2

Component 2a: Creating an environment of respect and rapport \*

| 1=Unsatisfactory  | 2=Basic   | 3=Proficient  | 4=Distinguished   | Not Observed  |
|---|---|---|---|---|
| <div><div></div><div>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</div></div> | <div><div></div><div>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</div></div> | <div><div></div><div>Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</div></div> | <div><div></div><div>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</div></div> | <div><div></div><div>If the component is not observed during the teacher observation, no score is assigned or used in the total domain score.</div></div> |

Evidence

Component 2b: Establishing a culture for learning \*

| 1=Unsatisfactory  | 2=Basic   | 3=Proficient   | 4=Distinguished   | Not Observed  |
|---|---|--|---|---|
| <p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p> | <p>The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p> | <p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p> | <p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.</p> | <p>If the component is not observed during the teacher observation, no score is assigned or used in the total domain score.</p> |

Evidence

Component 2c: Managing classroom procedures \*

| 1=Unsatisfactory   | 2=Basic   | 3=Proficient   | 4=Distinguished  | Not Observed   |
|--|---|--|--|--|
| <p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p> | <p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence

Component 2d: Managing student behavior \*

| 1=Unsatisfactory  | 2=Basic   | 3=Proficient  | 4=Distinguished   | Not Observed   |
|---|---|---|---|--|
| <p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p> | <p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> | <p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p> | <p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence

Component 2e: Organizing physical space \*

| 1=Unsatisfactory  | 2=Basic   | 3=Proficient   | 4=Distinguished   | Not Observed   |
|---|---|--|---|--|
| <p>The physical environment is unsafe, or some students don't have access to learning.</p> <p>There is poor alignment between the physical arrangement and the lesson activities.</p> | <p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> | <p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p> | <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence

Total Score for Domain 2.

Field value will be calculated upon Save Progress.

## Domain 3

### Component 3a: Communicating with students\* \*

\* Component 3a has been modified to reflect the U.S. Virgin Islands Teacher Effectiveness Standards.

| 1=Unsatisfactory   | 2=Basic  | 3=Proficient   | 4=Distinguished  | Not Observed   |
|--|--|--|--|--|
| <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors, is non-standard, or is inappropriate to students' cultures or levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct, but it may not be appropriate for academic settings, or completely appropriate to students' cultures or levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's communications model appropriate standard English, support students' learning and use of standard English in academic settings, and are appropriate to students' cultures and levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions. Students are given opportunities to use appropriate standard English and terminology, as well as local dialect and expressions to help them be successful in using each in the appropriate settings.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence

Component 3b: Using questioning and discussion techniques \*

| 1=Unsatisfactory   | 2=Basic  | 3=Proficient  | 4=Distinguished  | Not Observed   |
|--|--|---|--|--|
| <p>Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p> | <p>Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’s attempts to engage all students in the discussion are only partially successful.</p> | <p>Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p> | <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence

Component 3c: Engaging students in learning \*

| 1=Unsatisfactory  | 2=Basic  | 3=Proficient   | 4=Distinguished   | Not Observed   |
|---|--|--|---|--|
| <p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p> | <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p> | <p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.</p> | <p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence



Component 3d: Using Assessment in Instruction \*

| 1=Unsatisfactory   | 2=Basic  | 3=Proficient  | 4=Distinguished   | Not Observed   |
|--|--|---|---|--|
| <p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p> | <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p> | <p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p> | <p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

Evidence

### Component 3e: Demonstrating flexibility and responsiveness \*

| 1=Unsatisfactory   | 2=Basic  | 3=Proficient   | 4=Distinguished   | Not Observed   |
|--|--|--|---|--|
| <p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> | <p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p> | <p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p> | <p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p> | <p>If the component is not observed during the teacher observation no score is assigned or used in the total domain score.</p> |

## Evidence

[illegible]

Total Domain 3 Score.

Field value will be calculated upon Save Progress.

Total Score for First Observation.

Field value will be calculated upon Save Progress.

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Attachment #2 [Delete](#)

Attachment #3 [Delete](#)

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