

Observer:

Teacher:

Date:

Time:

Classroom context:			
Domain Two	Classroom Environment ("Proficient" practice)	What to look for?	Notes (per Domain)
2a. Create an environment of respect and rapport	Classroom interactions between the teacher and students are respectful, reflecting warmth and caring and sensitivity to students' culture and levels of development. Student interactions are respectful.	<input type="checkbox"/> Teacher / student interactions <input type="checkbox"/> Student / student interactions	
2b. Establish a culture for learning	The level of energy, from both students and teacher, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.	<input type="checkbox"/> Energy level <input type="checkbox"/> High expectations for students/ pride in work	
2c. Managing classroom procedures	Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Students contribute to classroom routines.	<input type="checkbox"/> Organization <input type="checkbox"/> Transitions <input type="checkbox"/> Classroom routines and procedures	
2d. Managing student behavior	Standards of conduct are clear, with teacher's sensitive monitoring of student behavior and subtle response to misbehavior.	<input type="checkbox"/> Teacher alertness <input type="checkbox"/> Response to misbehavior <input type="checkbox"/> Standards of conduct	
2e. Organizing physical space	The classroom is safe, and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.	<input type="checkbox"/> Room arrangement; use of technology	
Domain Three	Instruction ("Proficient" practice)	What to look for?	
3a. Communicating with students	Expectations for learning, directions, and procedures are clear to students. The teacher's explanation of content is effective and anticipates possible student misconceptions.	<input type="checkbox"/> Expectations/ purpose for lesson <input type="checkbox"/> Directions <input type="checkbox"/> Explanations	
3b. Using questioning and discussion techniques	The teacher's questions are at a high cognitive level, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	<input type="checkbox"/> Teacher questions <input type="checkbox"/> Student responses / discussions <input type="checkbox"/> Student engagement	
3c. Engaging students in learning	Students are engaged throughout the lesson in learning. The activities, student groupings, and the materials are appropriate to the instructional outcomes. The lesson's structure is coherent, with suitable pace.	<input type="checkbox"/> Activities and assignments <input type="checkbox"/> Instructional groups <input type="checkbox"/> Materials and resources <input type="checkbox"/> Structure and pacing	
3d. Using assessment in instruction	Assessment is used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or student, and high-quality feedback to students. Students are fully aware of the assessments criteria used to evaluate their work.	<input type="checkbox"/> Student awareness <input type="checkbox"/> Teacher monitors/checks for understanding <input type="checkbox"/> Feedback to students	
3e. Demonstrating flexibility and responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher adjusts the lesson when needed.	<input type="checkbox"/> Adjustments; persistence	
Initial Summary Message:			
Action plan:			