Component Questions

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level: \_\_\_\_\_\_\_\_\_ Subjects: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

**Please answer only those questions that address the components you have selected for this observation**.

**Domain 1:**

1a. Demonstrating knowledge of content and pedagogy. (p. 44)

How do you stay current in the subjects you teach and in the most recent research on best teaching practices?

1b. Demonstrating knowledge of students. (p. 46)

What are some developmental characteristics you would expect from the age group you teach and how does that knowledge, specifically, guide your instructional planning?

How do you become familiar with what your students already know and are able to do?

How do you become familiar with your students individual interests and cultural backgrounds?

1c. Setting instructional outcomes. (p. 51)

Describe your choice of instructional goals:

• as they relate to school, district, or state content standards, assessments, or initiatives.

• value, sequence, and alignment.

• as to their clarity.

• potential in balancing learning (i.e. thinking as well as knowledge)

• accounting for the varying learning needs of individual students or groups.

1d. Demonstrating knowledge of resources. (p. 53)

What internal and external resources (people, materials) are available to you in planning instruction? for students needing academic and/or personal assistance?

1e. Designing coherent instruction. (p. 55)

Target learning activities, instructional materials and resources, instructional groups, and lesson and unit structure.

1f. Designing student assessments. (p. 59)

How will you assess student learning on the goals and objectives and assure congruence between the instructional outcomes and the assessment procedures? In what ways will formative assessments be designed and used in the classroom? How do you use assessment results in future planning?

**Domain 2:**

2a. Creating an environment of respect and rapport. (p. 64)

Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect in your classroom? Please speak specifically to the variety of relationships that exist in the classroom (i.e. teacher-student, student-student, etc.)

2b. Establishing a culture for learning. (p. 67)

Describe how you encourage students to take responsibility for their own learning and to take pride in their work (e.g. offer choice and activities, teach students to pace themselves on a big project, and/or employ self-assessment skills).

Describe how you convey the importance of the content and your expectations for achievement (e.g. connect content to real-life applications, require revision of work that does not meet quality standards)

2c. Managing classroom procedures. (p. 68)

Discuss the classroom routines and procedures that you employ, including how you establish and implement them -- specifically addressing management of instructional groups, management of transitions, management of materials and supplies, the performance of non-instructional duties and the supervision of volunteers and paraprofessionals.

2d. Managing student behavior. (p. 71)

Describe how you establish standards of conduct, how you monitor student behavior, and how you respond to behavior that does not meet classroom or school guidelines.

2e. Organizing physical space. (p. 73)

Describe how you make your physical environment safe and conducive to maximal student learning, including the manner in which furniture is arranged and other physical resources are used.

**Domain 3:**

3a. Communicating with students. (p. 77)

What steps do you take to ensure clarity in communication in your classroom? Be prepared to discuss how you communicate expectations for learning. Other areas to consider are directions for procedures, explanations of content, and overall written and oral communication skills.

3b. Using questioning and discussion techniques. (p. 79)

No question – observer will reference the lesson plan and rationale as well as note questioning and discussion skills during observation of the lesson.

3c. Engaging students in learning. (p. 82)

In your planning and instruction, how do you address the following to ensure high levels of student engagement: activities and assignments, grouping of students, choice of instructional materials and resources, and structure and pacing?

3d. Using assessment in instruction. (p. 86)

Describe your style in using assessment in instruction, especially as it relates to assessment criteria, monitoring of student learning, feedback to students, and student self-assessment of progress.

3e. Demonstrating flexibility and responsiveness. (p. 88)

No question – perhaps there will an opportunity to observe this behavior in the classroom. May be evidenced in a unit plan.

**Domain 4:**

4a. Reflecting on teaching. (p. 92)

No question – to be completed as a part of the self-assessment on the component rubrics.

4b. Maintaining accurate records. (p. 94)

Please provide items such as grade books/sample printouts from computer sheets (student completion of assignments), evidence of information about student progress, and records of student noninstructional duties.

4c. Communicating with families. (p. 96)

Please provide evidence of communication with parents – both information about the instructional program (i.e. newsletter) and individual students (i.e. School and District contact log from the Danielson Framework).

In what ways are families engaged in the instructional program?

4d. Participating in a professional community. (p. 99)

Please document your service to the school and to the district (i.e. school and district contribution log). Be sure to also consider your involvement in a culture of professional inquiry.

4e. Growing and developing professionally. (p. 102)

In what ways do you enhance your content knowledge and pedagogical skills (i.e. professional development log) and contribute to the service of the profession (i.e. professional contribution log)?

4f. Showing professionalism. (p. 106)

Displayed in the professional ethics in daily interactions with students and colleagues.