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:**

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.

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:**

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.

**Domain 3:**

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?

**Domain 4:**

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

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

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?