**Teacher Classroom Observation Tool (Alaska Standards)**

**SAMPLE**

Also available for Danielson and Marzano Frameworks

<http://education.alaska.gov/TeacherCertification/edeval.html>

**Purpose:** This tool provides templates that can be used to conduct a teacher classroom observation based upon the Alaska Content Standards for Teachers. The tool suggests a three-step process that is considered to be best practice. The classroom observation is recommended to include a pre-conference observation and observation post-conference, as well as the actual classroom observation.

**Pre-Conference:** The evaluator and teacher discuss what will be observed during the classroom visitation. Information is shared about the characteristics of the learners and the learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning.

Note: During this conference, the evaluator should review the evaluation standards and indicators of performance for meeting standards. The evaluator and teacher may choose specific performances to focus on during the observation. Additionally, the teacher can discuss instructional goals and strategies the teacher is using to meet these performance standards.

**Observation:** An observation should be a minimum of thirty (30) minutes in length of a teacher in the classroom. It should be arranged with a mutually agreeable date and time to allow for a pre/post observation conference. A post-conference should occur in a timely manner after the observation (within two working days is recommended). Any observation documentation should be shared with the teacher in writing.

**Post-Conference:** The evaluator and teacher meet to discuss the strengths and weaknesses of the teacher’s performance during the observed lesson. The post conference provides an opportunity for the evaluator and teacher to have a reflective discussion about the lesson and effective teaching. A post-conference should include performance concerns, if there are any.

**Directions:** Use the following as templates to design your district’s teacher classroom observation. These templates provide the Content Standards for Teachers that are most applicable to the observation process. Additional information can be provided during the pre-conference and post-conference discussions.

Step 1: The Teacher Pre-conference Observation Guiding Questions is a template that can be used during the pre-conference. There guiding questions provided are linked to the appropriate Content Standard for Teachers and performances outlined in regulation. The evaluator may choose to provide the questions to the teacher in preparation for the pre-conference. A lesson plan is recommended to be provided in advance to the evaluator as lessons observed may not reflect all of the performances. The evaluator and teacher should determine which performances will be focused on during the observation.

Step 2: The Teacher Observation Notes is a template that provides the Content Standards for Teachers and pre-selected performances that are observable. The performance of focus can be indicated in the left column. The right column can be used to document the observations that demonstrate these performances. Lessons observed may not reflect all of the performances.

Step 3: The Teacher Observation Post-Conference is a template that can be used after an observation of a lesson. The questions are provided as a guide to encourage the teacher to reflect on the lesson and to consider changes needed for more effective teaching. The evaluator may choose to provide the questions to the teacher in preparation for the post-conference.

The Teacher Observation Post-Conference in the last section provides an opportunity to determine an interim level of performance on the individual Content Standards for Teachers. This level would be based on the lesson observation and dialogue between the evaluator and the teacher.

**The Teacher Observation Post-Conference template is not to be used in lieu of the Summary Rating Form and Level of Support document that considers all components of the Evaluation System including additional information such as community input and student learning data.**

**SAMPLE**

Educator Name: Click here to enter text. Date Click here to enter text.

|  |
| --- |
| **Understanding Student Needs (Standard 2)**  *The teacher understands how students learn and develop, and applies this knowledge in the teacher’s practice*.  Performances   1. Accurately identifying and teaching to the developmental abilities of students. 2. Applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style. |
| 1. **Briefly describe the students in this class, including those with special needs.**   **SAMPLE** |
| Click here to enter text. |
| 1. **What different teaching strategies will you use?  How do you adjust these strategies to individual student needs?** |
| Click here to enter text. |

|  |
| --- |
| **Differentiation and Cultural Responsiveness (Standard 3)**  *The teacher teaches students with respect for their individual and cultural characteristics.*  Performances   1. Incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning. 2. Identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students. 3. Applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources. |
| 1. **What instructional materials or other resources, if any, will you use?** |
| Click here to enter text. |
| 1. **How will you differentiate instruction for different individual or groups of students in the class?** |
| Click here to enter text. |

|  |
| --- |
| **Instruction and Content Knowledge (Standard 4)**  *A teacher knows their assigned content areas and how to teach it.*  Performances   1. Demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge. 2. Identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development. 3. Drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context. 4. Connecting the content area to other content areas and to practical situations encountered outside the school. 5. Staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work and community. |

|  |
| --- |
| 1. **What are your learning outcomes for this lesson? What do you want the students to understand?** |
| Click here to enter text. |
| 1. **How does this lesson relate to the District Curriculum?** |
| Click here to enter text. |
| 1. **What teaching/learning activities will be observed? What teaching methods?**   **SAMPLE** |
| Click here to enter text. |

|  |
| --- |
| **Assessment (Standard 5)**  *A teacher facilitates, monitors, and assesses student learning.*  Performances   1. Organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum. 2. Creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards. 3. Creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress. 4. Organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences. 5. Reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals. |
| 1. **How and when will you know whether students have learned what you intended?** |
| Click here to enter text. |

|  |
| --- |
| **Learning Environment (Standard 6)**  *A teacher creates and maintains a learning environment in which all students are actively contributing and fully engaged.*  Performances   1. Creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively. 2. Communicating high standards for student performance and clear expectations of what students will learn. 3. Planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn. 4. Assisting students in understanding their role in sharing responsibility for their learning. |
| 1. **How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?** |
| Click here to enter text. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Educator Name: | | Click here to enter text. | Subject(s): | Click here to enter text. | | Grade Level(s): | Click here to enter text. |
| Evaluator Name: | | Click here to enter text. | Date: | Click here to enter text. | | Time: | Click here to enter text. |
|  | |  |  |  | |  |  |
| **Understanding Student Needs (Standard 2)** | | | | **Observations** | | | |
| *The teacher understands how students learn and develop, and applies this knowledge in the teacher’s practice*. | | | |  | | | |
| Performances of Focus | | | |  | | | |
| * Applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style. | | | |  | | | |
| **Differentiation and Cultural Responsiveness (Standard 3)** | | | | **Observations** | | | |
| *The teacher teaches students with respect for their individual and cultural characteristics.* | | | |  | | | |
| Performances of Focus | | | |  | | | |
| * Identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students. | | | |  | | | |
| **Instruction and Content Knowledge (Standard 4)** | | | | **Observations** | | | |
| *A teacher knows their assigned content areas and how to teach it.* | | | |  | | | |
| Performances of Focus | | | |  | | | |
| * Identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development. * Drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context. | | | | **SAMPLE** | | | |
| **Assessment (Standard 5)** | | | | **Observations** | | | |
| *A teacher facilitates, monitors, and assesses student learning.* | | | |  | | | |
|  | | | |  | | | |
| Performances of Focus | | | |  | | | |
| * Creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards. * Creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress. * Reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals. | | | |  | | | |
| **Learning Environment (Standard 6)** | | | | **Observations** | | | |
| *A teacher creates and maintains a learning environment in which all students are actively contributing and fully engaged.* | | | |  | | | |
| Performances of Focus | | | |  | | | |
| * Creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively. | | | |  | | | |
| * Communicating high standards for student performance and clear expectations of what students will learn. * Planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn. | | | |  | | | |

**SAMPLE**

Educator Name: Click here to enter text. Date Click here to enter text.

|  |
| --- |
| **Questions for discussion:** |
| 1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (Standard 3) |
| Click here to enter text. |
| 1. What evidence do you have of student learning? What do those samples reveal about those students’ levels of engagement and understanding and learning? (Standard 2) |
| Click here to enter text. |
| 1. How did your classroom procedures enhance or detract from the lesson? What, if anything, would you do different? (Standard 6) |
| Click here to enter text. |
| 1. Did you depart from your plan? If so, how and why? (Standard 4) |
| Click here to enter text. |
| 1. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (Standard 4) |
| Click here to enter text. |
| 1. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Standards 2 and 3) |
| Click here to enter text. |
| 1. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (Standard 5) |
| Click here to enter text.  **SAMPLE** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Understanding Student Needs (Standard 2)** | Unsatisfactory | Basic | Proficient | Exemplary |
|  |  |  |  |
| *The teacher understands how students learn and develop, and applies this knowledge in the teacher’s practice*.  Performances   1. Accurately identifying and teaching to the developmental abilities of students. 2. Applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.   Evidence: | | | | |
|  | | | | |
| **Differentiation and Cultural Responsiveness (Standard 3)** | Unsatisfactory | Basic | Proficient | Exemplary |
|  |  |  |  |
| *The teacher teaches students with respect for their individual and cultural characteristics.*  Performances   1. Incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning. 2. Identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students. 3. Applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.   Evidence: | | | | |
|  | | | | |
| **Instruction and Content Knowledge (Standard 4)** | Unsatisfactory | Basic | Proficient | Exemplary |
|  |  |  |  |
| *A teacher knows their assigned content areas and how to teach it*  **SAMPLE**  Performance   1. Demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge. 2. Identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development. 3. Drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context. 4. Connecting the content area to other content areas and to practical situations encountered outside the school. 5. Staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work and community.   Evidence: | | | | |
| **Assessment (Standard 5)** | Unsatisfactory | Basic | Proficient | Exemplary |
|  |  |  |  |
| *A teacher facilitates, monitors, and assesses student learning*  Performance   1. Organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum 2. Creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards. 3. Creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress. 4. Organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences. 5. Reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals   Evidence: | | | | |
|  | | | | |
| **Learning Environment (Standard 6)** | Unsatisfactory | Basic | Proficient | Exemplary |
|  |  |  |  |
| *A teacher creates and maintains a learning environment in which all students are actively contributing and fully engaged*  Performances   1. Creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively 2. Communicating high standards for student performance and clear expectations of what students will learn. 3. Planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn. 4. Assisting students in understanding their role in sharing responsibility for their learning   Evidence: | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Educator’s signature: |  | Date: |  |
| Administrator’s signature: | **SAMPLE** | Date: |  |