

Pre-observation Form

Name:	School:
Grade Level:	Subject:
Observer:	Date:
1. Briefly describe the students in this class, including those with special needs. (Component 1b)	6. How do you plan to engage students in the content? What will you do? What will the students do?
2. What are the goals for the lesson? What do you want the students to learn? (Component 1c)	7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)
3. Why are these goals suitable for this group of students?	8. What instructional materials or other resources, if any, will you use? (Component 1d)
4. How do these goals support the district's curriculum, state frameworks, and the content standards?	9. How do you plan to assess student achievement of the goals? What procedures will you use? (Component 1f)
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	10. How do you plan to use the results of the assessment?
<p><i>Source: Danielson, C. & McGreal, T.L. (2000). Teacher evaluation to enhance professional practice. Alexandria, VA: ASCD.</i></p>	

Classroom Observation Record

Name:	School:
Grade Level:	Subject:
Observer:	Date:
Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Establishing a Culture for Learning	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Classroom Procedures	Component 3c: Engaging Students in Learning
Component 2d: Managing Student Behavior	Component 3d: Using Assessment in Instruction
Component 2e: Organizing Physical Space	Component 3e: Demonstrating Flexibility and Responsiveness
<i>Source: Danielson, C. (2013). A framework for teaching: Evaluation instrument. www.danielsongroup.org.</i>	