

## Student Teacher Pre-Conference Observation Guided Questions

### Student Teacher Classroom Observation Protocol

**Purpose:** This Observation Tool provides templates that can be used to conduct a student teacher classroom observation based upon the Danielson Framework for Teaching. 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 student 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 the standards. The evaluator and student teacher may choose to limit the elements of focus during the observation. Additionally, the student teacher can discuss the instructional goals and strategies the student teacher is using to meet these elements of focus.

- **Observation:** This observation should be a minimum of thirty (30) minutes in length of a student teacher in the classroom; observation must be inclusive of the entire lesson. It should be prearranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the student teacher in writing.
- **Post-Conference:** The evaluator and student teacher meet to discuss the strengths and weaknesses of the student teacher's performance during the observed lesson. The post conference provides an opportunity for the evaluator and student teacher to have a reflective discussion about the

lesson and effective teaching. A post-conference should include performance concerns, if there are any and should occur immediately after the observation.

**Directions:** These observation forms provide the Content Standards for student teachers that are applicable to the observation process. Additional information can be provided during the pre-conference and post-conference sessions.

- The Student Teacher Pre-conference Observation Guiding Questions is a template that can be used during the pre-conference. The guiding questions provided are linked to the *Domains of the Danielson Framework for Teaching*. **A lesson plan for the observation must be provided in advance;** as lessons observed may not reflect all of elements. The evaluator and student teacher should determine which elements will be of focus during the observation.
- The Student Teacher Observation Notes is a template that aligns Danielson domains with the components and elements. Those elements of focus should be indicated in the left column. The right column can be used to document the observations that demonstrate these elements.
- The Student Teacher Observation Post-Conference is a template that can be used after an observation. The questions are provided as a guide to encourage the student teacher to reflect on the lesson and to consider changes needed for more effective teaching. The evaluator may choose to use these questions during the post observation conference.

The Student Teacher Observation Post-Conference template provides an opportunity to determine a level of performance on the components. The last part of this 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 information such as community input, and student learning data.

## Student Teacher Pre-Conference Observation Guided Questions

Student Name:

Date

### DOMAIN 1: Planning and Preparation

*Components:*

**1a** – Demonstrating Knowledge of Content and Pedagogy (Standard 4)

**1b** – Demonstrating Knowledge of Students (Standard 3)

**1c** – Setting Instructional Outcomes (Standard 4)

**1d** – Demonstrating Knowledge of Resources (Standard 4)

**1e** – Designing Coherent Instruction (Standard 4)

**1f** – Designing Student Assessments (Standard 5)

NOTE: Please refer to *The Framework for Professional Practice* (Danielson) as a supplemental resource.

1. Please explain the following instructional elements as they relate to the lesson to be observed:

**What materials are being used to present the curriculum?** (instructional resources including classroom, community, and supplemental student resources)

[Click here to enter text.](#)

**What do you expect the students to know upon completion of the lesson?** (expected outcomes)

[Click here to enter text.](#)

**What will the students do to demonstrate comprehension of the curriculum?** (Explain the learning activities within the lesson.)

[Click here to enter text.](#)

**What is the grouping strategy of the activities?** (whole group, partners, teams...)

[Click here to enter text.](#)

### DOMAIN 2: The Classroom Environment

*Components:*

**2a** – Creating an Environment of Respect and Rapport (Standard 6)

**2b** – Establishing a Culture for Learning (Standard 6)

**2c** – Managing Classroom Procedures (Standard 6)

**2d** – Managing Student Behavior (Standard 6)

**2e** – Organizing Physical Space (Standard 6)

Note: Please refer to *The Framework for Professional Practice* (Danielson) as a supplemental resource.

2. Please explain your classroom procedures that maximize instructional time:

**Transitions in the classroom:**

[Click here to enter text.](#)

**Distribution and collection of materials and supplies:**

[Click here to enter text.](#)

**Non-instructional duties (attendance, restroom, permission forms, etc.):**

[Click here to enter text.](#)

**Behavior Expectations:**

- Are they clearly communicated to everyone?
- Are the expectations posted in your classroom?
- What are the results of student misbehavior in your classroom?

[Click here to enter text.](#)

3. <b>What are your learning outcomes for this lesson? What do you want the students to understand?</b>
Click here to enter text.
4. <b>How does this lesson relate to the District Curriculum?</b>
Click here to enter text.
5. <b>What teaching/learning activities will be observed? What teaching methods?</b>
Click here to enter text.
<b>DOMAIN 3: Instruction</b> Elements: <b>3a</b> – Communicating with Students (Standard 2) <b>3b</b> – Using Questioning and Discussion Techniques (Standard 6) <b>3c</b> – Engaging Students in Learning (Standard 6) <b>3d</b> – Using Assessment in Instruction (Standard 6) <b>3e</b> – Demonstrating Flexibility and Responsiveness (Standard 2) Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.
6. What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?
Click here to enter text.
7. How will you ensure that all students are engaged, responsive, and “drawn in” to the conversation?
Click here to enter text.
8. Will the structure of the lesson be explained to students so they know what is expected of them as learners?
Click here to enter text.

## Student Teacher Observation Notes

Student Name: \_\_\_\_\_ Subject(s): \_\_\_\_\_ Grade Level(s): \_\_\_\_\_  
 Supervisor Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Domain 2: The Classroom Environment	Observations
<p>Component 2a: <i>Creating an Environment of Respect and Rapport (Standard 6)</i>  <b>Proficiency in creating an environment of trust is characterized by:</b></p> <p>___ Positive Student Teacher interaction with students          ___ Respect for cultural, gender, and ability differences          ___ Supportive environment for student risk-taking</p>	
<p>Component 2b: <i>Establishing a Culture for Learning (Standard 6)</i>  <b>Proficiency in establishing a culture of learning is characterized by:</b></p> <p>___ Student Teacher's passion of the content          ___ Clearly stated expectations for learning and achievement          ___ Student pride in work          ___ The need to persevere in the face of difficulty is clearly communicated to the students.</p>	
<p>Component 2c: <i>Managing Classroom Procedures (Standard 6)</i>  <b>Proficiency in establishing class procedures is characterized by the use of :</b></p> <p>___ A system for management of instructional groups          ___ A system for management of transitions          ___ A system for management of materials and supplies          ___ A system for all procedures</p>	
<p>Component 2d: <i>Managing Student Behavior (Standard 6)</i>  <b>Proficiency in stopping misconduct and using effective, behavior management techniques is characterized by:</b></p> <p>___ Clearly visible and stated conduct expectations          ___ Monitoring of student behavior by proactive verbalization of expectations          ___ Appropriate response to student misbehavior and restating expectations</p>	

## Student Teacher Observation Notes

<p>Component 2e: <i>Organizing Physical Space (Standard 6)</i>  <b>Proficiency in organizing a safe physical space is characterized by:</b>  <input type="checkbox"/> Safety and accessibility  <input type="checkbox"/> Safe arrangement of furniture and use of physical resources</p>	
<p><b>Domain 3: Instruction</b></p>	<p><b>Observations</b></p>
<p>Component 3a: <i>Communicating with Students (Standard 2)</i>  <b>Proficiency in communicating with students is characterized by:</b>  <input type="checkbox"/> Clearly stating the objective of the lesson and expectations for learning  <input type="checkbox"/> Providing concrete, sequential, complete directions for the task  <input type="checkbox"/> Demonstrating mastery of content</p>	
<p>Component 3b: <i>Using Questioning and Discussion Techniques (Standard 6)</i>  <b>Proficiency in questioning and discussion is characterized by:</b>  <input type="checkbox"/> Effectively checking for understanding using multiple strategies  <input type="checkbox"/> Adjusting instruction based on checks for understanding/student questions  <input type="checkbox"/> Consistently probing for higher level of understanding  <input type="checkbox"/> Using guided discussion techniques</p>	
<p>Component 3c: <i>Engaging Students in Learning (Standard 6)</i>  <b>Proficiency in engaging students in learning is characterized by:</b>  <input type="checkbox"/> Delivery of engaging and challenging lessons  <input type="checkbox"/> Modification of instruction to respond to misconceptions  <input type="checkbox"/> Application of varied instructional strategies and resources, including technology to teach for understanding  <input type="checkbox"/> Differentiation of instruction based on assessment of student learning needs and recognition of individual student differences  <input type="checkbox"/> Immediate and specific feedback to students to scaffold learning</p>	

## Student Teacher Observation Notes

<p>Component 3d: <i>Using Assessment in Instruction (Standard 5)</i></p> <p><b>Proficiency in assessing students is characterized by:</b></p> <ul style="list-style-type: none"><li>___ Making formative assessments purposeful parts of the lesson</li><li>___ Using a variety of assessment tools to Monitor student learning</li><li>___ Using assessments to modify, adjust teaching as well as inform instruction</li><li>___ Sharing assessment data with students</li><li>___ Making students aware of assessment criteria</li></ul>	
<p>Component 3e: <i>Demonstrating Flexibility and Responsiveness (Standard 2)</i></p> <p><b>Proficiency in demonstrating flexibility and responsiveness is characterized by:</b></p> <ul style="list-style-type: none"><li>___ Aligning instruction to standards</li><li>___ Incorporating differentiation strategies scaffold student learning</li><li>___ Providing interventions or accommodations to support all students to successful learning</li></ul>	

# **Student Teacher Observation Notes**

## **SPECIFIC SUGGESTIONS FOR IMPROVEMENT**

**DOMAIN 2:**

**DOMAIN 3:**



## Student Teacher Observation Post-Conference

Student Name: \_\_\_\_\_

### 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? (4a – Standard 3)
2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning? (3c – Standard 2)
3. How did your classroom procedures (routines, transitions, student movement and configuration) enhance or detract from the lesson? What, if anything, would you do different? (2c – Standard 6)
4. Did you depart from your plan? If so, how and why? (1c – Standard 4)
5. 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)
6. 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)
7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' cognitive engagement? (Standard 6)
8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (3d – Standard 5)
9. What impact did student behavior have on cognitive engagement and learning? (2d – Standard 6)

# Student Teacher Observation Summary # \_\_\_\_\_

	<u>Unsatisfactory</u>	<u>Developing</u>	<u>Effective</u>	<u>Highly Effective</u>
<b>Domain 1: Planning and Preparation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i></p> <p><b>1a</b> – Demonstrating Knowledge of Content and Pedagogy (Standard 4)</p> <p><b>1b</b> – Demonstrating Knowledge of Students (Standard 3)</p> <p><b>1c</b> – Setting Instructional Outcomes (Standard 4)</p> <p><b>1d</b> – Demonstrating Knowledge of Resources (Standard 4)</p> <p><b>1e</b> – Designing Coherent Instruction (Standard 4)</p> <p><b>1f</b> – Designing Student Assessments (Standard 5)</p> <p>Evidence:</p>				

	<u>Unsatisfactory</u>	<u>Developing</u>	<u>Effective</u>	<u>Highly Effective</u>
<b>Domain 2: The Classroom Environment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i></p> <p><b>2a</b> – Creating an Environment of Respect and Rapport (Standard 6)</p> <p><b>2b</b> – Establishing a Culture for Learning (Standard 6)</p> <p><b>2c</b> – Managing Classroom Procedures (Standard 6)</p> <p><b>2d</b> – Managing Student Behavior (Standard 6)</p> <p><b>2e</b> – Organizing Physical Space (Standard 6)</p> <p>Evidence:</p>				

	<u>Unsatisfactory</u>	<u>Developing</u>	<u>Effective</u>	<u>Highly Effective</u>
<b>Domain 3: Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i></p> <p><b>3a</b> – Communicating with Students (Standard 2)</p> <p><b>3b</b> – Using Questioning and Discussion Techniques (Standard 6)</p> <p><b>3c</b> – Engaging Students in Learning (Standard 6)</p> <p><b>3d</b> – Using Assessment in Instruction (Standard 6)</p> <p><b>3e</b> – Demonstrating Flexibility and Responsiveness (Standard 2)</p> <p>Note: Please refer to <i>The Framework for Professional Practice</i> (Danielson) as a supplemental resource.</p> <p>Evidence:</p>				

Student Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_