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| ***Classroom Observation Form***  *(Updated November 2011)* | | |
| Intern: Courtney Painton | | Date: 10/10/14 |
| School: New Plymouth High School | | Grade Level: High School |
| Subject: Spanish I | | School Year: 2014-15 |
| Observer Name: Linda Batie | | Position: Intern Supervisor |
| *(Note: Components are linked to Danielson’s* ***The Framework for Teaching.***) | | |
| Component 1a: *Designs coherent instruction using knowledge of content and pedagogy.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_X\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney used content knowledge throughout her lesson. There was a specific vocabulary focus as well as review of content previously taught. | Component 1b: *Sets instructional goals meeting state and district standards.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Instructional goals aligned with district and state foreign language standards and expectations.  . | |
| Component 2a: *Creates a culture for learning through respect and rapport with students.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney had a comfortable, respectful classroom environment in place. Students clearly viewed her as the teacher in charge and her interaction with students was respectful and caring which made students work hard for her. | Component 2b: *Manages classroom procedures.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Classroom procedures were timely and managed efficiently. Materials and visuals (video) were ready to go. Student volunteers helped pass out materials and little instructional time was lost. | |
| Component 2c: *Manages student behavior.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_\_X\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  There were no student misbehaviors during this engaging lesson. When chatting occurred Courtney was able to re-focus the group with various listening cues. | Component 3a: *Communicates clearly and accurately.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney did a good job of communicating content clearly and accurately through concise directions. Information was presented in a variety of ways: verbal, written, visual (video clip), and kinesthetic. | |
| Component 3b: *Uses questioning and discussion techniques.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_X\_\_\_\_\_  Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney continuously used ongoing dialogue and questioning techniques with students. They were reviewing a story that students had written in Spanish and questions revolved around the story. Dialogue and questions/answers were in Spanish with visual and kinesthetic support from Courtney. | Component 3c: *Engages students in learning.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_X\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  This was a highly engaging lesson. There was high interest in the story discussion/review because students were vested in the contextual story they created in Spanish. | |
| Component 3d: *Provides feedback to students.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_X\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney was continually providing feedback to students throughout whole group instruction. Immediate feedback was also available to students when a short listening quiz was corrected in class and students knew their score immediately. | Component 3e: *Demonstrates flexibility and responsiveness.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney demonstrated flexibility when she realized she needed an academic “back pocket” activity when she realized she had extra time. The short activity, where each student wrote one sentence in Spanish about the story, was shared with the whole group and used to sequence the story. | |
| Component 3f: *Uses assessment to inform instruction and improve student achievement.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_X\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney used informal assessment during instruction and also administered a short “pop quiz” that students were not expecting, to check for listening understanding. | Component 4a: *Demonstrates professionalism*.  Performance Rating: Excellent\_\_X\_\_\_\_ Good\_\_\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney dresses professionally and aligns herself to other teachers in both the middle school and high school. She is a valued staff member at both schools (per conversations with both principals). | |
| Component 4b: *Reflects on teaching.*  Performance Rating: Excellent\_\_\_X\_\_\_ Good\_\_\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney and I debriefed after the lesson. We discussed strengths of the lessons as well as possible instructional tweaks. | *Uses technology in ways that make students productive and meet the instructional goals of the lesson.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_\_X\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney used technology for content and a video clip. The video clip, that Courtney paused in strategic places, made Spanish instruction authentic and highly engaging. | |

Comments:

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| It was apparent that Courtney had spent time planning and had clear instructional outcomes for the lesson I observed. Written lesson plans guided her instruction and all materials needed for instruction were prepared. Courtney has good teacher instincts, which allowed her to monitor and adjust as she taught. She did not hesitate to add an additional contextual academic task when she realized that she had additional time. She is doing an amazing job as a first year teacher.  \*Note that the State Dept. does not want higher education to assign scores higher than good. |

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| Signature of Intern: | Date: |
| Signature of Supervisor: | Date: |