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| ***Classroom Observation Form***  *(Updated November 2011)* | | |
| Intern: Courtney Painton | | Date: 1/9/15 |
| School:New Plymouth HS | | Grade Level: High School |
| Subject: Spanish I | | School Year: 2014-2015 |
| 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 designed instruction based on content knowledge. Instruction today included new vocabulary as well as reviewing content vocabulary that was 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 are aligned to ACTL standards, which also align with district and state foreign language standards.  . | |
| Component 2a: *Creates a culture for learning through respect and rapport with students.*  Performance Rating: Excellent\_\_X\_\_\_\_ Good\_\_\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  I observed comfortable, respectful teacher/student rapport. Courtney called her students by name, and demonstrated caring through her interactions with them. She sees many of the students outside the school day as she attends sports events regularly in her capacity as Cheerleading Coach. | Component 2b: *Manages classroom procedures.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Supplies and materials were ready to go and passed out with ease. Transitions were efficient and timely with little lost instructional time. Courtney used “count downs” (5, 4, 3,. . .) to ensure quick transitions. | |
| Component 2c: *Manages student behavior.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Student behavior was managed effectively. Expectations for the “teacher readaloud” Espanol picture book were stated beforehand. Courtney consistently moved about the classroom during partner work keeping a close eye on students. | Component 3a: *Communicates clearly and accurately.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_\_X\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Student communication was clear and on target. New vocabulary was presented verbally and in written form with the definition on the board. Hand actions were connected to each vocabulary word as well. Students were engaged and understood what the learning tasks were. | |
| Component 3b: *Uses questioning and discussion techniques.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_\_X\_\_\_  Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  During this lesson, questions were designed to promote student thinking and understanding. Thought provoking questions were related to the Spanish students are learning. | Component 3c: *Engages students in learning.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Student engagement was high throughout this lesson which included new vocab, recognizing and understanding the vocab in context, and understanding Spanish through authentic literature (read aloud with picture book). | |
| Component 3d: *Provides feedback to students.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_\_\_X\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  During partner work, Courtney moved about the room to check for understanding and to provide feedback to individual students | Component 3e: *Demonstrates flexibility and responsiveness.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_X\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney demonstrated flexibility during this lesson as she decided to use white boards and partner work at the last minute, instead of having students write independently on notebook paper. | |
| Component 3f: *Uses assessment to inform instruction and improve student achievement.*  Performance Rating: Excellent\_\_\_\_\_\_ Good\_\_\_X\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  During the class period, Courtney informally assessed for student understanding as she checked white boards during partner work. She also asked for a “thumbs up/thumbs down/thumbs in the middle” in order for students to self assess and for her gain information to inform instruction. | Component 4a: *Demonstrates professionalism*.  Performance Rating: Excellent\_\_\_\_X\_\_ Good\_\_\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney regularly participates in professional development with her colleagues and uses opportunities to observe foreign language classes in surrounding districts. | |
| Component 4b: *Reflects on teaching.*  Performance Rating: Excellent\_\_\_X\_\_\_ Good\_\_\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney and I reflected after class. I have noticed that she consistently reflects upon her teaching practices to drive instruction and to make student learning meaningful and connected. | *Uses technology in ways that make students productive and meet the instructional goals of the lesson.*  Performance Rating: Excellent\_\_\_\_X\_\_ Good\_\_\_\_\_\_\_ Adequate\_\_\_\_\_\_\_ No Opportunity to Observe\_\_\_\_\_\_\_  Comments:  Courtney used technology in her lesson to support instructional goals. Technology created context for learners when translating sentences. | |

Comments:

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| This was a very solid well planned lesson with high student engagement. Courtney ran her classroom in a way that made the best possible use of instructional time. Typical transition time was less than l minute. With the 3 extra minutes left at the end of class time, she allowed students to converse as she walked around the classroom connecting with students and recognizing them as individuals. This kind of environment has great payoffs: students feel valued and are comfortable taking intellectual risks.  \*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: |