Elevate

Classroom Observation Checklist

What to look for in a lesson, organized by the Danielson Framework

Use this **before and after** a classroom visit, not as a form to tick during the lesson. Before you go in, choose **two or three items** to focus on. While you are there, write down what the teacher and students say and do. Afterward, sort that evidence under the items it relates to.

REMEMBER

A checklist records what you saw. Your district's rubric judges how well it was done.

Context

Before the visit

- [ ] What is the lesson's objective, and where is it in the unit?
- [ ] What is the teacher working on this year?
- [ ] What did you discuss after your last visit?

Learning environment

Danielson Domain 2

- [ ] 2a **Cultivating Respectful and Affirming Environments.** How do the teacher and students talk to each other? Do students treat each other with respect?
- [ ] 2b **Fostering a Culture for Learning.** Do students act as if the work matters? Is the bar high for everyone?
- [ ] 2c **Maintaining Purposeful Environments.** Do routines and transitions run without much teacher direction? How much time goes to non-instructional tasks?
- [ ] 2d **Supporting Positive Student Behavior.** Are expectations clear? How does the teacher respond when a student is off task?
- [ ] 2e **Organizing Spaces for Learning.** Can every student see, hear, and reach what they need? Does the room's setup fit the activity?

Learning experiences

Danielson Domain 3

- [ ] 3a **Communicating About Purpose and Content.** Can students say what they are learning and why? Are explanations accurate and clear?
- [ ] 3b **Using Questioning and Discussion Techniques.** How many questions have more than one right answer? Who talks, and do students respond to each other?
- [ ] 3c **Engaging Students in Learning.** Who is doing the thinking? Is the task challenging for most students?
- [ ] 3d **Using Assessment for Learning.** How does the teacher find out what students understand during the lesson? What happens with that information?
- [ ] 3e **Responding Flexibly to Student Needs.** When students struggle or finish early, how does the teacher adjust?

Evidence of student learning

After the visit

- [ ] What work did students produce, and what does it show?
- [ ] Which students could you not see evidence from?

Elevate

Teacher Observation Form

One page per visit. Evidence first, no rating.

TEACHER | **CLASS / GRADE** | **SUBJECT**

DATE | **TIME IN** | **TIME OUT**

FOCUS OF THE VISIT Two or three checklist items

EVIDENCE What the teacher and students said and did. Describe it; don't judge it.

RUBRIC COMPONENTS That the evidence relates to

ONE STRENGTH With the evidence behind it

ONE QUESTION OR NEXT STEP For the teacher

FOLLOW-UP When and how you will talk with the teacher