

COMPANION DOCUMENT
OBSERVATION
TOOL



THE FRAMEWORK *remote* FOR TEACHING





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HOW TO USE THIS TOOL

The Observation Tool can be used in conjunction with the Self-Assessment and Reflection protocol for a variety of purposes, including:

- As an opportunity for an observer to work with individual teachers to reflect on their practice by focusing on one, or all eight, of these critical components.
- By grade level and/or department teams, or an entire staff to gauge how teachers are doing and where support might be needed.
- As a way to gauge teacher growth and progress from a beginning point to an end-point (and along the way), whether it's the beginning/end of year, or as a readiness indicator at the launch of an inquiry cycle.

However this tool is used, the intent should always be to promote reflection, improvement, and support.

STAGE 02

80. BUILDING RESPONSIVE LEARNING ENVIRONMENTS

Creating Environments of Respect & Rapport (2a)

Elements of Success	Notes and Observations Provide examples, include statements, and quotes
<p>Positive Relationships Interactions, both between the teacher and students and among students, demonstrate caring and respect that honors the dignity of each member of the community.</p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Sense of Belonging Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.</p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Cultural Responsiveness Ways of interacting in the classroom are culturally responsive and supported by teacher's own cultural competencies.</p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Positive Conflict Resolution A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.</p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How do learning environments honor the dignity of each student and support their individual and collective flourishing?

Learning environments are characterized by caring and respectful interactions.
 Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.
 Students play an active role in creating learning environments characterized by a sense of community, where all members feel safe, valued, and connected.

Where do you place the teacher's practice on this continuum of creating an environment of respect and rapport? What relevant evidence supports your decision?

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Elements of Success

For each element of success, record evidence (teacher and student words and actions) that you see during the observation. Based on the evidence, check the level that best describes the teacher's current practice. If there's no evidence, you can leave the box blank. Note that teachers will check these boxes as well.

What's the teacher's current level of practice?

- **Not Yet:** You do not see this in action in the teacher's classroom (teacher might check this because they haven't had a chance to address it, haven't thought about it, or needs help to improve).
- **In Process:** The teacher can do more - with help or on their own - but they've begun the work.
- **Established:** The teacher could help others improve.

Component Continuum

After you've observed the teacher, review your evidence and describe where you place the teacher's practice on the continuum described in the arrow.



Demonstrating Knowledge of Students (1b)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Respect for Students' Intersecting Identities <i>Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Understanding of Students' Current Knowledge and Skills <i>Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Knowledge of Whole Child Development <i>Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Knowledge of the Learning Process <i>Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How are each student's individual context, identity, assets, and brilliance valued and viewed as the foundation for their academic and personal success?

- ✓ Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs.
- ✓ Teachers build on students' assets to support the development of identity, intellect, and character.
- ✓ Teachers apply their knowledge of students to advocate boldly on their behalf and foster student assumption of responsibility for learning and personal development.

Where do you place the teacher's practice on this continuum of demonstrating knowledge of students? What relevant evidence supports your decision?

Engaging Families & Communities (4c)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Respect and Cultural Competence <i>Teachers interact with families and the community in ways that respect their values and cultural backgrounds.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Learning Community Ethos and Values <i>Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Standards and Curriculum <i>Established structures and processes keep families informed about the instructional program and bring the community into the decision-making process.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Engagement in Learning Experiences <i>Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How are families and communities engaged in the learning and development of students?

✓ Teachers communicate respectfully with families and community members to further the academic and personal success of students.

✓ Teachers engage families and communities, demonstrating a clear value for the role they play in student learning and personal development within school.

✓ Students' families and community members are key decision makers and active participants in the academic life of students and see teachers as allies in their students' development and success.

Where do you place the teacher's practice on this continuum of engaging families & communities? What relevant evidence supports your decision?



OBSERVATION DEBRIEF PREPARATION

Components 1b and 4c

1. Compare and contrast your observation evidence with the teacher's self-reflection. Where are you aligned? Where is there a discrepancy?
2. Based on your observation evidence, which component/element might you suggest the teacher prioritize next in their professional learning?
3. If your priority is different from the teacher's choice, how will you ensure the teacher feels heard and supported in developing in this area?
4. Script three questions or statements that will help to guide you through the conversation with the teacher; we recommend focusing on 1) teacher strengths, 2) priority areas, and 3) possible next steps.

Creating Environments of Respect & Rapport (2a)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Positive Relationships <i>Interactions, both between the teacher and students and among students, demonstrate caring and respect that honors the dignity of each member of the community.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Sense of Belonging <i>Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Cultural Responsiveness <i>Ways of interacting in the classroom are culturally responsive and supported by teachers' own cultural competence.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Positive Conflict Resolution <i>A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How do learning environments honor the dignity of each student and support their individual and collective flourishing?

- ✓ Learning environments are characterized by caring and respectful interactions.
- ✓ Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.
- ✓ Students play an active role in creating learning environments characterized by a sense of community, where all members feel safe, valued, and connected.

Where do you place the teacher's practice on this continuum of creating an environment of respect and rapport? What relevant evidence supports your decision?



Managing Routines and Procedures (2c)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Productive Collaboration <i>Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Student Autonomy and Responsibility <i>Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Equitable Access to Resources and Supports <i>Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How do routines support learning environments and experiences that reflect shared values and promote student success?

- ✓ Routines and procedures, managed primarily by teachers, support opportunities for student learning and personal development.
- ✓ Routines and procedures, largely student-directed, maximize opportunities for student learning and personal development.
- ✓ Students have voice and play an active role in designing and adjusting classroom routines and procedures to support their learning and personal development.

Where do you place the teacher's practice on this continuum of managing routines and procedures? What relevant evidence supports your decision?

Using Assessment for Learning (3d)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Clear Standards for Success <i>The characteristics of high-quality work and the criteria established as evidence of success are clear to students and those supporting them.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Monitoring Student Understanding <i>Teachers and students are constantly monitoring learning and use of specific strategies to elicit evidence of understanding.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Timely, Constructive Feedback <i>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How do students assess their progress and apply feedback from other students and the teacher, as well as their own reflection, to support learning?

✓ Formative assessment supports student learning and development.

✓ Teachers and students use formative assessment to elicit understanding, analyze progress, and provide constructive feedback.

✓ Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.

Where do you place the teacher’s practice on this continuum of using assessment for learning? What relevant evidence supports your decision?



STAGE 02

OBSERVATION DEBRIEF PREPARATION

Components 2a, 2c, and 3d

1. Compare and contrast your observation evidence with the teacher's self-reflection. Where are you aligned? Where is there a discrepancy?
2. Based on your observation evidence, which component/element might you suggest the teacher prioritize next in their professional learning?
3. If your priority is different from the teacher's choice, how will you ensure the teacher feels heard and supported in developing in this area?
4. Script three questions or statements that will help to guide you through the conversation with the teacher; we recommend focusing on 1) teacher strengths, 2) priority areas, and 3) possible next steps.

Planning Coherent Instruction (1e)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Tasks & Activities <i>Tasks and activities are specifically matched to learning outcomes and provide opportunity for higher-level thinking, encourage student agency, and create authentic opportunities to engage with meaningful content.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Flexible Learning <i>Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Collaboration <i>Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Structure & Flow <i>Lesson and unit plans are well structured and flow from one to the next to support student learning and development.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How are learning experiences structured to provide flexible, student-centered opportunities to learn important content and develop positive habits and mindsets?

- ✓ Learning opportunities are coherent in structure and suitable for the students in the class.
- ✓ Learning opportunities are specifically tailored to meet the needs of individual students in the class.
- ✓ Learning opportunities prioritize the needs of individual students and support student assumption of responsibility for learning.

Where do you place the teacher's practice on this continuum of planning coherent instruction? What relevant evidence supports your decision?



Using Questioning & Discussion Techniques (3b)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Critical Thinking and Deeper Learning <i>Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Reasoning and Reflection <i>Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Student Participation <i>Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

How do students reflect, reason, and explain their thinking by asking and answering questions and engaging in dialogue with others?

✓ Questioning and discussion, framed and led by teachers, are used effectively to support student learning and development.

✓ Questioning and discussion, framed or led by teachers and students, support critical thinking, reasoning, and reflection.

✓ Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.

What evidence did you observe to help you gauge where this teacher sits on the continuum of using **questioning for learning?**

Engaging Students in Learning (3c)

Elements of Success	Notes and Observations <i>Possible examples, evidence statements, and questions</i>
<p>Rich Learning Experiences <i>Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Collaboration and Teamwork <i>Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Use of Instructional Materials and Resources <i>Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	
<p>Opportunities for Thinking and Reflection <i>Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.</i></p> <p><input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established</p>	

Do learning experiences give each student the opportunity to do the learning and engage in ways that are challenging, authentic, and relevant?

✓ Learning experiences engage students intellectually, requiring them to think and collaborate.

✓ Learning experiences support curiosity, encourage critical thinking, and include multiple ways for students to engage and represent their ideas.

✓ Students take initiative to increase the challenge, complexity, relevance, and rigor of learning experiences.

What evidence did you observe to help you gauge where this teacher sits on the continuum of engaging students in learning?



STAGE 03

OBSERVATION DEBRIEF PREPARATION

Components 1e, 3b, and 3c

1. Compare and contrast your observation evidence with the teacher's self-reflection. Where are you aligned? Where is there a discrepancy?
2. Based on your observation evidence, which component/element might you suggest the teacher prioritize next in their professional learning?
3. If your priority is different from the teacher's choice, how will you ensure the teacher feels heard and supported in developing in this area?
4. Script three questions or statements that will help to guide you through the conversation with the teacher; we recommend focusing on 1) teacher strengths, 2) priority areas, and 3) possible next steps.