

## OBSERVATION FORM

**H.E.A.T.® /Danielson Teacher Evaluation**

Use this form for performing H.E.A.T.® /Danielson Teacher Evaluations in school year 2014-15

**1: PLANNING & PREPARATION****I-A: Demonstrating Knowledge of Content & Pedagogy**

- ☐ Teacher makes serious content errors and/or isolates new content from students' prior knowledge
- ☐ Teacher makes limited connections to students' prior knowledge
- ☐ Teacher connects new content to students' prior knowledge
- ☐ Teacher anticipates student misconceptions and connects new content to students' prior knowledge

**1-B: Demonstrating Knowledge of Students**

- ☐ Teacher does not organize formative assessments or differentiation strategies
- ☐ Teacher organizes formative assessments or differentiation strategies, but they do not reflect an understanding of student readiness levels
- ☐ Teacher organizes formative assessments or differentiation strategies that reflect a general understanding of student readiness levels
- ☐ Teacher organizes formative assessments and differentiation strategies that reflect a comprehensive understanding of student readiness levels

**1-C: Setting Instructional Outcomes**

- ☐ Teacher does not prepare or organize content clearly; content delivery does not foster student understanding
- ☐ Teacher organizes content based on the teacher's modality or learning preferences; students' response to content delivery is disjointed
- ☐ Teacher organizes content effectively based on limited student modalities or learning preferences; most students confirm outcomes are effective
- ☐ Teacher organizes content effectively based on expanded student modalities and learning preferences; all students confirm outcomes are effective

**1-D: Demonstrating Knowledge of Resources**

- ☐ Teacher offers exclusively traditional print resources and curriculum materials
- ☐ Teacher offers digital and/or environmental resources and curriculum materials that support lower level thinking processes
- ☐ Teacher offers digital and/or environmental resources and curriculum materials that promote higher order thinking processes
- ☐ Teacher offers digital and/or environmental resources and curriculum materials that extend learning beyond the classroom promoting higher order thinking processes and self-directed learning

**1-E: Designing Coherent Instruction**

- ☐ Teacher's approach is not standards-based
- ☐ Teacher's approach is standards-based; the learning activities are exclusively teacher-directed
- ☐ Teacher's approach is standards-based; some of the learning activities are student-directed
- ☐ Teacher's approach is standards-based and differentiated; most of the learning activities are student directed

**1-F: Designing Student Assessments**

- ☐ Teacher does not design standards-based learning experiences or assessments
- ☐ Teacher designs standards-based learning experiences or assessments that do not target students' developmental and/or learning style needs
- ☐ Teacher designs standards-based learning experiences or assessments that target students' developmental and learning style needs
- ☐ Teacher designs standards-based learning experiences and assessments that are authentic and target students' developmental and learning style needs

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## 2: CLASSROOM ENVIRONMENT

### 2-A: Creating an Environment of Respect & Rapport

- ☐ Open communication does not exist; teacher/student and student/student interactions are disrespectful, negative, or counter-productive
- ☐ Limited communication exists between the teacher and students, but not among the students and their peers; student/student interactions can be disrespectful, negative, or counterproductive
- ☐ Open communication exists between the teacher and students and/or among students and their peers; most interactions are democratic, positive, respectful, and sensitive to cultural/social differences
- ☐ A high level of esprit de corps exists between the teacher and students and among students and their peers; all interactions are democratic, positive, respectful, and sensitive to cultural/social differences

### 2-B: Establishing a Culture for Learning

- ☐ Teacher does not provide a viable pathway for success nor an opportunity for students to relate their learning to a real world situation; learning experiences are inconsistent with students' developmental needs
- ☐ Teacher provides a narrow pathway for success through large group learning experiences with limited real world or interdisciplinary connections that involve students reporting back information
- ☐ Teacher provides a clear pathway for success through developmentally-appropriate learning experiences that promote applied learning to the real world based on teacher-directed challenges/problems
- ☐ Teacher provides multiple pathways for success through developmentally-appropriate learning experiences that promote applied learning to the real world based on student-directed challenges/problems

### 2-C: Managing Classroom Procedures

- ☐ Teacher's classroom management is not conducive to the learning process; non-instructional duties are time-consuming and represent a major distraction from the rhythm of instruction
- ☐ Teacher's classroom management is somewhat awkward and provides limited shared responsibility; non-instructional duties present a distraction from the rhythm of instruction
- ☐ Teacher's classroom management is generally positive and develops relationships through shared responsibility; non-instructional duties maintain the rhythm of instruction
- ☐ Teacher's classroom management is universally positive, seamless, and develops relationships through shared responsibility; non-instructional duties enhance the rhythm of instruction

### 2-D: Managing Student Behavior

- ☐ Teacher's response to student misbehavior is nonexistent and negatively impacts student learning; teacher neglects to communicate behavioral expectations
- ☐ Teacher's response to student misbehavior is delayed or disrupts the quality of student learning; teacher establishes minimal behavioral expectations
- ☐ Teacher responds promptly to student misbehavior with modest impact on student learning; teacher enforces a specific behavioral process
- ☐ Teacher responds immediately to student misbehavior with negligible impact on student learning; students self-monitor their own behavior

### 2-E: Organizing Physical Space

- ☐ Teacher does not organize the physical space to support a safe nor accessible learning environment that addresses students' physical and/or cultural learning needs
- ☐ Teacher organizes the physical space to support a safe learning environment, but the learning is not accessible to most students or does not reflect an understanding of students' physical and/or cultural learning needs

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**2-E: Organizing Physical Space (continued)**

- ☐ Teacher organizes the physical space to support a safe, accessible learning environment that reflects a general understanding of students' physical and/or cultural learning needs
- ☐ Teacher and students organize the physical space to support a safe, accessible learning environment that reflects a sensitive and diverse understanding of students' physical and/or cultural learning needs

**3: INSTRUCTION****3-A: Communication with Students**

- ☐ Teacher's lack of communication, sensitivity, and/or feedback inhibits individuals or student groups; students are unable to articulate learning expectations
- ☐ Teacher listens and provides some individuals or student groups with minimally sensitive feedback; students have some difficulty articulating learning expectations
- ☐ Teacher promotes two-way communication that provides most individuals and/or student groups with thoughtful, responsive, and/or generally sensitive feedback; students can articulate general learning expectations
- ☐ Teacher promotes two-way communication that provides all individuals and student groups with thoughtful, responsive, and universally sensitive feedback; students can articulate specific learning expectations

**3-B: Using Questioning & Discussion Techniques**

- ☐ Teacher does not elicit student inquiry or student participation; teacher does not pose any questions nor elicit any student responses
- ☐ Teacher elicits limited student responses; teacher and/or student questions are at the skill/concept level and frequent prompting is needed for student participation
- ☐ Teacher elicits student complex thinking; teacher and/or student questions are at the strategic thinking level and minimal prompting is needed for student participation
- ☐ Teacher elicits student complex thinking and prompts high-level student questions; teacher and/or student questions are at the extended thinking level and no prompting is needed for active student participation

**3-C: Engaging Students in Learning**

- ☐ Teacher provides little or no opportunity for group processes; most students are in the "not-learning" mode
- ☐ Teacher provides opportunities for teacher-directed individual or group processes that involve reporting back information; students are passively involved in the learning
- ☐ Teacher provides opportunities for teacher-directed individual or collaborative problem solving and/or decision making; students are actively engaged in the learning
- ☐ Teacher provides opportunities for student-directed, collaborative problem solving/decision making that applies to the real-world; students are fully vested in the learning

**3-D: Using Assessment in Instruction**

- ☐ Teacher does not use formal or informal assessment strategies; assessment criteria and standards addressed are not aligned with one another
- ☐ Teacher uses limited formal or informal assessment strategies, but they are inconsistent with the standards
- ☐ Teacher uses either formal or informal assessment strategies consistent with the standards; students assess their own work or the work of their peers using teacher-generated rubrics
- ☐ Teacher uses both formal and informal assessment strategies consistent with the standards; students assess their own work and the work of their peers using student-generated rubrics

**3-E: Demonstrating Flexibility and Responsiveness**

- ☐ Teacher does not make lesson adjustments or design follow-up interventions despite an obvious need to change the course of the lesson
- ☐ Teacher makes limited lesson adjustments and/or designs limited follow-up interventions, but they are inconsistent with students' readiness levels
- ☐ Teacher makes some lesson adjustments and/or designs some follow-up interventions that are targeted for students' readiness levels
- ☐ Teacher makes timely and appropriate lesson adjustments and designs follow-up interventions that are targeted and differentiated for students' readiness levels

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## 4: PROFESSIONAL RESPONSIBILITIES

### 4-A: Reflecting on Teaching

- ☐ Teacher does not apply strategies to influence learning nor make adjustments to promote student success
- ☐ Teacher applies minimal strategies to influence learning, but does not diagnose their effectiveness or make adjustments to promote student success
- ☐ Teacher applies selected general strategies to influence learning, diagnoses their effectiveness, and/or makes some adjustments to promote student success
- ☐ Teacher applies a variety of strategies to influence learning, diagnoses their effectiveness, and makes appropriate adjustments to promote high levels of student success

### 4-B: Maintaining Accurate Records

- ☐ Teacher does not use any formative or summative assessment strategies
- ☐ Teacher uses limited formative or summative assessment strategies; collected student data is rarely used to modify instruction
- ☐ Teacher uses formative or summative assessment strategies; collected student data is sometimes used to modify instruction
- ☐ Teacher uses formative and summative assessment strategies; collected student data is consistently used to modify instruction and promote student reflection

### 4-C: Communicating with Families

- ☐ Teacher does not attempt to maintain ongoing, collaborative communication with families, colleagues, or community members; interactions may be unprofessional or nonexistent and detract from an acceptable level of professional practice
- ☐ Teacher communications with families, colleagues, or community members are professional, but do not elevate the level of professional practice by considering the diverse needs of families or their greater community
- ☐ Teacher communications with families, colleagues, and/or community members are professional and cordial, and elevate the level of professional practice by considering their diverse needs and/or the needs of their greater community
- ☐ Teacher communications with families, colleagues, and community members are professional, proactive, considerate and synergistically elevate the level of professional practice by embracing their diverse needs and the needs of their greater community

### 4-D: Participating in a Professional Community

- ☐ Teacher does not participate in sponsored activities and/or relationships with colleagues are occasionally confrontational; no attempt is made to integrate best practices research
- ☐ Teacher participates indirectly in sponsored activities and relationships with colleagues are cordial; limited attempts are made to integrate best practices research
- ☐ Teacher actively participates in sponsored activities and relationships with colleagues are supportive and/or collaborative; best practices implementation and/or action research raise the level of professional practice
- ☐ Teacher actively leads sponsored activities and relationships with colleagues are supportive and collaborative; self-initiated action research raises the level of professional practice among staff members

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**4: PROFESSIONAL RESPONSIBILITIES  
(CONTINUED)****4-E: Growing & Developing Professionally**

- ☐ Teacher does not attend professional development opportunities and/or is not receptive to feedback from stakeholders
- ☐ Teacher attends limited professional development opportunities as a participant, but is receptive to minimal feedback from stakeholders
- ☐ Teacher attends professional development opportunities as a participant and is receptive to feedback from stakeholders
- ☐ Teacher proactively seeks out and attends professional development opportunities and may participate as a mentor, coach, facilitator, and/or presenter; teacher is receptive to feedback from stakeholders

**4-F: Showing Professionalism**

- ☐ Teacher's daily decision-making does not reflect a general need to advocate for students nor to grow professionally
- ☐ Teacher's daily decision-making reflects a general need to advocate for students, but not to grow professionally
- ☐ Teacher's daily decision-making reflects a general need to advocate for students and to grow professionally
- ☐ Teacher's daily decision-making reflects a proactive and comprehensive need to advocate for students and to grow professionally