

**Golden Apple Teacher Support Program – Observation Form**  
**Observation of Teaching Scholar’s Performance**

Scholar’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Please respond to each item by placing a check mark in the observed column of each respective area where appropriate.

**Domain 1: Planning and Preparation**

Element	Observed
1. Teacher displays basic content knowledge.	
2. Teacher displays generally accurate knowledge of developmental characteristics of age group.	
3. Teacher displays general understanding of the different approaches to learning that students exhibit.	
4. Teacher recognizes the value of understanding students’ interests/cultural heritage.	
5. Most of the goals are clear, balanced, and suitable for most students in the class.	
6. Teacher displays awareness of resources available through the school or district.	
7. The lesson or unit has recognizable structure, and appropriate materials and resources are available for students.	
8. Teacher uses assessment results to plan for the class as a whole.	

**What’s Working:**

**Challenges/Concerns:**

## Domain 2: The Classroom Environment

Element	Observed
1. The teacher-student interactions are generally appropriate, and students do not demonstrate negative behavior toward one another.	
2. Teacher communicates importance of work and has high expectations for student achievement.	
3. Students accept the responsibility to do well.	
4. Tasks for group work are organized.	
5. Transitions and routines are efficient.	
6. Standards of conduct appear to have been established and teacher is generally aware of student behavior.	
7. The classroom is safe, and teacher uses physical resources adequately.	
8. The teacher has created a space that is engaging and attractive, and student contributions are evident.	

**What's Working:**

**Challenges/Concerns:**

**Domain 3: Instruction**

Element	Observed
1. Teacher directions and procedures are clear, and teacher's spoken language is audible and written language legible.	
2. Teacher uses a variety of questions.	
3. Teacher makes some attempt to engage students in a true discussion.	
4. The lesson has a recognizable structure with activities and assignments that are appropriate to students and engages them.	
5. Some feedback is given.	
6. Teacher attempts to adjust a lesson and accepts responsibility for student success.	

**What's Working:**

**Challenges/Concerns:**

**Domain 4: Professional Responsibilities**

Element	Observed
1. Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	
2. Teacher makes general suggestions about how the lesson may be improved.	
3. Teacher's system for maintaining information on student completion of assignments is effective.	
4. Teacher serves and acts as an advocate for students.	
5. Teacher communicates and engages families in the instructional program.	
6. Teacher maintains cordial relationships with colleagues.	
7. Teacher becomes involved in the school's culture and participates in school events.	
8. Teacher participates in professional activities.	

**What's Working:**

**Challenges/Concerns:**

**Teachers Next Steps:**

**Mentor's Next Steps:**

Danielson, Charlotte. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.