Classroom Observation Evidence Collection Form

DALLAS INDEPENDENT SCHOOL DISTRICT

TEACHER EXCELLENCE INITIATIVE

Domain 2: INSTRUCTION

2.1 Alignment

- Establishes standards-based objectives:
  - Stated Clearly
  - Measurable
  - Developmentally Appropriate
  - Focused toward mastery of relevant standards
- Uses a variety of aligned tasks
- Provides accommodations and modifications when appropriate to address specific learning needs

2.2 Mastery

- Establishes criteria for success that are:
  - Stated Clearly
  - Measurable
  - Developmentally Appropriate
  - Aligned to learning objective
- Monitors progress towards mastery with multiple and varied CFUs at appropriate opportunities
- Provides systematic feedback that affirms, clarifies, and advances the lesson
- Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding

2.3 Delivery

- Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies
- Delivers content clearly, accurately, and coherently
- Incorporates appropriately varied digital, print and/or hands-on instructional resources
- Combines differentiated and relevant instructional strategies and questioning techniques to maintain appropriate pace and engagement

2.4 Cognitive Demand

- Uses leveled and/or scaffolded questioning to challenge students
- Incorporates critical thinking and varied problem-solving strategies throughout the lesson
- Provides opportunities for students to engage in content and respond to/build on peer ideas
- Provides appropriately challenging and aligned tasks that increase cognitive demand and gradually move student toward autonomy

Notes

Domain 3: LEARNING ENVIRONMENT

3.1 Procedures and Systems

- Establishes an organized system of routines, procedures and transitions that allow for maximized instructional time
- Organizes materials and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson
- Aligns physical environment to lesson structure whereby supporting outcomes, delivery, and enhancement of peer interactions

3.2 Behavioral Expectations

- Communicates specific, concrete expectations and norms
- Promotes self-discipline and self-monitoring using verbal and non-verbal cues
- Aligns behavioral consequences to student's social, emotional, and cognitive development
- Responds appropriately to student behaviors and uses varied strategies to focus student behavior without disruption to lesson momentum
- Recognizes and reinforces positive behaviors with praise and other incentives when appropriate

3.3. Climate and Culture

- Conveys high expectations for learning and active participation by using appropriate engagement strategies
- Interacts equitably and respectfully with students
- Creates opportunities to strengthen relationships and build rapport with students through words and actions
- Celebrates individual and group efforts and successes

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TEACHER EXCELLENCE INITIATIVE

Illustration

Question Type Tally

BLOOM'S TAXONOMY			
Category	**Stems**		**Tally**
Knowledge	Who What When,	Define Recall List	
Comprehension	Restate Discuss	Describe Explain	
Application	Interpret Apply	Use Demonstrate	
Analysis	Compare Contrast	Examine Analyze	
Synthesis	Compose Construct	Design Predict	
Evaluation	Judge Appraise	Evaluate Assess	

Notes