

NOTRE DAME OF MARYLAND UNIVERSITY
INTERNSHIP CLASSROOM OBSERVATION FORM



Intern's Name: [Click here to enter text.](#) Program: [Click here to enter text.](#)
 Observers Name/Title: [Click here to enter text.](#) Subject: [Click here to enter text.](#)
 Grade Level: [Click here to enter text.](#) Number of Students in the class: [Click here to enter text.](#)
 Date: [Click here to enter a date.](#) Length of time of Observation: [Click here to enter text.](#)
 School: [Click here to enter text.](#)

(InTASC and Danielson Framework for Teaching -standards are met through observation of teaching, planning, and reflecting. In using this observation tool, you are providing valuable feedback to the Intern.)

Evidence of Planning (InTASC 4, 7) (Danielson Frmwk 1a, 1d 1e, 3b – 3e)

1. Choose an item. Aligned with content, professional, and technology standards
2. Choose an item. Aligned with appropriate central focus and essential question
3. Choose an item. Includes SMART objectives with learner outcomes and reviews/analyzes and interprets data to support these outcomes
4. Choose an item. Includes academic language demands and supports
5. Choose an item. Encourages problem solving/higher order thinking skills
6. Choose an item. Differentiates instruction and assessment to address student diverse learning needs
7. Choose an item. Includes several formative and summative assessments that are aligned with objective(s)
8. Choose an item. Includes explicit real world and/or multiple disciplinary connections, which create meaning and significance.

NOTES:

Instructional Delivery (InTASC 1, 2, 3, 8) (Danielson Frmwk 1a, 1e, 3c 1b. 1e, 2a, 2b, 3b to 3e)

9. Choose an item. Implements a planned procedure for instruction which includes planned beginning, development of new learning, enrichment, re-engagement, and closure
10. Choose an item. Communicates objectives, essential question/central focus, and outcomes to students
11. Choose an item. Fosters higher level thinking skills and persistent attitudes for learning
12. Choose an item. Demonstrates mastery of subject matter with literacy embedded
13. Choose an item. Varies teaching strategies/ materials to address learners' needs and reflect local/global diversity
14. Choose an item. Motivates and engages students for sustained learning and independence
15. Choose an item. Uses a variety of flexible grouping techniques when appropriate
16. Choose an item. Implements accommodations or modification for students with special needs, Multi-Lingual learners, struggling readers, and gifted learners
17. Choose an item. Uses questioning and discussion strategies to engage learners
18. Choose an item. Uses instructional strategies appropriate for the grade level and content (inquiry-based, modeling, etc.)
19. Choose an item. Utilizes student demographics to inform culturally responsive instruction

NOTES:

Classroom Management (InTASC 3, 5) (Danielson Frmwk 1e, 2a, 2b, 2c, 2d, 3c)

20. Choose an item. Organizes instructional learning time
21. Choose an item. Organizes and uses space, equipment and materials effectively
22. Choose an item. Establishes clear, appropriate expectations for learner behavior
23. Choose an item. Provides smooth transition to minimize loss of instructional time
24. Choose an item. Manages student behavior to enhance learning and addresses minor and significant misbehaviors appropriately
25. Choose an item. Creates a positive learning climate based on courtesy and mutual respect

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NOTES:

- It is evident that Ms. Flores has an established classroom routine that students follow with minimal prompting. Expectations for learner behavior, participation, and classroom routines are clear and understood by students. This is difficult yet essential at the Pre-K level!
- Ms. Flores reviews expectations/classroom rules together with students (words paired with visuals) prior to beginning lesson.
 - o Ms. Flores references visuals/prompts when reminding students of expected behavior (excellent).
 - o Ms. Flores ignores minor behaviors and addresses significant/repeating behaviors as necessary.

Student/Teacher Interaction (InTASC 2, 3, 5, 8) (Danielson Frmwk 1b, 1c, 1f, 3b, 3c, 1e, 2a, 2b, 3b-3e)

- | | |
|---------------------|---|
| 26. Choose an item. | Demonstrates the ability to adjust plans to meet students' needs |
| 27. Choose an item. | Demonstrates the ability to engage students and sustain positive interest |
| 28. Choose an item. | Provides students the opportunity to finish thoughts and encourages students to speak |
| 29. Choose an item. | Ensures equitable access and meaningful participation for each student |

NOTES:

- Ms. Flores incorporates music/songs/movement into opening routine to engage students and sustain interest!

Effective Communications (InTASC 2, 3, 5) (Danielson Frmwk 2a, 3a, 3b, 3c)

- | | |
|---------------------|---|
| 30. Choose an item. | Models effective oral and written communication skills including correct language usage |
| 31. Choose an item. | Uses voice effectively(quality, volume, pitch, inflection, & rhythm) |
| 32. Choose an item. | Demonstrates suitable body language (poised, eye contact, facial expression) |
| 33. Choose an item. | Uses technology to engage learners and support student learning |

NOTES:

- Ms. Flores models effective oral communication in Spanish for all learners (Spanish immersion school).

Assessment/Evaluation (InTASC 6) (Danielson Frmwk 1b, 1f, 3d, 3e, 4a, 4b, 4c)

- | | |
|---------------------|---|
| 34. Choose an item. | Uses pre-assessment of student readiness to inform instruction |
| 35. Choose an item. | Uses formative assessments to evaluate learner's progress and provides feedback throughout the lesson |
| 36. Choose an item. | Uses summative assessment to evaluate learner progress and the end of the lesson |

NOTES:

Personal/Interpersonal InTASC 9, 10) (Danielson Frmwk 4a, 4b, 4e, 1d, 4c, 4d, 4f)

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|---------------------|---|
| 37. Choose an item. | Displays ethical and professional behavior including mature demeanor and appropriate attire |
| 38. Choose an item. | Receives and profits from suggestions and constructive feedback from others and engages in authentic, reflective practices to improve performance |

NOTES:

Special Focus:

39. Choose an item. Click here to enter text.

NOTES:

Overall Rating:

Satisfactory ☐

Developing ☐

Unsatisfactory ☐

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