



FEEDBACK FAST-TRACK FORMULA: HOW TO WRITE EFFECTIVE FEEDBACK TO TEACHERS IN HALF THE TIME

SAMPLE LOOK-FORS AND ASK-ABOUTS

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Look-fors and Ask-about are a great tool to help you during formal and informal observations. They not only give you an observational lens, they provide follow-up questions that spark discussion and reflection post-observation.

Use the look-fors to help you identify teaching behaviors that align with your evaluation instrument. If you notice a missed opportunity, use the ask-about to help you delve more deeply into the teacher's practice and foster reflection.

Keep in mind that you won't see every look-for in every classroom. Thus, use this as a guide rather than a check list.

Look Fors	Ask Abouts
Domain 2a – Creating an Environment of Respect and Rapport	
Students talk respectfully, listen actively, and take turns talking.	How do you teach your students to show respect for each other? How do you respond when students are not respectful to each other?
The teacher acknowledges students' backgrounds and lives outside of the classroom.	How do you acknowledge students' backgrounds and lives outside of the classroom?
Both students and teachers use body language that conveys warmth and caring.	How do you convey to students that you care about them? How do students show you that they care about you and each other?
The teacher uses physical proximity appropriately.	How do you use proximity to convey to students that they are valued, safe, and comfortable?
The teacher is polite and encouraging.	In what ways do you encourage students?
The teacher treats students fairly.	What is fairness? How do you demonstrate fairness to your students?
Domain 2b – Establishing a Culture for Learning	
The teacher conveys the educational value of what students are learning.	What is the educational value of what students are learning in this lesson? How do you convey that value to students?
The teacher supports high expectations through both verbal and nonverbal behaviors for both learning and participation.	What are your expectations for students for learning/participation? How do you convey those expectations to your students?
Students expect high-quality work.	What kind of work do your students expect from you? Do they see the work as meaningful?
Students expect recognition of effort and persistence.	How do you recognize students' efforts? How do you recognize and reward students' persistence?
The teacher has high expectations for student expression and work products.	What constitutes high-quality work for this lesson? How do you convey those expectations to your students? How do you respond when students don't initially meet those expectations?

Look Fors	Ask Abouts
Domain 2c – Managing Classroom Procedures	
There is a smooth functioning of all routines	What routines do you have in place? How do you help your students develop the skills to work purposefully and cooperatively in groups or independently with little supervision from you?
There is little or no loss of instructional time.	How do you ensure that you lose as little instructional time as possible? What routines have you put into place to limit the loss of instructional time? How are they working?
Students play an important role in carrying out routines.	What role do students play in carrying out routines?
Students know what to do, where to move during transitions.	How do students know what to do or where to move? How do you respond when they don't know what to do and where to move?
Non-instructional tasks are completed efficiently.	How do you typically manage non-instructional tasks? What percentage of class time would you guess is taken by non-instructional tasks?
Domain 2d – Managing Student Behavior	
The teacher posts and refers to clear standards of conduct during the lesson.	What are your standards of conduct and how do you enforce them during the lesson?
The teacher responds to student misbehavior in a way that make students feel respected and that maintains their dignity. There is an absence of acrimony between teacher and students concerning behavior.	How do you enforce behavioral expectations without acrimony? What do you do to prevent acrimony between you and your students?
The teacher is aware of what is going on and uses this awareness to influence student behavior through redirection and proximity.	How do you keep attuned to your students while teaching? What strategies do you use to address student misconduct early or prevent it to begin with?
The teacher takes preventative action when needed.	What preventative measures do you take to help students remain on task
There is an absence of student misbehavior.	How do you keep students focused and on task?

The teacher reinforces positive behavior.	How do you reinforce positive behavior?
Look Fors	Ask Abouts
Domain 2e – Organizing Physical Space	
The teacher creates a pleasant, inviting classroom atmosphere.	What do you do to create a pleasant inviting atmosphere? Is there anything in the classroom that you believe gets in the way of that atmosphere?
The teacher creates a safe environment.	What constitutes a safe environment? How do you ensure that students are physically, emotionally, and psychologically safe?
The is accessibility for all students.	Can all students see and hear what's going on? Is the classroom arranged so that they can participate actively?
The furniture arrangement is suitable for the learning activities.	Why did you choose this furniture arrangement? Do students have any choice in how the classroom is arranged?
Both students and teacher effectively use physical resources, including computer technology.	How do you use technology in the classroom? How does doing so support your learning goals for your students?