**Marquette University – College of Education**

**Teaching Observation**

**Advanced Methods**

**Performance Assessment**

**Directions:**

1. **Complete the evaluation form.**
2. **Review the evaluation form with the candidate.**
3. **The descriptor indicates what is expected for a satisfactory rating.**

**Individual Completing the Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Please evaluate the candidate on the following standards and indicators using this scoring rubric. When scoring the rubric please use **ALL** sources of information from the candidate (i.e., lesson plan, observation, debriefing, seminar discussion, etc.). The score on the rubric should be cumulative in nature and reflect your total knowledge about the candidate.

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| **InTasc Indicator** | **DNO** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| 1a Regularly designs and modifies instruction to meet learners’ needs in at least two areas of development (cognitive plus one other: linguistic, social, emotional, physical) and scaffolds the next level of development. |  | Addresses only cognitive area of development with no scaffolding. | Occasionally addresses only cognitive area of development with appropriate or effective scaffolding. | Sufficiently addresses cognitive and one other area of development (social or emotional) with scaffolding in one or both areas. | Effectively addresses cognitive and one other area of development with appropriate scaffolding in both areas. |
| 1b Creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, motivational needs and that enables each learner to advance and accelerate his/her learning. |  | In planning, individual learners’ strengths, interests, and motivational needs are not addressed. | In planning, individual learners’ strengths, interests, and motivational needs are addressed but not necessarily related to the intended learning outcome(s). | In planning, individual learners’ strengths, interests, and motivational needs are addressed and related to the intended learning outcome(s). | In planning, individual learners’ strengths, interests, and motivational needs are addressed in ways that will enable learners to advance and accelerate their learning. |
| 2b Enacts developmentally appropriate supports for students including those with particular learning differences or needs (students with IEPs/504 plans, ELL’s, struggling readers, more able learners). |  | No evidence of instructional supports. | Some evidence of supports but not necessarily effective or developmentally-appropriate. | Evidence of sufficient developmentally-appropriate supports. | Evidence of effective developmentally-appropriate supports. |
| 3a The teacher collaborates with learners to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.  (Danielson 2a) |  | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |
| 3d The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.  (Danielson 2c) |  | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |
| 3.D2b Establishes a culture for learning.  (Danielson 2b) |  | The classroom culture is characterized by low expectations for student learning; little or no investment of teacher and/or student energy in the task at hand. | The classroom culture is characterized by a lack of high expectations for student learning. The teacher appears to primarily interested in the completion of a task rather than the quality of the work. | The classroom culture is a place where learning is valued by teacher and students; High expectations for both learning and hard work are the norm. Students understand their role as learners and consistently expend effort to learn. | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers. |
| 3.D2d Manages student behavior.  (Danielson 2d) |  | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. |
| 4a Effectively uses multiple representations and explanations that capture key ideas in the discipline and promote each learner’s achievement of content standards. |  | Uses one representation or explanation to teach content standard with key ideas missing. | Inconsistent use of appropriate multiple representations/ explanations. | Consistent use of multiple representations/explanations that capture key ideas. | Consistent use of multiple representations/explanations that capture key ideas and advances learner’s achievement of content standards. |
| 4b Encourages learners to understand, question, and analyze ideas from multiple perspectives so that they master the content. |  | Considers only one perspective. No probing of student responses. | Considers only one perspective. Some probing of student responses. | Elicits multiple perspectives from students and actively probes students to extend understanding of the content. | Elicits questions, ideas, multiple perspectives, and analysis from students, allowing them to extend and apply understanding of the content. |
| 4e Recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. |  | No recognition of misconceptions or misconceptions are equated with students’ lack of knowledge in content area. | Some recognition of misconception but no attempt to use misconceptions to build accurate conceptual understanding. | Some recognition of misconceptions and some use of misconceptions to build accurate conceptual understanding. | Consistent recognition of misconceptions and consistent use of misconceptions to build accurate conceptual understanding. |

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| 4h Creates opportunities for students to learn, practice, and master academic language demands in their content (vocabulary, function, syntax, discourse). |  | Language supports are missing or are not aligned with the language demand(s) for the learning task. | Language supports primarily address one language demand (vocabulary, function, syntax, discourse). | General language supports address use of two or more language demands (vocabulary, function, syntax, discourse). | Targeted language supports address use of vocabulary, language function AND either discourse or syntax. |
| 5b Engages learners in applying content knowledge to real world problems or “big ideas”/interdisciplinary themes (e.g., environment, justice). |  | No reference to real world problems or big ideas. | Teacher identifies real world problems or big ideas and may elicit student responses. | Teacher identifies and facilitates student engagement with real world problems or big ideas. | Teacher frequently provides opportunities for students to identify and extend the discussion of applying content to real world problems or big ideas. |
| 6b Designs assessments that match learning objectives. |  | Disconnect between assessments and learning objectives. | Only some of the learning objectives are addressed in the planned assessments. | All learning objectives are addressed and tied to the planned assessments. | All learning objectives are addressed and tied to the planned assessments and include opportunities for differentiation. |
| 6d Provides students with effective descriptive feedback to guide their learning progress. |  | Feedback is unrelated to the learning objectives or is developmentally inappropriate.  OR  Feedback contains significant content inaccuracies. | Feedback is general and addresses needs AND/OR strengths related to the learning objectives. | Feedback is specific, meaningful, and addresses either needs OR strengths related to the learning objectives to guide students’ learning progress. | Feedback is specific, meaningful, and addresses both strengths AND needs related to the learning objectives to guide students’ learning progress. |
| 7a Selects and creates learning experiences that are aligned to learning objectives and content standards. |  | Learning experiences are not aligned with learning objectives or content standards. | Learning experiences are vaguely aligned learning objectives or content standards. | Learning experiences build on each other and are aligned with learning objectives and content standards. | Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards. |
| 7b Selects and uses materials and learning activities that are relevant to students’ sociocultural backgrounds. |  | Materials and learning activities are not relevant to students’ sociocultural backgrounds. | Materials and learning activities are superficially relevant to students’ sociocultural backgrounds. | Materials and learning activities are relevant to students’ sociocultural backgrounds. | Materials and learning activities are meaningful and consistently relevant to students’ sociocultural backgrounds. |

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| 8b2 Monitors student learning in the context of individual, small group, and whole class settings and adjusts instruction accordingly. |  | Teacher stands in one place in room, minimal or no awareness of student understanding, no checks for student understanding, or rigid adherence to lesson plan. | Limited movement around room, lack of awareness of student understanding in small group or individual work, generic checks for understanding to the whole group, limited flexibility in implementing lesson plan. | Targeted movement around room with awareness of whole group, small group and individual understanding, meaningful checks for understanding; uses checks to make adjustments in lesson. | Purposeful movement around room with continuous awareness of whole group, small group and individual understanding, consistent meaningful checks for understanding which result in adjustments in instruction that extend students’ understanding. |
| 8f Engages all learners in developing higher order thinking and questioning skills (analyzing, evaluating, creating) and metacognitive processes. |  | Primarily encourages lowest-level (remembering, recall) questioning strategies throughout lesson. No attention to metacognitive processes. | Primarily encourages lower-level (understanding, applying) questioning strategies; occasional or inconsistent encouragement of higher order questioning and metacognitive processes. | Primarily encourages higher-order questioning but not necessarily for all students. Some attention to metacognitive processes. | Consistently elicits higher-order questions and thinking from all students. Students frequently engage in metacognitive processes (e.g., justify/explain their thinking and problem solving). |
| 8h Uses a variety of instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction) to engage students in learning. |  | Instructional strategies lack variety and few students are intellectually engaged. | Uses some variety of instructional strategies but strategies primarily teacher directed and many students are passive or compliant participants. | Uses variety of instructional strategies that promote student engagement and active learning (e.g., cooperative learning, discovery learning, inquiry, simulation). | Consistently uses variety of learner-centered instructional strategies (e.g., cooperative learning, discovery learning, inquiry, simulation) and virtually all students are actively engaged in learning. |
| 8i Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).  (Danielson 3b) |  | Teacher’s questions are of low cognitive challenge, with single correct responses. Only a few students dominate the discussion. | Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Teacher calls on many students but only a small number participate. | While the teacher may use occasional low-level questions, s/he poses questions designed to promote student thinking and understanding. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Many students actively engage in the discussion. | Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Teacher builds on and uses student responses to questions in order to deepen student understanding. Virtually all students are engaged in the discussion. |

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|  | **1—Minimal** | **2—Basic** | **3—Proficient** |
| MU Professionalism #1: Teacher consistently arrives to school, events, and/or appointments on time and prepared. | * Regular tardiness * Still preparing after arrival at school | * Often punctual but some tardiness * Sometimes still preparing after arrival at school | * Consistently punctual * Reliable * Ready to teach on designated days |
| MU Professionalism #3: Teacher consistently submits complete lesson plans on time to cooperating teacher(s) and university supervisor. | * Neglects to share lesson plans with cooperating teacher * Fails to provide long form lesson plans to supervisor in timely manner | * Inconsistently shares lesson plans with coop * Provides long form lesson plan to university supervisor but not in timely manner | * Regularly submits lesson plans to cooperating teacher * Submits long-form lesson plans to supervisor 24-48 hours in advance of all observations |
| MU Professionalism #4: Teacher communicates professionally with cooperating teacher(s), students, parents, school staff, and university supervisor. | * Communications are unprofessional or inappropriate * Requests requiring a response are not addressed in a timely manner * Lack of consideration of others’ preferred mode of communication | * Some communications are professional and respectful * Requests requiring a response are sometimes addressed in a timely manner * Others’ preferred mode of communication inconsistently used | * Communications to others are professional and respectful * Requests requiring a response are addressed in a timely and appropriate manner * Others’ preferred mode of communication is used |