**Marquette University – College of Education**

**Student Teacher Evaluation Form**

**ITL/P KEY Summative Performance Assessment #5**

**Classroom Management Observation**

**Directions:**

1. **Complete the evaluation form, sign, and date.**
2. **Review the evaluation form with the candidate.**
3. **Ask candidate to sign and date form to indicate that the evaluation has been reviewed.**
4. **The descriptor indicates what is expected for a satisfactory rating.**

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

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

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

**Please Circle: Midterm Evaluation OR Final Evaluation OR Observation # \_\_\_\_\_\_\_**

**Observation Debriefing Date with Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Candidate’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University Supervisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Marquette University – College of Education**

**Student Teacher Evaluation Form**

**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.

**KSPA #5: Learning Environment/Classroom Management**

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| **InTASC Indicator** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| **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. |

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| **InTASC Indicator** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| **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 a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | 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 and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. |

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| **InTASC Indicator** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| **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. |
| **3.D2e Organizes physical space**  **(Danielson 2e)** | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including technology, effectively. | The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. |