**Marquette University – College of Education**

**Student Teacher Evaluation Form**

**ITL/P KEY Summative Performance Assessment #8**

**Teaching 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 #8: Teaching Observation**

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| **InTASC Indicator** | **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. | Addresses only cognitive area of development with limited scaffolding | Addresses cognitive and one other area of development (social or emotional) with scaffolding in one area.  | Addresses cognitive and one other area of development and 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 developmentally appropriate.  | Evidence of developmentally appropriate supports. | Evidence of developmentally appropriate supports for more than one area of learning differences/needs.  |
| **2e Uses strategies for making content accessible to English language learners and dialect speakers (if applicable).**  | No evidence of strategies used. | Occasional use of a limited number of strategies. | Consistent use of a limited number of strategies. | Consistent use of a variety of strategies. |

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| **InTASC Indicator** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| **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. | Elicits multiple perspectives from students and actively probes students to extend understanding of the content. |
| **4d Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.** | Does not attempt to connect to learners’ prior knowledge, link new concepts to familiar concepts, or make connections to learners’ experiences. | Limited connection to prior knowledge or previous lessons with little or no attempt to elicit students’ own experiences.  | Encourages students to reflect on prior content knowledge, make links between new and familiar concepts, and connect to their experiences but is primarily teacher directed.  | Consistent evidence of students reflecting on relevant prior content knowledge, making links between new and familiar concepts, and connecting to their experiences.  |
| **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. |
| **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.  |

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| **InTASC Indicator** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| **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 without engaging students in discussion. | 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. |
| **5d Engages learners in challenging assumptions and creative problem solving in local and global contexts.**  | No opportunities for students to challenge assumptions or engage in problem solving. | Teacher challenges assumptions without engaging students in problem solving.  | Teacher challenges assumptions and engages students in problem solving. | Teacher frequently provides opportunities for students to challenge assumptions and engage in problem solving.  |
| **5h Develops and implements supports for learner literacy development across content areas.**  | No content literacy support is evident. | Some planning for content literacy support with minimal implementation.  | Some planning for content literacy support and some implementation evident.  | Consistent planning for content literacy support and consistent implementation evident.  |
| **6l Analyzes formative and summative assessments to understand patterns and gaps in learning, and to guide planning and instruction.**  | No evident use of assessment data to guide planning or instruction. | Minimal analysis or analysis is not consistent with subsequent learning objectives. | Consistent analysis of data and is appropriately used to guide planning and instruction including some differentiation. | Consistent analysis of multiple sources of data to guide planning and instruction, including differentiation for a variety of learners. |
| **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.ORFeedback contains significant content inaccuracies. | Feedback is general and addresses needs AND/OR strengths related to the learning objectives. | Feedback is specific and addresses either needs OR strengths related to the learning objectives. | Feedback is specific and addresses both strengths AND needs related to the learning objectives.  |

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| **InTASC Indicator** | **1—Minimal** | **2—Basic** | **3—Proficient** | **4—Advanced** |
| **8b Engages learners in assessing their progress.** **(Danielson 3d)** | Students are not aware of assessment criteria and do not self-assess.  | Students appear to be only partially aware of the assessment criteria and students rarely self-assess. | Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess. | Students are aware of and have contributed to assessment criteria, and frequently self-assess and monitor their own 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.  |
| **7e Plans collaboratively with available professionals who have specialized expertise (special educators, related service providers, language learning specialists, librarians, specialists) to design effective learning experiences.**  | No evidence of collaborative planning for instruction.  | Teacher rarely participates in collaborative planning to design effective learning experiences.  | Teacher participates in collaborative planning to design effective learning experiences. | Teacher takes initiative to collaboratively plan with available professionals to design effective learning experiences.  |
| **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.  |

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| **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). |
| **8g Promotes responsible learner use of interactive technologies to develop deep understanding of content and build skills to apply knowledge in meaningful ways.** | Does not attempt to utilize available technology for learning.  | Infrequent or ineffective use of available technology for learning (e.g., students using computers to complete low cognitive level activity). | Promotes appropriate learner use of available technology for some deeper level learning. | Promotes consistent and appropriate learner use of available technology to create representations of deep understanding of content (e.g., students use technology tools to create original presentations of learning).  |
| **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. |

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| **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.  |
| **9c Uses evidence to evaluate and change teaching practice.** **(Danielson 4a)** | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.  | The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| **10b Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.****(Danielson 4d)** | Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or projects.  | Teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and projects when specifically asked.  | Teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and projects, making a substantial contribution.  | The teacher volunteers to participate in school events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.  |

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| **10d Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.** **(Danielson 4c)** | No evidence of communication with families.  | Teacher makes sporadic attempts to communicate with families or communication may not be culturally sensitive to those families.  | Teacher communicates regularly with families in a culturally sensitive manner.  | Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.  |