



Prep Resources:

Exemplar Student Teaching Observation Form on Classroom Management Skills

Observation instruments used during student teaching should have numerous indicators that provide teacher candidates with specific feedback on a range of classroom management skills. Teacher evaluation is rapidly evolving and improving and an instrument whose rubric is modified to accommodate the levels of performance that can be expected of a student teacher may prove useful.

The classroom management portion of the instrument used in 2013 by the **Teachers College of Western Governors University** that follows this cover page could be helpful if you choose to modify the instrument you're currently using. This instrument's indicators and explanatory rubric provide a clear performance evaluation guide for both the observer and the teacher candidate on specific classroom management techniques. With the "specific and detailed comments about teacher candidate's performance" that are required, the use of these indicators consistently throughout a student teaching placement will provide very valuable feedback on how the candidate is demonstrating much-needed skills.

The example follows this cover page.



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Source: Exemplar language is taken from the Western Governors University Teacher College's "Demonstration Teaching (Student Teaching) Observation Form" and "Classroom Environment and Management Performance Observations Rating Rubric". Highlighted language indicates language that satisfied NCTQ's classroom management indicators.

Q4.9 CLASSROOM ENVIRONMENT AND MANAGEMENT 1=Unacceptable 2=Learning 3=Competent 4=Exemplary For rubric explanation click here: [Classroom Environment and Management Rubric](#)

	1 (1)	2 (2)	3 (3)	4 (4)
<div> <i>Rubric aligns with each objective and provides additional detail.</i> </div> <div> 601.5.3: Demonstrate positive, supportive, respectful interaction with students. (1) </div> <div> 601.5.4: Model standards of appropriate social behavior. (2) </div> <div> 601.5.10: Provide behavior-specific timely responses to students for specific behaviors. (3) </div> <div> 601.5.11: Teach a whole-class lesson in an academic area in a manner that maintains a high level of active student engagement from all students -- Teaching Behaviors (4) </div> <div> 601.5.11: Teach a whole-class lesson in an academic area in a manner that maintains a high level of active student engagement from all students -- Student Behaviors (5) </div>	<div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div>	<div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div>	<div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div>	<div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div>

Q4.10 Please make specific and detailed comments about teacher candidate's performance.

The supervisor provides teacher candidate with feedback on each domain.

Classroom Environment and Management

Performance Observations Rating Rubric with Behaviors

Objective	Rating	General Behavior	Specific Behaviors
601.5.3-03 Demonstrate positive, supportive, respectful interaction with students	1 <u>Unacceptable</u> (Needs Major Improvement)	Teacher makes significant errors in respectful or supportive interactions	<ul style="list-style-type: none"> Teacher does not have rules. Teacher does not execute rules and expectations or does not refer to rules. Teacher rarely praises students' behavior. Teacher embarrasses or humiliates students (e.g. yells, demeans, is sarcastic, etc.) Teacher does not analyze student's misbehavior to find what is reinforcing the student. Teacher does not teach students replacement behaviors. Teacher aggravates students into power struggles and conflicts. Teacher makes individuals feel disrespected or unsafe.
	2 Learning (Needs Minor Improvement)	Teacher makes minor errors in respectful or supportive interactions	<ul style="list-style-type: none"> Teacher has poorly written rules – negatively stated, too many, too vague, etc. Teacher inconsistently executes rules and expectations. Teacher applies rules differentially to different students. Teacher sometimes praises students' behavior. Teacher sometimes relates students' behaviors to rules and expectations. Teacher corrects student behaviors more than praises good behavior. Teacher incorrectly analyzes student's misbehavior to find what is reinforcing the student. Teacher implements a poorly designed individual behavior plan. Teacher teaches student replacement behaviors poorly. Teacher sometimes allows student to "save face" and cool off when appropriate. Teacher permits students to make individuals feel disrespected or unsafe.
	3 Competent (Competency Met)	Teacher exhibits positive, supportive, respectful interaction with students	<ul style="list-style-type: none"> Teacher usually executes rules and expectations fairly and consistently. Teacher usually praises students' behavior in relation to rules and expectations. Teacher praises good behavior (but not specifically). Teacher analyzes student's misbehavior to find what is reinforcing the student. Teacher implements an individual behavior plan when necessary. Teacher teaches student replacement behaviors adequately. Teacher usually allows student to "save face" and cool off when appropriate. Teacher does not allow other students to make individuals feel disrespected or unsafe.
	4 Exemplary (Pass with Commendation)	Teacher provides a safe, fair, respectful, caring, and cooperative environment that supports students' needs	<ul style="list-style-type: none"> Teacher has well written rules – specific, positively stated, etc. Teacher executes rules and expectations fairly and consistently. Teacher praises students' behavior in relation to rules and expectations. Teacher specifically praises good behavior. Teacher correctly analyzes student's misbehavior to find what is reinforcing the student. Teacher teaches student replacement behaviors. Teacher implements a well-designed individual behavior plan when necessary. Teacher consistently allows student to "save face" and cool off when appropriate. Teacher consistently creates an environment where students feel safe and respected.

While we have only highlighted language in the "exemplary" rating, note clear progression from "unacceptable" to "exemplary" for each objective.

Objective	Rating	General Behavior	Specific Behaviors
601.5.4-03 Model standards of appropriate social behavior.	1 <u>Unacceptable</u> (Needs Major Improvement)	Teacher does not model standards of appropriate social behavior	<ul style="list-style-type: none"> Teacher does not model appropriate standards of social behavior. Teacher does not present material in a professional manner consistent with school/district policies and procedures. Teacher is not sensitive to issues arising out of a diverse classroom. Teacher is rude or impolite to students and colleagues. Teacher does not show respect for students and colleagues.
	2 Learning (Needs Minor Improvement)	Teacher sometimes models standards of appropriate social behavior	<ul style="list-style-type: none"> Teacher sometimes models appropriate standards of social behavior. Teacher is inconsistent with the professional presentation of material according to school/district policies and procedures. Teacher is sometimes sensitive to issues arising out of a diverse classroom. Teacher is often rude or impolite to students and colleagues. Teacher often does not show respect for students and colleagues.
	3 Competent (Competency Met)	Teacher regularly models standards of appropriate social behavior	<ul style="list-style-type: none"> Teacher regularly models appropriate standards of social behavior. Teacher regularly presents material in a professional manner consistent with school/district policies and procedures. Teacher consistently shows sensitivity to issues of diversity in the classroom. Teacher consistently demonstrates a polite demeanor when dealing with students and colleagues. Teacher consistently shows respect for students and colleagues.
	4 Exemplary (Pass with Commendation)	Teacher always models standards of appropriate social behavior	<ul style="list-style-type: none"> Teacher always models standards of appropriate social behavior. Teacher always presents material in a professional manner consistent with school/district policies and procedures. Teacher always shows sensitivity to issues of diversity in the classroom. Teacher always demonstrates a polite demeanor when dealing with students and colleagues. Teacher always shows respect for students and colleagues.

Objective	Rating	General Behavior	Specific Behaviors
601.5.10-02 Provide behavior-specific timely responses to students for specific behaviors	1 <u>Unacceptable</u> (Needs Major Improvement)	Teacher provides very few responses to students overall OR only provides corrective feedback for negative behaviors	<ul style="list-style-type: none"> Teacher positive to negative reinforcement ratio is < 1:1. Teacher does not have a positive classroom management system in place, or has one in place that is not effective. Teacher responds to students minor confronting or engaging in a power struggle. Teacher embarrasses or humiliates students in front of others. Teacher aggravates or escalates misbehaviors. Teacher makes unreasonable demands, yells, or punishes
	2 Learning (Needs Minor Improvement)	Teacher provides general responses to students OR provides roughly the same number of positive and negative responses to student behavior	<ul style="list-style-type: none"> Teacher positive to negative reinforcement ratio is 1:1. Teacher has a positive classroom management system in place, but does not implement it consistently or it is not motivating to students. Teacher rarely responds to students minor misbehaviors by praising a different student for the correct behavior. Teacher rarely uses discrete corrections (when appropriate). Teacher sometimes redirects students rather than confronts. Teacher sometimes ignores behavior when it does not interfere with learning.
	3 Competent (Competency Met)	Teacher provides behavior-specific timely responses to students for specific behaviors AND provides more positive responses than negative ones	<ul style="list-style-type: none"> Teacher positive to negative reinforcement ratio is 2:1. Teacher has an effective positive classroom management system in place. Teacher usually responds to students minor misbehaviors by praising a different student for the correct behavior. Teacher usually uses discrete corrections (when appropriate). Teacher usually redirects students rather than confronts. Teacher usually knows to ignore behavior when it does not interfere with learning.
	4 Exemplary (Pass with Commendation)	Teacher praises positive behavior often , and corrects disruptive behavior with minimum disruption and ignores non-disruptive behavior	<ul style="list-style-type: none"> Teacher positive to negative reinforcement ratio is 4:1. Teacher has an effective positive classroom management system in place. Teacher consistently responds to students minor misbehaviors by praising a different student for the correct behavior. Teacher consistently uses discrete corrections (when appropriate). Teacher consistently redirects students rather than confronts. Teacher consistently knows to ignore behavior when it does not interfere with learning.

Objective	Rating	General Behavior	Specific Behaviors
601.5.11-02 (a) Maintain a high level of active student engagement (Teacher Behaviors)	1 <u>Unacceptable</u> (Needs Major Improvement)	Teacher takes the lesson off track OR does not use appropriate motivational strategies	<ul style="list-style-type: none"> Teacher lectures with few opportunities for student engagement/responses (< 1 student responses per minute). Rate of correct student (s) responses is < 60%. Teacher makes more negative comments than positive (<50/50 + to -). Teacher has a negative classroom management system, or does not have a classroom management system. Teacher allows too much time for students to complete activities. Teacher does not have a procedure for transitions between activities.
	2 Learning (Needs Minor Improvement)	Teacher sometimes uses appropriate motivational strategies but does not keep the lesson moving at a satisfactory pace	<ul style="list-style-type: none"> Teacher elicits fewer than 2 responses per minute. Student (S) rate of correct responses is < 70%. Teacher praises student performance at a rate of 1:1 (positive to negative). Teacher uses a poorly designed classroom management system intermittently. Transitions are not orderly or quick.
	3 Competent (Competency Met)	Teacher keeps the lesson moving at an appropriate pace and regularly uses appropriate motivational strategies	<ul style="list-style-type: none"> Teacher elicits a minimum of 3 student responses per minute. Student (S) rate of correct responses is > 70%. Teacher praises student performance at a rate of 2:1 (positive to negative). Teacher usually uses a well-designed classroom management system. Transitions are usually orderly and do not detract from instructional time.
	4 Exemplary (Pass with Commendation)	Teacher provides enthusiastic well-paced instruction keeps the students highly motivated	<ul style="list-style-type: none"> Teacher elicits a minimum of 5 student responses per minute. Student rate of correct responses is > 85%. Teacher praises student performance at a rate of 4:1 (positive to negative). Teacher consistently uses a classroom management system based on positive behavior and academic performance. Time for teacher directed and independent work is scheduled appropriately. Transition between activities is less than 3 minutes.

Objective	Rating	General Behavior	Specific Behaviors
601.5.11-02 (b) Maintain a high level of active student engagement (Student Behaviors)	1 <u>Unacceptable</u> (Needs Major Improvement)	Many students are off-task OR teacher fails to handle situations when students refuse to follow instructions	<ul style="list-style-type: none"> Alternative or altered, activities are not assigned to students with special needs. Activities unrelated to the task are assigned to students with special needs. Work is not appropriate to students' abilities <70% accuracy). Low rate of academic engagement (at task rate is <70%). Off task behaviors (e.g. out of seat, talk outs, etc) occur frequently and consistently throughout the lesson/class.
	2 Learning (Needs Minor Improvement)	Many students are appropriately engaged but off-task students are disruptive	<ul style="list-style-type: none"> Alternative or altered, but not related, activities are sometimes assigned to special needs students. Work is not appropriate to students' abilities <75% accuracy). Low rate of academic engagement (at task rate is <75%). Off task behaviors (e.g. out of seat, talk outs, etc) occur throughout the lesson/class.
	3 Competent (Competency Met)	Most students are appropriately engaged and off-task students are NOT disruptive	<ul style="list-style-type: none"> Alternative or altered related activities are usually assigned to special needs students. Work is appropriate to students' abilities (75%+ accuracy). High rate of academic engagement (at task rate is 75+ %). Off task behaviors (e.g. out of seat, talk outs, arguing, etc.) are at a minimum.
	4 Exemplary (Pass with Commendation)	All students are appropriately engaged	<ul style="list-style-type: none"> Alternative or altered related activities are regularly assigned to special needs students. Work is appropriate to students' abilities (85%+ accuracy). High rate of academic engagement (at task rate is 85+ %). Off task behaviors (e.g. out of seat, talk outs, etc.) do not occur.