

University of Dayton

FORMATIVE ASSESSMENT TOOL

Date: _____

Candidate's Weekly Observation/Reflections

(Circle Appropriate License Concentration)

ECE EIS EMS: LA Math Social Studies Science
 EYA: LA Math Social Studies Science _____
 Art Music Foreign Language

Candidate: _____ ID #: _____ Clinical Educator: _____

School: _____ Grade Level(s): _____ Subject Area(s): _____

Liaison: _____ * next to an indicator notes that it is NOT part of the final evaluation form

Directions: Complete the *Weekly Reflection Tool*. The document is intended as a self-reflection of your performance that you will share **confidentially** with your liaison and clinical educator to inform the goal setting process. You may find that a particular area within a standard is both a strength and area for growth and may indicate all that apply. Evidence is not required for each element within a given standard. **NOTE:** Weekly self-reflections should be completed throughout your clinical experience. You should review your entries with your clinical educator each week. The clinical educator will initial and date the meeting on the last page of this form.

| Ohio Standards for the Teaching Profession | Candidate's Evidence | Candidate's Rationale | Clinical Educator comments and future plans |
|---|-----------------------------|------------------------------|--|
| Standard 1: Candidates understand student learning and development and respect the diversity of students they teach. Why and How I ... | | | |
| *Display knowledge of how students learn and of the developmental characteristics of age groups? | | | |
| Understand what students know and are able to do and use this knowledge to meet the needs of all students? | | | |
| Demonstrate the expectation that all students will achieve to their full potential? | | | |
| Model respect for students' diverse cultures, language skills and experiences? | | | |
| Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention? | | | |
| Standard 2: Candidates know and understand the content area for which they have instructional responsibility. Why and How I ... | | | |
| Know the content I teach and use my knowledge of content specific concepts, assumptions and skills to plan instruction? | | | |
| Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline? | | | |

| Ohio Standards for the Teaching Profession | Candidate's Evidence | Candidate's Rationale | Clinical Educator comments and future plans |
|--|-----------------------------|------------------------------|--|
| Understand school and district curricula priorities and the Ohio academic content standards? | | | |
| Understand the relationship of knowledge within the discipline to other content areas? | | | |
| Connect content to relevant life experiences and career opportunities? | | | |
| Standard 3: Candidates understand and use varied assessments to inform instruction, evaluate and ensure student learning. Why and How I... | | | |
| Know about assessment types, their purposes and the data they generate? | | | |
| Select, develop and use a variety of diagnostic, formative and summative assessments? | | | |
| Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction? | | | |
| Collaborate and communicate student progress with students, parents and colleagues? | | | |
| *Involve learners in self-assessment and goal setting to address gaps between performance and potential? | | | |
| Standard 4: Candidates plan and deliver instruction that advances the learning of each individual student. Why and How did I... | | | |
| Align my instructional goals and activities with school and district priorities and the Ohio academic content standards? | | | |
| Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap? | | | |
| Communicate clear learning goals and explicitly link learning activities to those defined goals? | | | |
| Apply knowledge of how students think and learn to instructional design and delivery? | | | |
| Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students? | | | |
| Create and select activities that are designed to help students develop as independent learners and complex problem-solvers? | | | |
| Use resources effectively, including technology, to enhance student learning? | | | |

| Ohio Standards for the Teaching Profession | Candidate's Evidence | Candidate's Rationale | Clinical Educator comments and future plans |
|--|-----------------------------|------------------------------|--|
| Standard 5: Candidates create learning environments that promote high levels of learning and achievement for all students. Why and How I ... | | | |
| Treat all students fairly and establish an environment that is respectful, supportive and caring? | | | |
| Create an environment that is physically and emotionally safe? | | | |
| Motivate students to work productively and assume responsibility for their own learning? | | | |
| Create learning situations in which students work independently, collaboratively and/or as a whole class? | | | |
| Maintain an environment that is conducive to learning for all students? | | | |
| Standard 6: Candidates collaborate and communicate with students, parents, and other educators, administrator student learning and the community support. Why do I... How do I... | | | |
| Communicate clearly and effectively? | | | |
| *Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health? | | | |
| Collaborate effectively with other teachers, administrators and school and district staff? | | | |
| Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning? | | | |
| Standard 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of the learning community. Why do I... How do I... | | | |
| <p>Understand, uphold and follow professional ethics, policies and legal codes of professional conduct? Take responsibility for engaging in continuous, purposeful professional development?</p> <p>*Become an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement?</p> | | | |

Candidate's Last Name: _____

Analysis of Reflection Data

Directions: Periodically and collaboratively with your clinical educator and liaison, review the areas of strength and areas for growth identified in your reflection. Record no **more than four areas of strength** and **four areas for growth** in the chart below, indicating the *Ohio Standard for the Teaching Profession* to which each area relates. Within the areas for growth, select **two priority areas** that you want to focus on in the goal setting process. You will also use this page to chart your progress in attaining your goals.

| | | | |
|------------------------------------|-----------------------|-------------|-----------|
| Areas of strength (indicate OSTP): | | | |
| | | | |
| Areas for growth (indicate OSTP): | | | |
| | Check (✓) if priority | In Progress | Completed |
| | | | |
| | | | |
| | | | |
| | | | |

Clinical Educator Sign-Off: Week 1 _____, Week 2 _____, Week 3 _____, Week 4 _____, Week 5 _____, Week 6 _____,

Week 7 _____, Week 8 _____, Week 9 _____, Week 10 _____, Week 11 _____, Week 12 _____

Candidate's Last Name: _____

Clinical Educator's Analysis of Reflection Data

Directions: Review the areas of strength and areas for growth identified with your student teacher. Record no **more than four areas of strength** and **four areas for growth** in the chart below, indicating the *Ohio Standard for the Teaching Profession* to which each area relates. Within the areas for growth, select **two priority areas** that you want the student teacher to focus on in the goal setting process.

| | | | |
|------------------------------------|-----------------------|-------------|-----------|
| Areas of strength (indicate OSTP): | | | |
| | | | |
| Areas for growth (indicate OSTP): | | | |
| | Check (✓) if priority | In Progress | Completed |
| | | | |
| | | | |
| | | | |

Clinical Educator Signature: _____ Date: _____

University Liaison Signature: _____ Date: _____

