

University of Dayton- Observation of Teaching

Based on the Ohio Standards for the Profession of Teaching (OSTP)

Midterm _____

Final _____

**The University of Dayton
Department of Teacher Education**

**Observation of Classroom Teaching
Report of Teaching Performance**

A Continuum of Professional Development

Candidate _____

School _____

Resource _____

Cooperating Teacher _____

Grade _____

Inclusion _____

UD Liaison _____

Date _____

CT/Liaison Signature _____

Student Teacher Signature _____

Nature of Special Needs on your caseload (Please list)

Mild (e.g., SLD, CD, or other disabilities)

Date _____

CT/Liaison Signature _____

Student Teacher Signature _____

Moderate (e.g. Autism spectrum disorder, SED, or other disabilities)

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = **Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = **Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = **Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = **Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Summative Evaluation of Professional Behavior:

Please fill out this section at the completion of the field experience. Thank you for your professional input on these important competencies.

The pre-service teacher...

I. exhibits personal and professional behaviors that promote student learning (check all that apply)

___ is responsible and dependable, punctual and regular in attendance	1	2	3	N
___ acts with poise, mature judgment, fairness, and self-control	1	2	3	N
___ exhibits creativity and/or initiative	1	2	3	N
___ has lesson plans organized and ready for teaching, in advance for teacher approval	1	2	3	N
___ during school time is available for assistance in the classroom	1	2	3	N
___ approaches teaching with enthusiasm, energy, and/or a sense of humor	1	2	3	N
___ portrays a professional image consistent with school standards	1	2	3	N

II. handles responsibilities in an ethical and confidential manner 1 2 3 N

III. seeks opportunities for professional growth and development 1 2 3 N

IV. demonstrates practice within the CEC Professional Ethical Principles (CED CC 9) 1 2 3 N

Instructions:

- A composite score is to be determined from a collection of anecdotal records of candidate's performance throughout the semester.
- During this semester the candidate and cooperating teacher should record appropriate evidence for various performance criteria on an ongoing basis on this form.
- All anecdotal records must include date, evidence, and rating.

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Standard 1: Students: Candidate understands student learning and development, and respects the diversity of the students they teach.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
1.1 displays knowledge of how students learn and of the developmental characteristics of age groups (CEC 3,8)		
1.2 understands what students know and are able to do and use this knowledge to meet the needs of all students (CEC 4,7)		
1.3 expects that all students will achieve to their full potential (CEC 9)		
1.4 models respect for students' diverse cultures, language skills and experiences (CEC 5,6)		
1.5 recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention (CEC 4,6)		

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Standard 2: Content: Candidate knows and understands the content area for which they have instructional responsibility.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
2.1 knows the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction (CEC 4,7)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
2.2 understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline (CEC 4,8)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
2.3 understands school and district curriculum priorities and the Ohio academic content standards (CEC 1, 7)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
2.4 understands the relationship of knowledge within the content area to other content areas (CEC 1, 7)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
2.5 connects content to relevant life experiences and career opportunities (CEC 3,8)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:

A scale of 1-3 should be used to determine ratings on each item based on the following:

1 = Unsatisfactory Candidate is **unable** to meet the stated criterion, or does not follow through.
2 = Developing Candidate's performance is **appropriate** for a novice, preservice teacher.
3 = Advancing Candidate's performance **exceeds** that of a novice, preservice teacher.
N = Not Observed Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Standard 3: Assessment: Candidate understands and uses varied assessments to inform instruction, evaluate and ensure student learning.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
3.1 is knowledgeable about assessment types, their purposes and the data they generate (CEC 8)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
3.2 selects, develops, and uses a variety of diagnostic, formative, and summative assessments (CEC 8)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
3.3 analyzes data to monitor student progress and learning and to plan, differentiate and modify instruction (CEC 8,9)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
3.4 collaborates and communicates student progress with students, parents and colleagues (CEC 8,10)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:
3.5 involves learners in self-assessment and goal setting to address gaps between performance and potential (CEC 4,5)	Rating: 1 2 3 N Comments:	Rating: 1 2 3 N Comments:

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Standard 4: Instruction: Candidate plans and delivers effective instruction that advances the learning of each individual student.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
4.1 aligns their instructional goals and activities with school and district priorities and Ohio's academic content standards (CEC 4, 7)		
4.2 uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap (CEC 3,8)		
4.3 communicates clear learning goals and explicitly link learning activities to those defined goals (CEC 4,7)		
4.4 applies knowledge of how students think and learn to instructional design and delivery (CEC 2, 8)		
4.5 differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students (CEC 2, 5)		
4.6 creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers (CEC 4,5)		
4.7 uses resources effectively , including technology, to enhance student learning (CEC 4)		

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion..

Standard 5: Learning Environment: Candidate creates learning environments that promote high levels of learning and achievement for all students.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
5.1 treats all students fairly and establishes an environment that is respectful, supportive and caring (CEC 5, 6)		
5.2 creates an environment that is physically and emotionally safe (CEC 5, 6)		
5.3 motivates students to work productively and assume responsibility for their own learning (CEC 2,4)		
5.4 creates learning situations in which students work independently, collaboratively and/or as a whole class (CEC 5,10)		
5.5 maintains an environment that is conducive to learning for all students (CEC 3, 8)		

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Standard 6: Collaboration and Communication: Candidate collaborates and communicates with other educators, administrators, students and parents and the community to support student learning.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
6.1 communicates clearly and effectively (CEC 4, 7)		
6.2 shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health (CEC 2,10)		
6.3 collaborates effectively with other teachers, administrators and school and district staff (CEC 10)		
6.4 collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning (CEC 10)		

A scale of 1-3 should be used to determine ratings on each item based on the following:

- 1 = Unsatisfactory** Candidate is **unable** to meet the stated criterion, or does not follow through.
- 2 = Developing** Candidate's performance is **appropriate** for a novice, preservice teacher.
- 3 = Advancing** Candidate's performance **exceeds** that of a novice, preservice teacher.
- N = Not Observed** Candidate has not **had an opportunity** to attempt/demonstrate the stated criterion.

Standard 7: Professional Responsibility and Growth: Candidate assumes responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Indicator	Date: Rating: 1 2 3 N Comments:	Date: Rating: 1 2 3 N Comments:
7.1 understands, upholds and follows professional ethics, policies and legal codes of professional conduct (CEC 9)		
7.2 takes responsibility for engaging in continuous, purposeful professional development (CEC 10)		
7.3 is agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement (CEC 10)		

CEC Standards

- CEC Standard 1 *Foundations:* Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education...
Ohio Standards 2.3, 2.4
- CEC Standard 2 *Development and Characteristics of Learners:* Special educators know and demonstrate respect for their students first as unique human beings. . . Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with Exceptional Learning Needs (ELN).
Ohio Standards 4.4, 4.5, 5.3, 6.2
- CEC Standard 3 *Individual Learning Differences:* Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.
Ohio Standards 1.1, 2.5, 4.2, 5.5
- CEC Standard 4 *Instructional Strategies:* Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.
Ohio Standards 1.2, 1.5, 2.1, 2.2, 3.5, 4.1, 4.3, 4.6, 4.7, 5.3, 6.1
- CEC Standard 5 *Learning Environments and Social Interactions:* Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
Ohio Standards 1.4, 3.5, 4.5, 4.6, 5.1, 5.2, 5.4
- CEC Standard 6 *Language:* Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.
Ohio Standards 1.4, 1.5, 5.1, 5.2
- CEC Standard 7 *Instructional Planning:* Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. . . special educators systematically translate these individualized plans into shorter-range goals and objectives. . . utilize explicit modeling and efficient guided practice. . . Instructional plans are modified based on ongoing analysis of learning progress.
Ohio Standards 1.2, 2.1, 2.3, 2.4, 4.1, 4.3, 6.1
- CEC Standard 8 *Assessment:* Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.
Ohio Standards 1.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 4.2, 4.4, 5.5
- CEC Standard 9 *Professional and Ethical Practice:* Special educators are guided by the profession's ethical and professional practice standards.
Ohio Standards 1.3, 3.3, 7.1
- CEC Standard 10 *Collaboration:* Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
Ohio Standards 3.4, 5.4, 6.2, 6.3, 6.4, 7.2, 7.3

COUNCIL FOR EXCEPTIONAL CHILDREN
Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.