

**UNIVERSITY OF DAYTON**  
**FORMATIVE/SUMMATIVE ASSESSMENT FOR AYA MATHEMATICS**

**Clinical Educator Evaluation**

Candidate: \_\_\_\_\_ Clinical Educator's Signature: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_  
 Letter Grade: (Summative only) \_\_\_\_\_

<b>Field Expectations</b> adapted from the <i>Ohio Standards for the Teaching Profession</i>		1 Unsatisfactory 2 Developing 3 Satisfactory
<b>Standard 1: Candidates understand student learning and development of mathematics and respect the diversity of students they teach.</b>		
1. Understands what students know and are able to do and use mathematics knowledge to meet the needs of all students	<b>1</b>	<b>2</b>
2. Models respect for students' diverse cultures, language skills and experiences	<b>1</b>	<b>2</b>
3. Recognizes characteristics of mathematically gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	<b>1</b>	<b>2</b>
4. Expects that all students will achieve to their full potential doing mathematics.	<b>1</b>	<b>2</b>
<b>Standard 2: Candidates know and understand the mathematics for which they have instructional responsibility.</b>		
5. Knows the content they teach and uses knowledge of content-area concepts, assumptions and skills to plan instruction	<b>1</b>	<b>2</b>
6. Understands and uses appropriate mathematical instructional strategies to effectively teach the central mathematics concepts and skills.	<b>1</b>	<b>2</b>
7. Understands school and district mathematics curriculum priorities and the Ohio and CCSS-M standards for teaching mathematics.	<b>1</b>	<b>2</b>
8. Understands the relationship of knowledge within mathematics to reading methods	<b>1</b>	<b>2</b>
9. Connects mathematics relevant life experiences and career opportunities	<b>1</b>	<b>2</b>
<b>Standard 3: Candidates understand and use varied mathematical assessments to inform instruction, evaluate and ensure student learning of mathematics.</b>		
10. Knows about mathematical assessment types, their purposes and the data they generate	<b>1</b>	<b>2</b>
11. Selects, develops and uses diagnostic, formative and summative mathematical assessments as appropriate	<b>1</b>	<b>2</b>
12. Analyzes data with clinical educator in order to monitor student progress and learning, and to plan, differentiate, and modify mathematical instruction	<b>1</b>	<b>2</b>
13. Collaborates and communicates student progress with students and colleagues as appropriate	<b>1</b>	<b>2</b>
<b>Standard 4: Candidates plan and deliver mathematical instruction that advances the learning of each individual student.</b>		
14. Aligns their mathematics instructional objectives and activities with Ohio's and CCSS Mathematics standards.	<b>1</b>	<b>2</b>
15. Uses information about students' learning and performance to plan and deliver mathematical instruction that will close the achievement gap	<b>1</b>	<b>2</b>
16. Communicates clear mathematical learning objectives and explicitly link learning activities to defined goals	<b>1</b>	<b>2</b>
17. Applies knowledge of how students think and learn mathematics to instructional design and delivery	<b>1</b>	<b>2</b>
18. Differentiates instruction to support the mathematical learning needs of all students, including students identified as gifted, students with disabilities and at-risk students	<b>1</b>	<b>2</b>
19. Creates and selects activities that are designed to help students develop as independent mathematics learners and complex problem-solvers	<b>1</b>	<b>2</b>

<b>Field Expectations</b> adapted from the <i>Ohio Standards for the Teaching Profession</i>		1 Unsatisfactory 2 Developing 3 Satisfactory
20. Uses resources effectively, including technology, to enhance student learning of mathematics.		<b>1 2 3</b>
<b>Standard 5: Candidates create learning environments that promote high levels of learning and achievement for all students.</b>		
21. Treats all students fairly and establishes rapport that is respectful, supportive and caring		<b>1 2 3</b>
22. Creates an environment that is physically and emotionally safe		<b>1 2 3</b>
23. Motivates students to work productively and assume responsibility for their own learning of mathematics.		<b>1 2 3</b>
24. Creates learning situations in which students work independently, collaboratively and/or as a whole class		<b>1 2 3</b>
25. Maintains an environment that is conducive to learning mathematics for all students		<b>1 2 3</b>
<b>Standard 6: Candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.</b>		
26. Communicates mathematics clearly and effectively		<b>1 2 3</b>
27. Collaborates effectively with clinical educator and other appropriate school personnel		<b>1 2 3</b>
<b>Standard 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</b>		
28. Is prompt and consistent in attendance		<b>1 2 3</b>
29. Understands, upholds and follows professional dress, ethics, policies and legal codes of professional conduct		<b>1 2 3</b>
<b>Standard 8: Candidates assume the responsibility for the implementation of a classroom management system that is developmentally appropriate and responsive to the individual needs of the students.</b>		
30. Clear rules and expectations for student behavior are made clear to the students and implemented by the student teacher		<b>1 2 3</b>
31. Recognition of appropriate student behavior through positive reinforcement or meaningful praise (including incentives and rewards to encourage correct classroom behavior)		<b>1 2 3</b>
32. Monitor student behavior for all deviations from the rules using direct and less intrusive means, using a variety of management strategies including "withitness"		<b>1 2 3</b>
33. Implement appropriate disciplinary action when a student violates the classroom rules or displays disruptive behavior		<b>1 2 3</b>
34. Actively engage students in productive tasks		<b>1 2 3</b>
35. Uses instructional time effectively; makes smooth transitions between segments of the class, ensures that all students are engaged in learning		<b>1 2 3</b>
36. The physical environment supports student learning and supports learning by allowing space for various class activities with no instructional time lost		<b>1 2 3</b>

**Please comment on any content specific or other concerns you may have.**

--	--

*Copy for Portfolio (student retains)*

*Copy for Education Field Office (give to Liaison)*

*Copy for Department Office (give to Liaison)*