

AYA FORMATIVE/SUMMATIVE ASSESSMENT

UNIVERSITY OF DAYTON

Candidate: _____ Clinical Educator/Liaison: _____

School: _____ Grade Level: _____ Subject Area (Circle): Science

Date: _____ Letter Grade (Summative Only): _____

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

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23. Motivates students to work productively and assume responsibility for their own learning		1 2 3
24. Creates learning situations in which students work independently, collaboratively and/or as a whole class		1 2 3
25. Maintains an environment that is conducive to learning for all students		1 2 3
Standard 6: Candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.		
26. Communicates clearly and effectively		1 2 3
27. Collaborates effectively with clinical educator and other appropriate school personnel		1 2 3
Standard 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.		
28. Is prompt and consistent in attendance		1 2 3
29. Understands, upholds and follows professional dress, ethics, policies and legal codes of professional conduct		1 2 3
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.		
30. Clear rules and expectations for student behavior are made clear to the students and implemented by the student teacher		1 2 3
31. Recognition of appropriate student behavior through positive reinforcement or meaningful praise (including incentives and rewards to encourage correct classroom behavior)		1 2 3
32. Monitor student behavior for all deviations from the rules using direct and less intrusive means, using a variety of management strategies including "withitness"		1 2 3
33. Implement appropriate disciplinary action when a student violates the classroom rules or displays disruptive behavior		1 2 3
34. Actively engage students in productive tasks		1 2 3
35. Uses instructional time effectively; makes smooth transitions between segments of the class, ensures that all students are engaged in learning		1 2 3
36. The physical environment supports student learning and supports learning by allowing space for various class activities with no instructional time lost		1 2 3

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

Clinical Educator _____

Date _____

Intern _____

Date _____

University Liaison _____

Date _____

Copy for Portfolio (student retains)

Copy for Education Field Office (give to Liaison)

Copy for Department Office (give to Liaison)