

# AYA FORMATIVE/SUMMATIVE ASSESSMENT

UNIVERSITY OF DAYTON

Candidate: \_\_\_\_\_ Clinical Educator/Liaison: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject Area (Circle): Religion Social Studies

Date: \_\_\_\_\_ Letter Grade (Summative Only): \_\_\_\_\_

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

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23. Motivates students to work productively and assume responsibility for their own learning		<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 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 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>

<b>Please comment on any content specific or other concerns you may have.</b>	

Clinical Educator \_\_\_\_\_

Date \_\_\_\_\_

Intern \_\_\_\_\_

Date \_\_\_\_\_

University Liaison \_\_\_\_\_

Date \_\_\_\_\_

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

*Copy for Department Office (give to Liaison)*