

**Teacher Observation Form for EDIS 796
Ashland University**

Revised 8/2016

Observation by:
Observation of:
Date(s):

- The University Supervisor fills out 1 of these from the one 2/5-3 hour visits)
- The Site Supervisor fills out 1 of these and gives it to the University Supervisor
- The University Supervisor submits all to the administrative assistant in the Department of Inclusive Services and Exceptional Learners at Ashland University. Submit electronically in a folder titled EDIS 796 (student's name)

Rubric: 4 = Sophisticated. 3 = Highly competent. 2 = Fairly competent. 1 - Not yet there

Teacher Observation Scale for the Talent Development Education course, EDIS 796		
	Comments and Observations (Write qualitative comments describing the candidate's teaching)	Score 1-4
Curriculum Planning and Delivery		
Sets high expectations for student performance		
Incorporated activities for students to apply new knowledge		
Engaged students in planning, monitoring, or assessing their learning		
Encouraged students to express their thoughts		
Had students reflect on what they learned		
Accommodations for Individual Differences		

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Accommodated individual or subgroup differences		
Encouraged multiple interpretations of events and situations		
Allowed students to discover key ideas individually		
Problem Solving		
Engaged students in problem identification and definition		
Engaged students in solution-finding activities and comprehensive solution articulation		
Critical Thinking Strategies		
Provided opportunities for students to generalize from concrete information to the abstract		
Encouraged student synthesis or summary of information within or across disciplines		
Engages students in critical thinking strategies such as comparison/contrast; fair-mindedness; clarification; analysis; evaluation; deep questioning		
Creative Thinking Strategies		
Solicited many diverse thoughts about issues or ideas		
Encouraged students to exhibit the five core		

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attitudes for creativity: openness, risk-taking, self-discipline, tolerance for ambiguity and group trust		
Encouraged students to use the Seven I's: Intuition, Insight, Incubation, Inspiration, Improvisation, Imagery, Imagination		
Used divergent production techniques emphasizing flexibility, fluency, elaboration, and originality		
Research Strategies		
Required students to gather evidence from multiple sources through research-based techniques.		
Provided opportunities for students to analyze data and represent it in appropriate charts, graphs, or tables		
Asked questions to assist students in making inferences from data and drawing conclusions		
Encouraged students to determine implications and consequences of findings		
Provided time for students to communicate research study findings to relevant audiences in a formal report/presentation		
Technology		
Used technology to enhance teaching		
Encouraged students to use		

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technology to enhance learning		
Other Comments		
Date		
Signature		