Teacher Observation Form and Resource Notebook Summary for EDIS 796
Ashland University

Revised 8/2019

Observation by:
Observation of:
Date(s):

- o The Graduate Student completes and submits the GS Statement column two days prior to the observation.
  - o The same form may be used for both the Site Supervisor and the University Supervisor.
- o A hard copy should be provided to the University Supervisor on day of the observation.
- o The University Supervisor completes the US Observation column and sends completed form to graduate student
- o The Site Supervisor completes the SS Observation column and gives it to the graduate student or sends directly to the University Supervisor.
- o The Student submits both forms to the University Supervisor via Blackboard. Save the file with this format:
  796_FirstnameLastInitial_SSObservation   or   796_FirstnameLastInitial_USObservation

Rubric Scores

3 = Exceeds Expectations	2 = Meets Expectations	1 = Emerging

Ohio Department of Education Professional Development Competencies in Gifted Education. An additional competency statement in the area of creativity is included that reflects Ashland University's focus on creativity.	Graduate Student (GS) Statement What the University Supervisor will/might see during the observation that shows understanding of the competency?	GS Self-Rating	Observations by (circle one) Site Supervisor (SS) University Supervisor (US)	SS US Rating
Choose at least one of these a) The ability to differentiate instruction based on a student's readiness, knowledge, and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractness.				
b) The ability to select, adapt, or create a variety of differentiated curricula that				

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	incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.			
	c) The ability to provide an extension or replacement of the general education curriculum, the learning process through strategies such as curriculum compacting and to select assignment and projects based on individual student needs.			
Choose at least two of these.	d) The ability to understand the social and emotional needs of the students who are gifted and address the impact of those needs on student learning.			
	e) The ability to recognize and respond to the characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.			
	f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.			
	g) The ability to select, use, and interpret technically sound formal and informal assessments to inform academic decision-making.			
	h) The ability to participate in the development of the Writing Education Plan. [Make arrangements for the Supervisor to view and discuss with you a WEP you have developed]			
	AU) The ability to incorporate core attitudes, the Seven I's, Creative Problem Solving, and other aspects of creativity (self-discipline, risk-taking, group trust, naiveté, intuition, tolerance for ambiguity, inspiration, intuition, insight, improvisation, imagery, imagination, respect			

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for solitude, creativity rituals, divergent thinking) and the creative process.				

Resource Notebook Summary and Rubric (University Supervisor Only)

This is a place for you to notate talking points for your discussion with the University Supervisor about your Resource Notebook. Bullet points are fine here, as you will give details in person.

You will be asked to walk the University Supervisor through the organization of your notebook, making sure the Supervisor knows where the Required Components are located. Then using the prompts below, share what you are most proud of, what you think will be the most valuable, and how you will continue to use and add to this notebook. Suggestions for improving this process are welcome.

Prompts	Graduate Student	University Supervisor
What work in this notebook are you most proud of?		
What work in this notebook do you think will be the most valuable?		
Discuss at least one specific way/area you will continue to use and add to this notebook.		
What suggestions do you have relevant to the Resource Notebook?		
Anything else? If there is a course missing, include that here and when you plan to take that course.		
Pass/Fail	What grade do you assign?	What grade do you assign?

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Required Components from the "Resource Notebook Contents." Especially important here are: the Directives/Guidelines; Local Documents; and useful materials from each course in the sequence.		
Pass/Fail Organization and Structure Especially important here are: the ease of finding, using, and sharing items from the notebook; and the capability of the notebook to be updated.	What grade do you assign?	What grade do you assign?
Notebook Assessment: Pass/Fail	What grade do you assign this notebook?	What grade do you assign this notebook?

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