

Teacher Candidate Name: \_\_\_\_\_

## Democratic Schooling Observation Guide: Tracking Summary

Observation Dates	Context of Observation	Observer Name and Role
1		
2		
3		
4		

Additional Comments:

## **Democratic Schooling Observation Guideline**

### **Initial/Professional Teacher Education, University of Colorado at Denver**

This observation guideline is intended for use over the course of licensure to support and guide the learning of teacher candidates in the areas of professionalism, ethics, and democratic principles. It is also intended to encourage coordination and promote collaboration between the schools and the university. Using the Democratic Schooling observation guide over the course of several internships will provide interns, teacher candidates, site professors, site coordinators, and clinical teachers with a way to collect ongoing data that ultimately will serve as a body of evidence by which the summative portion of the Democratic Schooling Performance Based Assessment can be evaluated. Skills can be evaluated on an ongoing basis across multiple contexts and should be evaluated using the following scoring rubric.

***Deciding on proficiency levels. The rubric lists a series of standards and associated criteria. Decisions about the level of proficiency of each standard takes into account both the various behaviors included in that section and the level of application the teacher candidate has demonstrated (Inadequate, Developing or Proficient) in their daily interactions and instruction.*** It should not be expected that every criteria on this rubric will be observed or the focus of observation for each session. Observations should take place in a variety of contexts and of interns interacting with the numerous constituencies of schools including students, their families, colleagues, supervisors, and other community members. Interns must be proficient in all standards by the completion of their final internship.

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**DEVELOPING**: Teacher Candidate frequently demonstrates these skills.

**PROFICIENT**: Teacher Candidate consistently demonstrates these skills

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Standard	Criteria:	Observation Dates and Comments:
<p>Demonstrates a commitment to the profession as well as to professional and ethical ideals.</p>	<p>Teacher as a Professional</p> <ul style="list-style-type: none"> <li>◆ Engages in reflective, ethical, moral, and legal teaching practices</li> </ul> <p>Teacher as Learner Advocate</p> <ul style="list-style-type: none"> <li>◆ Fosters learners' self-advocacy and ensures equal access to and benefit from quality education</li> </ul> <p>Teacher as Leader</p> <ul style="list-style-type: none"> <li>◆ Engages in or leads school change and renewal processes grounded in ethics of inquiry, knowledge, competence, caring</li> </ul>	

	<p>and social justice</p> <p>Teacher as Instructor</p> <ul style="list-style-type: none"> <li>◆ Plans for, differentiates, facilitates, and assesses the development and learning of each student in an environment that affirms equity and diversity</li> </ul>	
<p>Reflects Democratic Principles in classroom management</p>	<ul style="list-style-type: none"> <li>◆ Provides students a voice in decisions</li> <li>◆ Empowers the students in their learning</li> </ul>	
<p>Reflects Democratic Principles in communication</p>	<ul style="list-style-type: none"> <li>◆ Speaks to others (students, staff, parents, administrators) with respect</li> <li>◆ Facilitates open communication</li> <li>◆ Listens to others</li> <li>◆ Seeks out varied points of view</li> <li>◆ Advocates for</li> </ul>	<ul style="list-style-type: none"> <li>◆</li> </ul>

	<p>children, schools, and the education profession</p>	
<p>Demonstrates understanding and commitment to Democratic Principles within the school environment</p>	<p>Teacher Candidate consistently;</p> <ul style="list-style-type: none"> <li>◆ Demonstrates that school professionals have an inherent challenge to provide all students with an excellent education that attends to their needs, backgrounds and cultural differences and leads to responsible citizenship</li> <li>◆ Uses a team approach involving parents, other education professionals, and students to reach decisions that meet students' needs.</li> <li>◆ Recognizes and responds to the intellectual, cultural, social, and emotional needs of students.</li> <li>◆ Demonstrates</li> </ul>	<p>◆</p>

	<p>knowledge of state law, district policy, and building rules in order to teach effectively in their own classroom.</p> <ul style="list-style-type: none"><li>◆ Is aware of sound cultural, economic, and gender differences to teach equitably.</li><li>◆ Models appropriate professional behavior in the school community</li></ul>	
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