

## University of Delaware Teacher Candidate Secondary English Capstone Clinical Experience Evaluation

Teacher Candidate:	Semester:
Evaluator:	Evaluation Date:
UD Supervisor/Field Instructor:	Clinical Educator:
School:	District:
Length of Placement (Weeks):	Teaching Area/Grade Level:
Number of classes:	Total Number of Students:

### CLASS PROFILE

List the total number of students in the following categories (all classes combined)	
Female:	Male:
American Indian/Alaskan Aleut:	Asian:
Black/African American:	Hispanic:
Multi-Racial:	Native Hawaiian/Pacific Islander:
White/Caucasian:	Other:
Students with active IEPs/504s:	English Language Learners:
Students who qualify for free/reduced lunch (only provide if access to information is granted):	
Provide any additional information that is relevant to this profile (e.g., categories of student disabilities in special education placements).	

### PROFESSIONALISM: DISPOSITIONS

As an effective educator, the teacher candidate:	Rarely	Sometimes, but not consistently	Consistently	No behaviors related to this indicator observed N/A
	1	2	3	
PR1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.				
PR2. Exhibits enthusiasm, initiative, and a positive attitude				
PR3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development				
PR4. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction				
PR5. Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice				
PR6. Reflects on constructive criticism and guidance, and appropriately modifies his/her				

behavior or practice				
PR7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately)				
PR8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language, and communications, including social media; and meeting deadlines				

## PLANNING

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent</b> (Not ready for independent practice) 1	<b>Emerging</b> (Not yet ready for independent practice) 2	<b>Proficient</b> (Ready for independent practice) 3	<b>Rating</b>
P1. Aligns measurable objectives, instruction, and assessments	Measurable lesson objectives, instruction, or assessments are missing.	Measurable lesson objectives, instruction, and assessments are present, but lack alignment.	Measurable lesson objectives, instruction, and assessments are appropriately aligned.	
P2. Selects supports (strategies, resources, and technology) to accommodate individual and group needs	Candidate does not select supports that accommodate individual or group needs with similar needs (i.e., does not attend to instructional requirements in IEPs, IFSTs, and 504 plans).	Candidate selects supports that are tied to the learning objectives with attention to the class as a whole.	Candidate selects supports that are tied to the learning objectives as well as individual and group needs.	

## LEARNING ENVIRONMENT

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent</b> (Not ready for independent practice) 1	<b>Emerging</b> (Not yet ready for independent practice) 2	<b>Proficient</b> (Ready for independent practice) 3	<b>Rating</b>
L1. Establishes rapport with and respect for all learners	Candidate exhibits disrespectful interactions with one, some, or all learners.	Candidate exhibits respect for most learners and makes some effort to develop rapport with the learners, but does not establish rapport with most learners.	Candidate exhibits respect for all learners and works to establish rapport with all learners.	
L2. Communicates expectations and ensures high quality work by all learners	Candidate uses language that communicates expectations that allow for low quality work <b>or</b> sets no expectations for high-quality work.	Candidate uses language that sets expectations for high quality work for <b>some</b> learners.	Candidate consistently uses language that sets clear expectations for high quality work and upholds these expectations for all learners.	

## INSTRUCTION

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent</b> (Not ready for independent practice) 1	<b>Emerging</b> (Not yet ready for independent practice) 2	<b>Proficient</b> (Ready for independent practice) 3	<b>Rating</b>
I1. Engages learners using a range of questions,	Candidate does most of the talking and the learners	Candidate primarily asks low-level questions.	Candidate asks an appropriate range of	

including higher order questions	provide few responses.		questions, including higher order questions that elicit and build on learners' responses.	
12. Engages learners in problem solving and develops the ability to demonstrate knowledge in a variety of ways	Candidate fails to provide learners with problem solving opportunities	Candidate provides learners with a set of activities with the expectation that learners arrive at the candidate's preconceived solution.	Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem.	
13. Uses available technology to impact learning	Candidate uses the basics of technology but has not used features that are available to enhance instruction.	Candidate is able to use the basics of available technology to enhance instruction.	Candidate uses additional technology that aligns to the curriculum and appropriately supports learning.	
14. Models discipline-specific strategies that support learning	Candidate does not model for learners how to use essential strategies.	Candidate models the discipline's strategies, but does not provide, or provides limited, opportunities for learners to practice or apply strategies.	Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, <b>and</b> provides learners with opportunities for guided practice.	
15. Provides clear and accurate explanations and feedback	Candidate's explanations cause learners' confusion <b>or</b> feedback is not provided.	Candidate's explanations are somewhat confusing <b>or</b> feedback lacks specificity (e.g., "Good work").	Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding.	
16. Provides opportunities for learners to master academic language	Candidate identifies language demands (language function, vocabulary, syntax, and grammar) that are not consistent with the selected language function (e.g., learning outcome as in analyze, interpret).	Candidate identifies vocabulary associated with the academic language and provides supports primarily addressing definitions of vocabulary.	Candidate identifies vocabulary and models the identified language demands and encourages learners to use the academic language.	

## ASSESSMENT

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent</b> (Not ready for independent practice) 1	<b>Emerging</b> (Not yet ready for independent practice) 2	<b>Proficient</b> (Ready for independent practice) 3	<b>Rating</b>
A1. Continuously monitors learners' learning through formative and summative assessments, and progress monitoring as needed	Candidate does not monitor learners' learning.	Candidate occasionally monitors some learners' learning.	Candidate regularly monitors most learners' learning.	
A2. Examines performance data to understand each learner's progress and revise instruction	Candidate's analysis is superficial <b>or</b> not supported by learners' performance <b>or</b> does not result in changes to instruction.	Candidate's analysis is narrowly focused on what the learner did right and wrong <b>or</b> does not result in appropriate changes to instruction.	Candidate's analysis uses specific examples from learners' performance to demonstrate patterns of learning and makes changes in instruction to support learners.	

**SECONDARY ENGLISH ADDENDUM**

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent</b> (Not ready for independent practice) 1	<b>Emerging</b> (Not yet ready for independent practice) 2	<b>Proficient</b> (Ready for independent practice) 3	<b>Exemplary</b> (Proficient Plus) 4	<b>Rating</b>
Communicates with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback <i>(A1, I5, and L2 may relate and can be drawn on)</i> (NCTE 4.3)	Candidate communicates with learners in limited ways about their performance in ELA.	Candidate communicates with learners about their performance in ELA in ways that begin to or make an attempt to involve them in their own learning.	Candidate communicates with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).	Candidate consistently and frequently communicates with learners about their performance in ELA in multiple, varied ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).	
Applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. <i>(PR3 and PR4 relate and can be drawn on)</i> (NCTE 5.3)	Candidate does not apply or demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.	Candidate seeks to apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities, but their efforts may be weak, limited, or unsuccessful.	Candidate applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.	Candidate consistently, creatively, and thoughtfully applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.	
Demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. <i>(PR5 and PR8 relate and can be drawn on)</i> (NCTE 5.4)	Candidate does not demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, or ELA.	Candidate begins to demonstrate readiness for leadership, professional learning, <b>or</b> advocacy for learners, themselves, and ELA, but not all of the above.	Candidate demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.	Candidate takes an active role in leadership, professional learning, and advocacy for learners, themselves, and ELA.	

**ADDENDUM SUMMARY STATEMENT**

**CLOSING STATEMENT**