**University of Delaware Teacher Candidate Capstone Clinical Experience Formative Observation Form: Secondary English**

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| Teacher Candidate: | Observation Date and Time: |
| Observer: | Clinical Educator: |
| UD Supervisor/Field Instructor: | Subject: |
| Grade Level: | Number of Students: |

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| **RATING SCALE**  *Please see rubric to determine ratings.* | |
| 1 | **Rarely** |
| 2 | **Sometimes, but not consistently** |
| 3 | **Consistently** |
| N/A | **No behaviors related to this indicator observed** |

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| **PROFESSIONALISM: DISPOSITIONS**  As an effective educator, the teacher candidate: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_ | 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 |  |

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| **RATING SCALE FOR PLANNING, LEARNING ENVIRONMENT, INSTRUCTION, AND ASSESSMENT**  *Please see rubric to determine ratings.* | |
| 1 | **Not apparent** (Not ready for independent practice) |
| 2 | **Emerging** (Not yet ready for independent practice) |
| 3 | **Proficient** (Ready for independent practice) |

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| **PLANNING**  As an effective educator, the teacher candidate writes a lesson plan that: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_ | P1. Aligns measurable objectives, instructions, standards and assessments   * Measurable lesson objectives, instruction, standards, and assessments are appropriately aligned.   P2. Selects supports (strategies, resources, and technology) to accommodate individual and group needs   * Candidate selects supports that are tied to the learning objectives as well as individual and group needs. |  |

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| **LEARNING ENVIRONMENT**  As an effective educator, the teacher candidate: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_ | L1. Establishes rapport with and respect for all learners   * Candidate exhibits respect for all learners and works to establish rapport with all learners.   L2. Communicates high expectations and ensures high quality work by all learners   * Candidate consistently uses language that sets clear expectations for high quality work and upholds these expectations for all learners. |  |

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| **INSTRUCTION**  As an effective educator, the teacher candidate: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_ | I1. Engages learners using a range of questions, including higher order questions   * Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner’s responses.   I2. Engages learners in problem solving and develops the ability to demonstrate knowledge in a variety of ways   * Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem.   I3. Uses available technology to impact learning   * Candidate uses additional technology that aligns to the curriculum and appropriately supports learning.   I4. Models discipline-specific strategies that support learning   * Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, and provides learners with opportunities for guided practice.   I5. Provides clear and accurate explanations and feedback   * Candidate’s explanations are accurate and feedback is specific, helping learners to clarify their understanding.   I6. Provides opportunities for learners to master academic language   * Candidate identifies vocabulary of the academic language and models the identified language demands and encourages learners to use the academic language. |  |

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| **ASSESSMENT**  As an effective educator, the teacher candidate: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_ | A1. Continuously monitors learners’ learning through formative and summative assessments, and progress monitoring as needed   * Candidate regularly monitors most learners’ learning.   A2. Examines performance data to understand each learner’s progress and revise instruction   * Candidate analysis uses specific examples from learners’ performance to demonstrate patterns of learning and makes changes in instruction to support groups of learners. |  |

**OVERALL COMMENTS/RECOMMENDATIONS:**