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| Teacher Candidate: |
| UD Supervisor/Field Instructor: |
| School: |

# Capstone - DTGSS

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| **Performance Area #1:  LEARNING ENVIRONMENT:  To what extent does the classroom environment support all students to learn?** | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Indicator 1.1**  **Structures for Learning** | **Routines, procedures, and behavior expectations**  • are not taught  • are not clearly communicated, causing loss of **instructional time**  **Student behavior**  • detracts from others’ learning  • is not addressed | **Routines, procedures, and behavior expectations**  • are clearly communicated but are not taught to mastery  • do not match to students’ needs  • require prompts that cause loss of **instructional time**  **Student behavior**  • interrupts the lesson  • is addressed and improved | **Routines, procedures, and behavior expectations**  • are clearly communicated and taught to mastery, maximizing **instructional time**  • are matched to student needs  **Student behavior**  • is appropriate, or  • when inappropriate, is addressed effectively and does not detract from the lesson | **AND**  • Students take initiative to manage classroom procedures and their own behavior.  • Students prompt others to follow classroom procedures, routines, and expectations. |

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| **Ratings** | **Clinical Educator/Residency Teacher** | **Teacher Candidate/Resident** | **Field Instructor/Coach** |
| **Evidence**  **(CEIQA: Claim, Evidence, Impact, Question, Action Steps** |  | | |

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| **Indicator 1.2**  **Positive Classroom Climate** | **Classroom interactions:**  • are not respectful  • students do not listen attentively, and teacher does not refocus students’ attention  **When working together, students:**  • do not share work **responsibility**  **Students:**  • do not **persevere**  • are not motivated to complete quality work  • are not prompted or encouraged | **Classroom interactions:**  • teacher to student interactions are respectful  • student to student interactions are not respectful unless prompted by the teacher  • students listen attentively to teacher but not to peers  • prompting is not effective  **When working together, students:**  • share work **responsibility**  • do not offer support to one another  **Students:**  • are prompted to **persevere** | **Classroom interactions:**  • teacher to student interactions are respectful  • student to student interactions are respectful  • students listen attentively to teacher and peers  **When working together, students:**  • share work **responsibility**  • offer and receive support from one another  **Students:**  • Persevere  • Complete quality work  • Require minimal to no prompting | **AND**  • Students independently use problem solving and conflict resolution skills during cooperative learning opportunities.  • Students encourage others to persevere. |

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| **Indicator 1.3**  **Equitable Access** | **High expectations for learning and achievement** for all students are not communicated, demonstrated/modeled.  **Students:**  • do not have access to a **variety of tools and/or materials** to meet their needs and do not have support for learning  • are not provided **equitable\* opportunities** to respond and participate and do not engage  • do not share **their interests and/or perspectives** and do not accept others’ interests and perspectives as worthy  • do not share their interests and/or perspectives nor **build relationships and connect** to their academic work  **Differences** related to background, identity, language, strengths, and challenges are not respected and affirmed. | **High expectations for learning and achievement** for all students are communicated, demonstrated/modeled but with limited impact on students.  **Students:**  • have access to a **variety of tools and/or materials** to meet their needs but are not encouraged to use them to support learning  • are provided **equitable\* opportunities** to respond and participate but are not encouraged to engage  • are not encouraged to share **their interests and/or perspectives** and to accept others’ interests and perspectives as worthy  • are not encouraged to share their interests and/or perspectives **to build relationships and connect** to their academic work  **Differences** related to background, identity, language, strengths, and challenges are addressed inconsistently. | **High expectations for learning and achievement** for all students are communicated, demonstrated/modeled.  **Students:**  • are provided a **variety of tools and/or materials** to meet their needs and encouraged to use them to support learning  • are provided **equitable\* opportunities** to respond and participate and encouraged to engage  • are encouraged to share **their interests and/or perspectives** and to accept others’ interests and perspectives as worthy  • are encouraged to share their interests and/or perspectives **to build relationships and connect** to their academic work  **Differences** related to background, identity, language, strengths, and challenges are respected and affirmed. | **AND** Students take initiative to share their interests and perspectives. |
| \*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc. | | | | |

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| **Performance Area #2:  ENGAGEMENT IN LEARNING:  To what extent does the instruction support and engage all students?** | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Indicator 2.1**  **Objectives for Learning** | **Lesson objectives** are:  • not **aligned** to grade level or proficiency standard(s)  • not written in **student friendly** language that state what the students should know and be able to do  • not clearly **communicated** and **accessible** to students  • not **revisited** throughout the lesson  Students do not **know** what they are learning or **why** it is important for them to know.  **Criteria for success:**  • is not **communicated** nor **explained** to students prior to beginning an assignment | **Lesson objectives** are:  • **aligned** to grade level or proficiency standard(s)  • not written in **student friendly** language that state what the students should know and be able to do • **accessible** but not clearly **communicated** to students  • not **revisited** throughout the lesson  Students are **able to read or** describe what they are learning but not **why** it is important for them to know.  **Criteria for success:**  • is not **aligned** to the objective  • is **communicated** but not **explained** to students prior to beginning an assignment | **Lesson objectives** are:  • **aligned** to grade level or proficiency standard(s)  • written in **student friendly** language that state what the students should know and be able to do  • clearly **communicated** and **accessible** to students  • **revisited** throughout the lesson  Students are able to **articulate** what they are learning and **why** it is important for them to know.  **Criteria for success:**  • is **aligned** to the objective  • is **communicated** and **explained** to students prior to beginning an assignment | AND  Students make connections between what they are currently learning to previous learning and/or to content in other disciplines. |

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| **Indicator 2.2**  **Presentation of Information** | **Learning experiences:**  • are activities not **logically\*\* aligned to the objective**  • are primarily **teacher led**  • are not coherently sequenced according to major concepts required to master the objective  • pacing does not provide adequate **processing time**  • include **content input** but do not include opportunities for students to **process**  • do not include an **activator** or preassessment of students’ prior knowledge  • do not include a way for students to **summarize** their learning  **Explanatory Devices\*:**  • do not support achievement | **Learning experiences:**  • are **logically\*\* aligned to the objective**  • are primarily **teacher led**  • are coherently sequenced but pacing does not provide adequate **processing time**  • are inconsistent when **balancing content input** and  opportunities for students to **process**  • include an **activator** that does not align with the objective  • are not based on data gathered through an activator or pre-assessment  • do not address prior misconceptions  • include a **closing activity** but the activity does not provide data that assesses student mastery of the objective  **Explanatory Devices\*:**  • are not matched to the objective or the learners | **Learning experiences:**  • are **logically\*\* aligned to the objective**  • are both **teacher and student** led/directed  • are coherently sequenced and paced according to major concepts required to master the objective with adequate **processing time**  • include a **balance** of **content input** and opportunities for students to **process**  • are based on an **activator** or assessment of prior knowledge and anticipation of misconceptions  • include a strategy for students to **summarize** their learning  **Explanatory Devices\*:**  • are varied and well-chosen to match the needs of the learners  • support student achievement of the objective | AND  **Learning experiences:**  • Students are provided opportunities to progress at different learning rates.  • Students who finish early are engaged in meaningful learning opportunities.  • Students are provided choice in the materials they can use and in grouping arrangements. |

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| **Indicator 2.3**  **Checks for Understanding**  **and Feedback** | **Checks for understanding:**  • do not occur during the lesson to assess students’ **progress** towards the objective(s)  **Opportunities for students to demonstrate their learning**  • students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed.  **Student self-assessment**  • students are not taught or expected to self-assess their work in relation to established criteria for success  **Feedback to students** is:  • not specific or timely | **Checks for understanding:**  • occur during the lesson but the data is not used to **adjust instruction**  • data is gathered from some but not all students  **Opportunities for students to demonstrate their learning**  • students are given only a single opportunity to demonstrate their learning  • students are provided an opportunity to redo or be reassessed without an opportunity to relearn  **Student self-assessment**  • students are not taught or expected to self-assess their work in relation to established criteria for success  **Feedback to students** is:  • timely  • related to established criteria for success  • not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance | **Checks for understanding:**  • **occur frequently** and at **critical moments** throughout the lesson  • assess student **progress** towards the objective  • **data** is gathered from **all students**  • **data** is used to **adjust instruction**  **Opportunities for students to demonstrate their learning**  • students are given multiple opportunities and options to demonstrate their learning,  • reteaching is provided for students who need it  • students are given opportunities to redo and to be reassessed on assignments/tasks  **Student self-assessment**  • students are taught and expected to self-assess their work in relation to established criteria for success  **Feedback to students** is:  • timely  • frequent  • specifically related to established criteria for success  • matched to student/s  • accompanied by a clear expectation that the student will use the feedback to revise or improve performance | **Student self-assessment:**  • Students are expected to independently self-assess and determine the steps needed to improve.  **Feedback**  • Students are taught - and receive guided practice on – how to provide academically focused feedback to each other. |
| \*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.  \*\*Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Blooms Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning. | | | | |

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| **Performance Area #3:  MAXIMIZING LEARNING:  To what extent do all students retain and apply their learning with productive struggle?** | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Indicator 3.1**  **Rigorous assignments** | **Assignments** are:  • not **aligned** to the standards & lesson’s objective, not **matched** to students or content, and therefore are not **cognitively challenging**  • not **relevant** to the learner and do not require **application** of knowledge for real purposes  • not **differentiated** to meet students’ needs  Assignments do not require **application of content** through:  • generating examples  • reviewing material  • leading discussions  • critically analyzing information  • solving problems | **Assignments** are:  • **aligned** to the standards & lesson’s objective, not **matched** to students or content, and therefore are not **cognitively challenging**  • **relevant** to the learner or require **application** of knowledge for real purposes  • **differentiated** to meet groups of students’ needs  Assignments provide opportunities to **apply content** by:  • generating examples  • reviewing material  • leading discussions  • critically analyzing information  • solving problems  …but many students do not engage in those opportunities. | **Assignments** are:  • **aligned** to the standards & lesson’s objective, **matched** to students and content, and therefore are **cognitively challenging**  • **relevant** to the learner and require **application** of knowledge for real purposes  • **differentiated** to meet individual students’ needs  Assignments provide opportunities to **apply content** by:  • generating examples  • reviewing material  • leading discussions  • critically analyzing information  • solving problems  …and students engage in those opportunities. | AND • Assignments provide students the opportunity to: self-evaluate, reflect and share their problem-solving strategies and/or new ideas.  • Students can self-select from options in assignments.  • Students can apply content by developing possible solutions addressing local or global issues, and/or develop creative approaches. |

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| **Indicator 3.2**  **Questioning and Discussion** | **Questions**  • are not **aligned to the objective**  • do not follow a **continuum** from simple to more complex and/or concrete to abstract  • are not accompanied by **wait time, prompts** and/or **scaffolds** to help students answer questions  Students are not expected to support response with **evidence and/or explanations**.  **Class discussions are not evident:**  • primarily teacher talk  • students do not ask or pose their own questions  • no structures are in place that **promote engagement** in class discussions | **Questions**  • are **aligned to the objective**  • do not follow a **continuum** from simple to more complex and/or concrete to abstract  • are accompanied by **wait time but no prompts** and/or **scaffolds** when needed to help students answer questions  Students are prompted to respond to questions **using evidence and/or explanations** when appropriate.  **Class discussions are:**  • primarily between teacher and students but do not include all students  • primarily among students, but the discussion is low level  • few structures are in place that **promote engagement** by all students | **Questions**  • are **aligned to the objective**  • follow a **continuum** from simple to more complex and/or concrete to abstract  • are accompanied by **wait time, prompts**, and/or **scaffolds** to help students answer questions  Students are expected to respond to questions **using evidence and/or explanations** when appropriate.  **Class discussions are robust:**  • primarily with student talk  • students asking questions of teacher and peers to expand on thinking  • structures are in place that **promote engagement** by all students | AND  • Students engage in accountable talk\* to challenge thinking, push for evidence, and/or refine assignments.  • Students initiate class discussions and peer collaboration.  • Students engage in productive academic discussions where they challenge one another’s thinking.  • Students encourage one another for evidence. |

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| **Indicator 3.3**  **Academic Language and Vocabulary** | **Academic Language & Vocabulary** is:  • Not used or used incorrectly  • Not **explicitly taught** or not expected to be used/known by students  Few to no opportunities are provided for students to use academic language & vocabulary.  Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused. | **Academic Language & Vocabulary** is:  • **modeled** inaccurately or used appropriately but errors are self-corrected  • not **explicitly taught** but students are expected to know  Opportunities to use academic language & vocabulary are not **authentic and rigorous.**  Students are prompted to use academic language and vocabulary and are corrected when it is misused. | **Academic Language & Vocabulary** is:  • **modeled** accurately and appropriately  • explicitly taught  • expected to be used/known by students  Opportunities to use academic language & vocabulary are **authentic and rigorous.**  Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting. | AND  • Students take responsibility to help others understand academic language and vocabulary.  • Students prompt others to use academic language and vocabulary.  • Students correct peers when academic language and vocabulary is misused. |

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**Professionalism**

| **Professional Dispositions**  **As an effective educator, the teacher candidate:** | **Rarely**  1 | **Sometimes, but not consistently**  2 | **Consistently**  3 | **No behaviors related to this indicator observed**  NA |
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| Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential. |  |  |  |  |
| Exhibits enthusiasm, initiative, and a positive attitude. |  |  |  |  |
| Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice. |  |  |  |  |
| Demonstrates the ethical use of assessment and assessment data to identify learners’ strengths and needs (e.g., shares learner data appropriately). |  |  |  |  |
| Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines. |  |  |  |  |

**English Education Program Addendum**

This assessment is to be used at the midpoint of the student teaching experience to check progress on each NCTE standard. The field instructor and/or clinical educator must have at least one exemplar of each of the standards listed below in order to offer a recommendation on that standard. At the end of the semester, both the field instructor and clinical educator will rate the NCTE standards on Pathwise.

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| **NCTE Standard**  **As an effective educator, the teacher candidate:** | **Rarely**  1 | **Sometimes, but not consistently**  2 | **Consistently**  3 | **Frequently and with mastery**  4 |
| 4.3: 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 does not communicate with learners about their performance in ways that actively involve them in their own learning. | Candidate communicates with learners about their performance in ELA to a limited extent that only minimally involves 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 communicates with learners about their performance in ELA in multiple, varied, and creative ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback), including thoughtful goal-setting, self-evaluations, and/or other metacognitive strategies. |

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| **Ratings: 4.3** | **Clinical Educator/Residency Teacher** | **Teacher Candidate/Resident** | **Field Instructor/Coach** |
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| 5.3: applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. | Candidate does not apply or demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. | Candidate applies or demonstrates knowledge in collaboration with only some of the following: learners, families, colleagues, and ELA-related learning communities. | Candidate applies or demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. | Candidate applies or demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities in creative, thorough ways. |

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| **Ratings: 5.3** | **Clinical Educator/Residency Teacher** | **Teacher Candidate/Resident** | **Field Instructor/Coach** |
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| 5.4: Candidate demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. | Candidate does not demonstrate readiness for leadership, professional learning, or advocacy for learners, themselves, and ELA. | Candidate demonstrates readiness for only some of the following: leadership, professional learning, and advocacy for learners, themselves, and ELA. | Candidate demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. | Candidate demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA; candidate has already demonstrated leadership, professional learning, and advocacy during the student teaching experience. |

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| **Ratings: 5.4** | **Clinical Educator/Residency Teacher** | **Teacher Candidate/Resident** | **Field Instructor/Coach** |
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Overarching standards for the components above:

INSTRUCTIONAL PRACTICE: IMPLEMENTING INSTRUCTION IN ELA

Standard 4: Candidates implement planned coherent, relevant, standards-aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.

PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS

Standard 5: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.