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

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

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| **RATING SCALE FOR PLANNING, LEARNING, 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) |
| 4 | **Exemplary** (Proficient plus) |

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| **PLANNING**  As an effective educator, the teacher candidate writes a lesson plan that: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_ | P1. Selects appropriate national or state standards   * Candidate selects appropriate CCSS **and**, when appropriate, makes cross-curricular standard connections.   P2. Writes objectives with measurable outcomes that indicate what learners will know and be able to do   * Candidate writes objectives that are measurable, indicating what the whole group of learners will know and be able to do.   P3. Aligns objectives, instructions, and assessments   * Lesson, objectives, instruction, and assessments are appropriately aligned.   P4. Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner’s needs and groups of needs   * Candidate selects supports that are tied to the learning objectives **and** address similar groups’ needs.   P5. Sequences the learning experiences to build on each other to support learners’ learning of the essential content, strategy, or skill   * The sequence of learning experiences reflects the candidate’s accurate and comprehensive knowledge of learning progressions in content area or developmental domain.   P6. Justifies the selected learning experiences with attention to learners’ prior knowledge and background (e.g., cultural, high needs, family structure, English language learners)   * Candidate uses evidence of learners’ prior knowledge **and** background (when appropriate to the lesson) to justify the choice of learning experiences.   P7. Accurately represents important content concepts   * Plan shows accurate and sufficiently comprehensive details of the content. |  |

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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 most learners.   L2. Communicates expectations of high quality work by all learners   * Candidate uses **specific** language that sets clear expectations for high quality work for **all** learners.   L3. Establishes and teaches clear guidelines for routines and appropriate expectations for learners’ behavior   * Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior.   L4. Implements established guidelines for learners’ behavior   * Candidate consistently addresses disruptive behavior appropriately with logical consequences.   L5. Engages in and teaches learners’ respectful discourse and turn-taking   * Candidate teaches learners how to engage in respectful discourse and turn-taking **and** provides opportunities for discourse and turn-taking. |  |

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| **INSTRUCTION**  As an effective educator, the teacher candidate: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_ | I1. Adjusts lessons based on learners’ responses   * Candidate’s instructional adjustments provide some individuals **or** groups of learners with the support needed to improve their learning.   I2. Uses available technology to impact learning   * Candidate and learners use available technology that aligns to the curriculum and appropriately supports learning OR Technology is not available or inappropriate in this setting.   I3. 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.   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. Makes content explicit through explanation, modeling, representations, and examples   * Candidate uses representations and examples to build learners’ understanding, highlights core ideas, and uses modeling and demonstrating.   I6. Engages learners in problem solving   * Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem.   I7. Provides clear and accurate explanations and feedback   * Candidate’s explanations are accurate and feedback is specific, helping learners to clarify their understanding.   I8. Provides opportunities for learners to master academic language   * Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function) and models the identified language demands and encourages learners to use the academic language.   I9. Allows learners to demonstrate knowledge in a variety of ways   * Candidate provides learners with varied choices of ways to demonstrate their learning.   I10. Paces the lesson effectively with time for closure and learner processing   * Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing. |  |

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| **ASSESSMENT**  As an effective educator, the teacher candidate: | | **COMMENTS** |
| \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_  \_\_\_\_\_\_ | A1. Continuously monitors learners’ learning   * Candidate regularly monitors most learners’ learning.   A2. Provides accurate feedback to learners   * Candidate provides feedback that is specific, accurate, and addresses learners’ strengths and needs related to the learning objectives.   A3. Uses a range of appropriate formative assessments   * Candidate uses appropriate formative assessments that are aligned with the lesson objectives.   A4. Uses appropriate summative assessments   * Candidate uses appropriate summative assessments that are aligned with the lesson objectives.   A5. 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.   A6. Communicates assessment information regarding learners’ progress to others in respectful, ethical, and responsive ways   * Candidate uses appropriate methods to communicate information regarding learner’s progress to others in respectful, ethical, and responsive ways.   A7. Works with other professionals to plan and facilitate learning   * Candidate collaborates with other professionals to plan and facilitate learning. |  |

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| **RATING SCALE FOR PROFESSIONALISM** | |
| 1 | Rarely |
| 2 | Sometimes, but not consistently |
| 3 | Consistently |
| NA | No behaviors related to this indicator observed |

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| **PROFESSIONALISM**  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 |  |

**OVERALL COMMENTS/RECOMMENDATIONS:**