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

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| Teacher Candidate: | Semester: |
| Observer: | Observation Date and Time: |
| UD Field Instructor: | Clinical Educator:  |
| School: | District:  |
| Teaching Area(s): | Grade Level(s): |
| Number of classes: | Total Number of Students: |

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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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| PROFESSIONALISMAs an effective educator, the teacher candidate: | **PROFESSIONALISM COMMENTS** |
| \_\_\_\_\_ | 1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential
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| \_\_\_\_\_ | 1. Exhibits enthusiasm, initiative, and a positive attitude
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| \_\_\_\_\_ | 1. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development
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| \_\_\_\_\_ | 1. 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
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| \_\_\_\_\_ | 1. 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
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| \_\_\_\_\_ | 1. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice
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| \_\_\_\_\_ | 1. Demonstrates the ethical use of assessment and assessment data to identify learners’ strengths and needs (e.g., shares learner data appropriately)
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| \_\_\_\_\_ | 1. 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, 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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| PLANNINGAs an effective educator, the teacher candidate: | **PLANNING COMMENTS** |
| \_\_\_\_\_ | 1. Selects appropriate national or state standards
* Candidate selects appropriate national or state standards **and,** when appropriate, makes cross-curricular standard connections. (Proficient)
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| \_\_\_\_\_ | 1. 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. (Proficient)
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| \_\_\_\_\_ | 1. Aligns objectives, instruction, and assessments
* Lesson objectives, instruction, and assessments are appropriately aligned. (Proficient)
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| \_\_\_\_\_ | 1. 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** addresses similar groups’ needs. (Proficient)
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| \_\_\_\_\_ | 1. 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 the content area or developmental domain. (Proficient)
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| \_\_\_\_\_ | 1. 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. (Proficient)
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| \_\_\_\_\_ | 1. Accurately represents important content concepts
* Candidate’s plans show accurate and sufficiently comprehensive details of the content. (Proficient)
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| LEARNING ENVIRONMENTAs an effective educator, the teacher candidate: | **LEARNING ENVIRONMENT COMMENTS** |
| \_\_\_\_\_ | 1. Establishes rapport with and respect for all learners
* Candidate exhibits respect for all learners and works to establish rapport with most learners. (Proficient)
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| \_\_\_\_\_ | 1. Communicates expectations of high quality work by all learners
* Candidate uses **specific** language that sets clear expectations for high quality work for **all** learners. (Proficient)
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| \_\_\_\_\_ | 1. 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 leaner behavior. (Proficient)
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| \_\_\_\_\_ | 1. Implements established guidelines for learners’ behavior
* Candidate consistently addresses disruptive behavior appropriately with logical consequences. (Proficient)
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| \_\_\_\_\_ | 1. 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. (Proficient)
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| INSTRUCTIONAs an effective educator, the teacher candidate: | **INSTRUCTION COMMENTS** |
| \_\_\_\_\_ | 1. Adjusts lessons based on learners’ responses
* Candidate’s instructional adjustments provide individuals **or** groups of learners with the support needed to improve their learning. (Proficient)
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| \_\_\_\_\_ | 1. 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. (Proficient)
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| \_\_\_\_\_ | 1. 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 learners’ responses. (Proficient)
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| \_\_\_\_\_ | 1. 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. (Proficient)
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| \_\_\_\_\_ | 1. Makes content explicit through explanation, modeling, representations, and examples
* Candidate uses representations and examples to build learners’ understanding, highlights care ideas, and uses modeling and demonstrating. (Proficient)
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| \_\_\_\_\_ | 1. Engages learners in problem solving
* Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem. (Proficient)
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| \_\_\_\_\_ | 1. Provides clear and accurate explanations and feedback
* Candidate’s explanations are accurate and feedback is specific, helping learners to clarify their understanding. (Proficient)
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| \_\_\_\_\_ | 1. 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 academic language. (Proficient)
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| \_\_\_\_\_ | 1. Allows learners to demonstrate knowledge in a variety of ways
* Candidate provides learners with varied choices of ways to demonstrate their learning. (Proficient)
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| \_\_\_\_\_ | 1. 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. (Proficient)
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| ASSESSMENTAs an effective educator, the teacher candidate: | **ASSESSMENT COMMENTS** |
| \_\_\_\_\_ | 1. Continuously monitors learners’ learning
* Candidate regularly monitors most learners’ learning. (Proficient)
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| \_\_\_\_\_ | 1. Provides accurate feedback to learners
* Candidate provides feedback that is specific, accurate, and addresses learners’ strengths and needs related to the learning objectives. (Proficient)
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| \_\_\_\_\_ | 1. Uses a range of appropriate formative assessments
* Candidate uses appropriate formative assessments that are aligned with the lesson objectives. (Proficient)
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| \_\_\_\_\_ | 1. Uses appropriate summative assessments
* Candidate uses summative assessments that are aligned with the objectives. (Proficient)
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| \_\_\_\_\_ | 1. Examines performance data to understand each learner’s progress and revise instruction
* Candidate’s analysis uses specific examples from learners’ performance to demonstrate patterns of learning and makes changes in instruction to support groups of learners. (Proficient)
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| \_\_\_\_\_ | 1. Communicates assessment information regarding learners’ progress to others in respectful, ethical, and responsive ways
* Candidate uses appropriate methods to communicate information regarding learners’ progress to others in respectful, ethical, and responsive ways. (Proficient)
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| \_\_\_\_\_ | 1. Works with other professionals to plan and facilitate learning
* Candidate collaborates with other professionals to plan and facilitate learning. (Proficient)
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| SECONDARY MATH ADDENDUMAs an effective educator, the teacher candidate: | **ADDENDUM COMMENTS** |
| \_\_\_\_\_ | 1. Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. (NCTM 4a)
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| \_\_\_\_\_ | 1. Demonstrate a positive disposition toward mathematical processes and learning. (NCTM 4a)
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| \_\_\_\_\_ | 1. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. (NCTM 4c)
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| \_\_\_\_\_ | 1. Demonstrate equitable and ethical treatment of and high expectations for all students. (NCTM 4d)
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| \_\_\_\_\_ | 1. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. (NCTM 4e)
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