# 

**University of Delaware Teacher Candidate Capstone Clinical Experience Formative Observation Form: English as a Second Language**

|  |  |
| --- | --- |
| 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: |

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

|  |  |  |
| --- | --- | --- |
| PROFESSIONALISM  As 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  * Candidate demonstrates practice that all children can learn * Candidate understands how ESL student learning is influenced by individual experiences, talents, abilities, and prior learning as well as language, culture, family, and community values * Candidate advocates for ESL students’ access to academic classes, resources, and instructional technology (TESOL 5.b.5) |  |
| \_\_\_\_\_ | 1. Exhibits enthusiasm, initiative, and a positive attitude |
| \_\_\_\_\_ | 1. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development |
| \_\_\_\_\_ | 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 |
| \_\_\_\_\_ | 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 |
| \_\_\_\_\_ | 1. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice  * Candidate seeks out and participates in opportunities to grow professionally (TESOL 5.b.1) * Candidate establishes and works toward professional goals based on a variety of indicators (e.g., student assessment data, research on teaching, resources available) (TESOL 5.b.2) |
| \_\_\_\_\_ | 1. Demonstrates the ethical use of assessment and assessment data to identify learners’ strengths and needs (e.g., shares learner data appropriately) |
| \_\_\_\_\_ | 1. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines |

|  |  |
| --- | --- |
| **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) |

|  |  |  |
| --- | --- | --- |
| PLANNING  As 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) * Candidate uses knowledge of theory, research, and practice in ESL to plan standards-based content instruction (TESOL 3.a.1) * Candidate organizes learning around standards-based subject matter and language learning objectives (TESOL 3.b.1) |  |
| \_\_\_\_\_ | 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) * Candidate selects goals and objectives based on ESL students’ language and literacy abilities and needs, the learning environment, state, national content standards, and other factors (TESOL 3.a.1) |
| \_\_\_\_\_ | 1. Aligns objectives, instruction, and assessments  * Lesson objectives, instruction, and assessments are appropriately aligned. (Proficient) * Candidate chooses assessments based on appropriateness to ESL students’ English language proficiency, native language proficiency, learning experiences, abilities, and subject matter (TESOL 3.a.3) * Candidate plans instruction for ESL students that embeds assessment, includes scaffolding and support, and provides re-teaching based on assessment when necessary for students to meet learning goals (TESOL 3.a.5) |
| \_\_\_\_\_ | 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) * Candidate selects instructional strategies that promote positive learning results, active engagement, critical thinking, and problem solving for ESL students * Candidate uses a variety of instructional materials and technological resources to support ESL student learning * Candidate creates instructional opportunities that are adapted to diverse students, including ESL learners |
| \_\_\_\_\_ | 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) * Candidate knows, understands, uses, and adapts (for ESL learners) fundamental concepts of content areas (English, Social Studies, Math and Science) * Candidate applies connections among concepts, procedures and applications across the content areas |
| \_\_\_\_\_ | 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) * Candidate understands theory and research related to human development, language development, and learning English as a second language * Candidate understands how students differ in their development and approaches to learning, including how to provide for the particular needs of ESL students with interrupted formal education (TESOL 3.a.4) * Candidate makes adaptations according to the varying language and literacy abilities and behaviors of ESL students |
| \_\_\_\_\_ | 1. Accurately represents important content concepts  * Candidate’s plans show accurate and sufficiently comprehensive details of the content. (Proficient) |
| LEARNING ENVIRONMENT  As 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) * Candidate creates supportive, accepting classroom environments (TESOL 3.a.2) * Candidate conveys an attitude that all students are of equal importance * Candidate values the many aspects of diversity of individuals (genders, ethnicity, cultural background, socioeconomic levels, and exceptionalities), including home cultures and languages of ESL students |  |
| \_\_\_\_\_ | 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) * Candidate encourages ESL students to assume responsibility for themselves and one another * Candidate promotes independence, self-motivation, self-direction, personal empowerment, and self-advocacy in ESL students * Candidate communicates explicitly or implicitly a belief that ESL students are capable of significant achievement |
| \_\_\_\_\_ | 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) * Candidate knows a variety of effective classroom management strategies and application of appropriate strategies for diverse ESL students |
| \_\_\_\_\_ | 1. Implements established guidelines for learners’ behavior  * Candidate consistently addresses disruptive behavior appropriately with logical consequences. (Proficient) * Candidate implements a variety of effective classroom management strategies and application of appropriate strategies for diverse ESL students |
| \_\_\_\_\_ | 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) * Candidate uses appropriate and effective interpersonal communication techniques, moderating as needed for ESL students |
| INSTRUCTION  As 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) * Uses information gained from monitoring ESL students’ understandings to modify teaching and learning strategies as necessary |  |
| \_\_\_\_\_ | 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) * Enhances ESL students’ development of critical thinking, problem-solving, and performance skills through the use of a variety of technological resources to support teaching and learning strategies |
| \_\_\_\_\_ | 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) * Candidate enhances ESL students’ development of critical thinking, problem-solving, and performance skills through the use of a variety of instructional materials and strategies, such as using higher order questions |
| \_\_\_\_\_ | 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) |
| \_\_\_\_\_ | 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) * Candidate implements instructional plans that center on effective teaching strategies, promote active engagement, and build on skills previously acquired to foster ESL student learning through integration of listening, speaking, reading, and writing (TESOL 3.b.3). * Candidate implements instructional activities designed to develop ESL students’ listening and (TESOL 3.b.4) speaking skills (TESOL 3.b.5) * Candidate provides standards-based instruction that builds on ESL students’ oral English proficiency to support learning to read and write (TESOL 3.b.6) * Candidate implements instruction based on knowledge of ESL students, second-language learning theory, subject matter, curricular goals, and community, and relates to real world issues * Candidate implements standards-based instruction in reading (TESOL 3.b.7) and writing (TESOL 3.b.8) adapted to ESL students. Provide a range of activities in writing instruction ranging from sentence formation to expository writing. * Candidate uses effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction |
| \_\_\_\_\_ | 1. Engages learners in problem solving  * Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem. (Proficient) |
| \_\_\_\_\_ | 1. Provides clear and accurate explanations and feedback  * Candidate’s explanations are accurate and feedback is specific, helping learners to clarify their understanding. (Proficient) * Candidate implements instructional plans that center on effective teaching strategies, promote active engagement, and build on skills previously acquired to foster ESL student learning through integration of listening, speaking, reading, and writing (TESOL 3.b.3). * Candidate uses effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction |
| \_\_\_\_\_ | 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) * Candidate enhances ESL students’ development of critical thinking, problem-solving, and performance skills through the use of a variety of instructional materials and strategies, such as authentic uses of language to learn academic vocabulary and content material (TESOL 3.b.2) |
| \_\_\_\_\_ | 1. Allows learners to demonstrate knowledge in a variety of ways  * Candidate provides learners with varied choices of ways to demonstrate their learning. (Proficient) |
| \_\_\_\_\_ | 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) * Candidate paces the lesson according to the content to be learned, characteristics of the ESL learners, and situation * Candidate establishes efficient classroom routines |
| ASSESSMENT  As an effective educator, the teacher candidate: | | **ASSESSMENT COMMENTS** |
| \_\_\_\_\_ | 1. Continuously monitors learners’ learning  * Candidate regularly monitors most learners’ learning. (Proficient) * Candidate uses information gained from monitoring ESL students’ understandings to modify teaching and learning strategies as necessary |  |
| \_\_\_\_\_ | 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) * Candidate prepares ELLs to use self-assessment techniques when appropriate |
| \_\_\_\_\_ | 1. Uses a range of appropriate formative assessments  * Candidate uses appropriate formative assessments that are aligned with the lesson objectives. (Proficient) * Candidate uses various instruments and techniques to assess content-area learning for ELLS at varying levels of language and literacy development * Candidate uses a variety of rubrics to assess ELLs’ language development in classroom settings |
| \_\_\_\_\_ | 1. Uses appropriate summative assessments  * Candidate uses summative assessments that are aligned with the objectives. (Proficient) |
| \_\_\_\_\_ | 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) |
| \_\_\_\_\_ | 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) * Candidate establishes and maintains positive, collaborative relationships with ESL students’ families * Candidate provides support for, and communicates with, ESL students’ families about curriculum and students’ progress (TESOL 5.b.6) * Candidate involves ESL students’ families in assessing and planning for individual students |
| \_\_\_\_\_ | 1. Works with other professionals to plan and facilitate learning  * Candidate collaborates with other professionals to plan and facilitate learning. (Proficient) * Candidate collaborates with colleagues and agencies in the larger community to support ESL students’ learning and well-being * Candidate collaborates with other teachers and staff to provide comprehensive and challenging educational opportunities for ESL students in the school (TESOL 5.b.3) * Candidate engages in collaborative teaching in various settings, such as general education, content-area instruction, special education, and gifted education (TESOL 5.b.4) * Candidate values and respects the contribution and uniqueness of all members of the school community, such as students, families, teachers, administrators, and volunteers * Candidate serves as a professional resource for other teachers and staff in the school community related to ESL teaching (TESOL 5.b.7) |