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

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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)
* Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students. (NSTA 1c: Content Knowledge)
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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)
* Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated. (NSTA 3c: Learning Environments)
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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)
* Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. (NSTA 2a: Content Pedagogy)
* Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students. (NSTA 3b: Learning Environments)
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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)
* Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. (NSTA 2a: Content Pedagogy)
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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)
* Design instruction and assessment strategies that confront and address naïve concepts/preconceptions. (NSTA 2c: Content Pedagogy)
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| \_\_\_\_\_ | 1. Accurately represents important content concepts
* Candidate’s plans show accurate and sufficiently comprehensive details of the content. (Proficient)
* Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate. (NSTA 2b: Content Pedagogy)
* Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. (NSTA 3a: Learning Environments)
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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)
* Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. (NSTA 3a: Learning Environments)
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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)
* Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. (NSTA 3a: Learning Environments)
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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)
* Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. (NSTA 5c: Impact on Student Learning)
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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)
* Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have. (NSTA 3c: Learning Environments)
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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)
* Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have. (NSTA 3c: Learning Environments)
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| \_\_\_\_\_ | 1. Uses appropriate summative assessments
* Candidate uses summative assessments that are aligned with the objectives. (Proficient)
* Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have. (NSTA 3c: Learning Environments)
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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)
* Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected. (NSTA 5a: Impact on Student Learning)
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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 SCIENCE ADDENDUM**As an effective educator, the teacher candidate: | **ADDENDUM COMMENTS** |
|  | 1. Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. (NSTA 4a)
* Candidate partially demonstrates the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. (Acceptable)
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| \_\_\_\_\_ | 1. Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. (NSTA 4b)
* Candidate designs and demonstrates activities in a P-12 classroom that demonstrate reasonable ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. (Acceptable)
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| \_\_\_\_\_ | 1. Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms. (NSTA 4c)
* Candidates demonstrate activities in a P-12 classroom that demonstrate partial consideration of ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms. (Acceptable)
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