

## University of Delaware Teacher Candidate Capstone Clinical Experience Evaluation:

Teacher Candidate:	Semester:
Evaluator:	Role of Evaluator (Clinical Educator or UD Field Instructor):
Evaluation Date:	Length of Placement (Weeks):
School/Site:	District:
Teaching Area(s):	Grade Level(s)/Age(s):
Number of classes:	Total Number of Students:

### CLASS PROFILE

<b>List the total number of students in the following categories (all classes combined)</b>	
Female:	Male:
American Indian/Alaskan Aleut:	Asian:
Black/African American:	Hispanic:
Multi-Racial:	Native Hawaiian/Pacific Islander:
White/Caucasian:	Other:
Students with active IEPs/504s:	English Language Learners:
Students who qualify for free/reduced lunch (only provide if access to information is granted):	
Provide any additional information that is relevant to this profile (e.g., categories of student disabilities in special education placements).	

### PROFESSIONALISM

<b>As an effective educator, the teacher candidate:</b>	<b>Rarely</b>	<b>Sometimes, but not consistently</b>	<b>Consistently</b>	<b>No behaviors related to this indicator observed</b> NA
	1	2	3	
PROFESSIONALISM1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential (InTASC The Learner and Learning, InTASC Professional Responsibility, CAEP 1.4)				
PROFESSIONALISM2. Exhibits enthusiasm, initiative, and a positive attitude (InTASC Instructional Practice)				
PROFESSIONALISM3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development (InTASC Professional Responsibility)				
PROFESSIONALISM4. 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 (InTASC The Learner and Learning, InTASC 1, InTASC 2)				
PROFESSIONALISM5. 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 (InTASC 9, CAEP 1.2)				

<b>As an effective educator, the teacher candidate:</b>	<b>Rarely</b> 1	<b>Sometimes, but not consistently</b> 2	<b>Consistently</b> 3	<b>No behaviors related to this indicator observed</b> NA
<b>PROFESSIONALISM6.</b> Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice (InTASC Professional Responsibility, InTASC 9)				
<b>PROFESSIONALISM7.</b> Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately) (InTASC 9, CAEP 3.6)				
<b>PROFESSIONALISM8.</b> Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.				

### EVALUATION RUBRIC

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent</b> 1	<b>Emerging</b> 2	<b>Proficient</b> 3	<b>No behaviors related to this indicator observed</b> NA	<b>Rating</b>
<b>PLANNING 1</b> Aligns measurable objectives, instruction, standards, and assessments.	Measurable lesson objectives, instruction, standards, or assessments are missing.	Measurable lesson objectives, instruction, standards, and assessments are present, but lack alignment.	Measurable lesson objectives, instruction, standards, and assessments are appropriately aligned.		
<b>PLANNING 2</b> Selects supports (strategies, resources, and technology) to accommodate individual and group needs.	Candidate does not select supports that accommodate needs (i.e. does not attend to instructional requirements in IEPs, IFSTs, and 504 plans).	Candidate selects supports that are tied to the learning objectives with attention to the class as a whole.	Candidate selects supports that are tied to the learning objectives as well as individual and group needs.		
<b>LEARNING 1</b> Establishes rapport with and respect for all learners.	Candidate exhibits disrespectful interactions with one, some, or all learners.	Candidate exhibits respect for most learners and makes some effort to develop rapport with the learners, but does not establish rapport with most learners.	Candidate exhibits respect for all learners and works to establish rapport with all learners.		
<b>LEARNING 2</b> Communicates high expectations and ensures high quality work by all learners.	Candidate uses language that communicates expectations that allow for low quality work or sets no expectations for high quality work.	Candidate uses language that sets expectations for high quality work for some learners.	Candidate consistently uses language that sets clear expectations for high quality work and upholds these expectations for all learners.		
<b>INSTRUCTION 1</b> Engages learners using a range of questions, including higher order questions.	Candidate does most of the talking and the learners provide few responses.	Candidate primarily asks low-level questions	Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner's responses.		

<b>As an effective educator, the teacher candidate:</b>	<b>Not apparent 1</b>	<b>Emerging 2</b>	<b>Proficient 3</b>	<b>No behaviors related to this indicator observed NA</b>	<b>Rating</b>
<b>INSTRUCTION 2</b> Engages learners in problem solving and develops the ability to demonstrate knowledge in a variety of ways.	Candidate fails to provide learners with problem solving opportunities.	Candidate provides learners with a set of activities with the expectation that learners arrive at the candidate's preconceived solution.	Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem.		
<b>INSTRUCTION 3</b> Uses available technology to impact learning.	Candidate uses the basics of available technology but has not used features that are available to enhance instruction.	Candidate is able to use the features of available technology to enhance instruction.	Candidate uses additional technology that aligns to the curriculum and appropriately supports learning.		
<b>INSTRUCTION 4</b> Models discipline specific strategies that support learning.	Candidate does not model for learners how to use essential strategies.	Candidate models the discipline's strategies, but does not provide, or provides limited opportunities for learners to practice of apply strategies.	Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, and provides learners with opportunities for guided practice.		
<b>INSTRUCTION 5</b> Provides clear and accurate explanations and feedback.	Candidate's explanations cause learners' confusion or feedback is not provided.	Candidate's explanations are somewhat confusing or feedback lacks specificity (e.g. "Good work").	Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding.		
<b>INSTRUCTION 6</b> Provides opportunities for learners to master academic language.	Candidate identifies language demands (language function, vocabulary, syntax, and grammar) that are not consistent with the selected language function (e.g. , learning outcome as in analyze, interpret).	Candidate identifies vocabulary associated with the academic language and provides supports primarily addressing definitions of vocabulary.	Candidate identifies vocabulary of the academic language and models the identified language demands and encourages learners to use the academic language.		
<b>ASSESSMENT 1</b> Continuously monitors learner's learning through formative and summative assessments, and progress monitoring as needed.	Candidate does not monitor learner's learning.	Candidate occasionally monitors some learners' learning.	Candidate regularly monitors most learners' learning.		
<b>ASSESSMENT 2</b> Examines performance data to understand each learner's progress and revise instruction.	Candidate's analysis is superficial or not supported by learners' performance or does not result in changes to instruction.	Candidate's analysis is narrowly focused on what the learner did right and wrong or does not result in appropriate changes to instruction.	Candidate's analysis uses specific examples from learners' performance to demonstrate patterns of learning and makes changes in instruction to support learners.		

**OVERALL COMMENTS**

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