**Introduction to University of Delaware Teacher Candidate**

**Capstone Clinical Experience Evaluation and Rubric**

Thank you for serving as a clinical educator mentoring a University of Delaware teacher candidate.  Both University-based and site-based clinical educators play a fundamental role in preparing teacher candidates to become independent teachers.  As a clinical educator responsible for providing field instruction to candidates, your role includes assessing teacher candidate performance.  To facilitate this process, the University of Delaware has developed the Teacher Candidate Capstone Clinical Experience Evaluation and Rubric (Capstone Evaluation Rubric) and this accompanying handbook.

Some of the most important reasons for this new document include:

* Better alignment to national teacher performance standards (inTASC, edTPA, PPAT)
* To address accreditation requirements
* To identify specific behaviors that can be assessed through observation of practice, pre and post lesson debriefing sessions, and exploration of teacher candidate work samples (i.e. lesson plans)

We are grateful for your commitment to the preparation of future teachers.  In addition to this handbook, we are developing a series of online modules to provide you with additional support.  Our hope is to help you gain confidence in your role as a teacher educator who is simultaneously tasked with providing both field instruction and evaluative feedback.  We welcome your comments and reflections about the evaluation process as we continually refine our support for clinical educators.

Sincerely,

The Capstone Committee

**This handbook provides:**

1. A copy of the University of Delaware Teacher Candidate Capstone Clinical Experience Evaluation and Rubric.
2. Guidance as to the use of the rubric scale.
3. An overview of the focus areas in the rubric: Learning Environment, Engagement in Learning, Maximizing Learning, and Professionalism.  This section includes a list of things that you might observe in order to validate your decisions about where a candidate falls on the rubric.  Each section also addresses terms specific to the rubric as well as the use of words such as “and, or , etc” which differentiate the behaviors as related to the scale. Individual programs may have included extra indicators specific to their content.
4. Information and tools to help you to conduct an observation and debriefing.
5. Information on accessing the evaluation form in Taskstream

**Section I:  Rubric and Scoring Scale**

The aim of this section is to orient you to the purpose, rationale, and intended use of the rubric and scoring scale.

**What is the purpose of the scale?**

To communicate to the candidate and other stakeholders areas of strengths and needed improvement, which serve as reasonable evidence that the candidate is ready for independent practice.

**Table 1.1 - What do each of the Rubric Scores Mean?**

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| **Score** | **Level of Independence** | **What Does it Mean?** |
| Level 1 | Not ready for independent practice | In general, the teacher candidate scoring at this level relies on the clinical educator for support, is not self-directed and does not take initiative. |
| Level 2 | Has some aspects of being ready for independent practice | The candidate scoring at this level needs ongoing support from the clinical educator in some areas and/or minimal support in others. |
| Level 3 | Ready for independent practice | The candidate scoring at this level needs little to no support from the clinical educator/cooperating teacher to address the assessed competency. They have developed the foundational skills necessary to begin teaching in their own classroom. |
| Level 4 | Proficient Plus (Master Teacher: TCs will not reach this level) | The candidate scoring at this level needs no support from the clinical educator across all domains.  Evaluators should pay special attention to the words that are **bolded** in the rubric particularly the use of the word “**and**”.  In general, to be ranked at a level 4 is evidence to show that the teacher candidate is beyond exceptional at understanding and addressing the individual needs of learners. |

**What is the purpose of the Rubric?**

* The rubric provides descriptors of competencies that need to be met, tied to each rating of performance.
* The rubric was also designed to help raters avoid falling prey to the “halo effect”.  Halo effects occur when raters use a holistic judgement based on a personal perspective of the candidate.
	+ Example #1 - A candidate is viewed as a “hard worker and is dedicated” - this perception is used by the rater when scoring each indicator - unintentionally inflating scores across the tool.
	+ Example #2 - The indicator states that the candidate can accurately represent important content concepts - the evaluator perceives the candidate as intelligent, so they erroneously judge that the candidate is capable of performing this behavior, but does not actually have any evidence to support this assumption.

**Where do I get evidence?**

The summative evaluation tool is a summary judgement about the candidate’s performance across the entire student teaching experience/practicum.  Data and evidence for the rater’s scores should come from observation notes, lesson debriefing sessions, ongoing evaluation of lesson plans and work samples, self-evaluations, and clinical educator’s evaluations.  The following section will provide guidance related to things you might “look for” to validate your scoring with each of the domains.

Some other helpful reminders for raters:

* The rubric was designed to provide a framework for communicating better about teaching. It will help you to interpret the connection between the decisions that teachers make and the impact those decisions have on student learning. It also provides a framework of common language and concepts to help you communicate effectively about teaching and learning.
* The student must have all the items in the indicator for the level. In addition, to score at a Level 4, they must have all the items for Level **3 in addition** to all of them for Level 4, which is reserved for Master Teachers. Level 3 denotes a strong educator. This is where we should expect all of our candidates to end up across the board.

**Section II - Rubric Domains**

This is a summative assessment reflecting a broad lens over the course of entire practice during a student teaching placement. This section focuses on each domain providing:

* Each performance areas items
* Suggestions of what evidence you might have in your notes from planning conferences, observations, and other conversations you have had of the teacher candidate’s teaching. These are organized by content area.
* Explanations for terms used in the rubric within that domain.

Throughout the rubric, the teacher candidate is referred to as “teacher”. The term “student” refers to the students who are in the classrooms that the UD teacher candidate participates in for their clinical experience.

At the end of each domain, Content Specific Examples are given of what the observer may see in the classroom. These are by no means a conclusive list, only general suggestions of what to look for at Level 3.

**The Performance Area Domain**

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| **Performance Area #1:  LEARNING ENVIRONMENT:  To what extent does the classroom environment support all students to learn?** |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Indicator 1.1****Structures for Learning** | **Routines, procedures, and behavior expectations*** are not taught
* are not clearly communicated, causing loss of **instructional time**

**Student behavior*** detracts from others’ learning
* is not addressed
 | **Routines, procedures, and behavior expectations** * are clearly communicated but are not taught to mastery
* do not match to students’ needs
* require prompts that cause loss of **instructional time**

**Student behavior*** interrupts the lesson
* is addressed and improved
 | **Routines, procedures and behavior expectations** * are clearly communicated, and taught to mastery, maximizing instructional time
* are matched to students’ needs

**Student behavior*** is appropriate, or
* when inappropriate, is addressed effectively and does not detract from the lesson
 | AND* Students take initiative to manage classroom procedures and their own behavior.
* Students prompt others to follow classroom procedures, routines and expectations.
 |
| **Indicator 1.2****Positive Classroom Climate** | **Classroom interactions:*** **are not respectful**
* **students do not listen attentively, and teacher does not refocus students’ attention**

**When working together, students:*** **do not share work responsibility**

**Students:*** **do not persevere**
* **are not motivated to complete quality work**
* **are not prompted or encouraged**
 | **Classroom interactions:*** **teacher to student interactions are respectful**
* **student to student interactions are not respectful unless prompted by the teacher**
* **students listen attentively to teacher but not to peers**
* **prompting is not effective**

**When working together, students*** **share work responsibility**
* **do not offer support to one another**

**Students:*** **are prompted to persevere**
* **praised for their efforts to complete quality work**
 | **Classroom interactions:*** **teacher to student interactions are respectful**
* **student to student interactions are respectful**
* **students listen attentively to teacher and peers**

**When working together, students:*** **share work responsibility**
* **offer and receive support from one another**

**Students:*** **persevere**
* **complete quality work**
* **require minimal to no prompting**
 | AND* Students independently use problem solving and conflict resolution skills during cooperative learning opportunities.
* Students encourage others to persevere.
 |
| **Indicator 1.3****Equitable Access** | **High expectations for learning and achievement for all students are not communicated, demonstrated/modeled.****Students:*** **do not have access to a variety of tools and/or materials to meet their needs and do not have support for learning**
* **are not provided equitable\* opportunities to respond and participate and do not engage**
* **do not share their interests and/or perspectives and do not accept others’ interests and perspectives as worthy**
* **do not share their interests and/or perspectives nor build relationships and connect to their academic work**

**Differences related to background, identity, language, strengths, and challenges are not respected and affirmed.** | **High expectations for learning and achievement for all students are communicated, demonstrated/modeled but with limited impact on students.****Students:*** **have access to a variety of tools and/or materials to meet their needs but are not encouraged to use them to support learning.**
* **are provided equitable\* opportunities to respond and participate but are not encouraged to engage**
* **are not encouraged to share their interests and/or perspectives and to accept others’ interests and perspectives are worthy**
* **are not encouraged to share their interests and/or perspectives to build relationships and connect to their academic work**

**Differences related to background, identity, language, strengths, and challenges are addressed inconsistently.** | **High expectations for learning and achievement for all students are communicated, demonstrated/modeled.****Students:*** **ae provided a variety of tools and/or materials to meet their needs and encouraged to use them to support learning**
* **are provided equitable\* opportunities to respond and participate and encouraged to engage**
* **are encouraged to share their interests and/or perspectives and to accept others’ interests and perspectives are worthy**
* **are encouraged to share their interests and/or perspectives to build relationships and connect to their academic work**

**Differences related to background, identity, language, strengths, and challenges are respected and affirmed.** | AND* Students take initiative to share their interests and perspectives.
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| \*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc. |

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| **Core Teacher Skills for Learning Environment** |
| * Bringing multiple perspectives to the discussion of content including attention to learners’ personal, family, and community experiences and cultural norms.
* Investing time in knowing individual students and informing relationships to best support their learning.
* Issuing logical and appropriate consequences as needed such that consequences are successful in changing student behavior.
* Providing specific, concrete, sequential and observable directions for behavior and academics.
* Promoting student persistence in overcoming environmental and learning challenges.
* Using efficient routines and procedures.
* Using voice and presence to maintain authority and caring for students.
* Developing clear procedures and processes for group work.
* Reteaching appropriate behaviors.
* Providing positive reinforcement.
* Modeling and reinforcing positive self-talk.
* Explicitly teaching strategies that help students link effort to achievement.
* Uses space to maintain safety and accessibility.
* Uses various strategies to maintain attention.
* Uses calling patterns that invites all students to participate.
* Procuring and using displays, visual aids, props, language cues that reflect students’ cultures and backgrounds.
* Using grouping roles and arrangements (group sizes, students with diverse needs and perspectives) that are matched to content and learners to maximize student understanding and learning efficiency with the objective.
* Using random calling patterns to provide all students equal access to high-level questions.
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| **Content Specific Evidence Examples** |
| **Early Childhood Education*** Students move easily in and out of groups as their instructional needs change.
* Teacher cultivates a literacy rich environment that promotes a love of reading and writing.
* Routines and transitions are efficient with picture support and some teacher guidance.
* Room is well labeled with pictures and with support, most students return materials.
* Length of activities are appropriate for the age of students, movement breaks are incorporated throughout the day.
* Teacher establishes a learning environment through the use of growth mindset language.
* Teacher plans each activity with the range of needs and developmental levels in mind to allow student success.
* Students can express how a piece of music, or story makes them feel.
 | **Elementary Teacher Education*** Students move easily in and out of groups as their instructional needs change.
* Students are supported as the purposefully share mathematical ideas, reasoning and approaches in both small-group and classroom discussions.
* Teacher allows sufficient wait time so students are able to think and offer responses.
* Students are praised for their efforts in making sense of ideas and perseverance in reasoning through problems.
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| **4+1 Autism/Severe Disabilities Concentration*** Objectives are specifically linked to student IEP goals/needs.
* The teacher provides models at some point during the lesson showing what the students will be learning.
* Teacher provides opportunities for students to response to questions by using their communication systems.
 | **4+1 TESL Concentration*** Interactions may be in a foreign language. Teacher uses body language and facial expressions to help convey instruction.
* Teacher employs targeted strategies to support students in comprehending text and speech.
* Teacher equitably provides students with meaningful and specific feedback.
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| **English Language Arts*** There are planned opportunities to use collaborative conversations as a structure to support evidence-based writing.
* Students explore writers’ use of varied syntax to create a desired effect.
 | **Mathematics*** Students are supported as they purposefully share mathematical ideas, reasoning and approaches in both small-group and classroom discussions.
* Teacher selects and sequences student approaches for solving problems for analysis and discussion.
* Support students to realize that mistakes and confusion are natural parts of learning by facilitating discussions on mistakes, misconceptions and struggles.
 |
| **Music*** The teacher encourages sensitivity to music.
* Students are actively engaged to respond both tonally and rhythmically to various forms of music.
* Students follow classroom routines for accessing instruments, music, etc.
* Students are comfortable sharing musical ideas as well as working with their teacher and peers to improve musical skills.
 | **Science*** Support students to encourage them to ask questions.
* Use academic discourse structures to support students in analyzing text, clarifying claims, and critiquing peers’ arguments.
* Plan a variety of collaborative structures that support students in building on other’s ideas and expressing their own clearly and persuasively.
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| **Social Studies*** Promote students’ crafting their own questions that help to spark inquiry.
* Effectively plan discourse protocol so that students can analyze their evidence and explain claims to their peers.
 | **World Languages*** Students are encouraged to use language to investigate, explain and reflect of the different aspects of the cultures studied (including their own).
* Students are given a wide variety of writing prompts and are able to write effectively on a chosen topic.
* Students can engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful.
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| **Performance Area #2:  ENGAGEMENT IN LEARNING:  To what extent does the instruction support and engage all students?** |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Indicator 2.1****Objectives for Learning** | **Lesson objectives** are:* not **aligned** to grade-level or proficiency standard(s)
* not written in **student friendly** language that state what the students should know and be able to do
* not clearly **communicated** and **accessible** to students
* not **revisited** throughout the lesson

Students do not **know** what they are learning or **why** it is important for them to know.**Criteria for success:*** is not **communicated** nor **explained** to students prior to beginning an assignment
 | **Lesson** **objectives** are:* **aligned** to grade level standards or proficiency standard(s)
* not written in **student friendly** language that state what the students should know and be able to do
* **accessible** but not clearly **communicated** to students
* not **revisited** throughout the lesson

Students **are able to read or describe** what they are learning but not **why** it is important for them to know.**Criteria for success:*** is not **aligned** to the objective
* is **communicated** but not **explained** to students prior to beginning an assignment
 | **Lesson objectives** are**:*** **aligned** to grade level or proficiency standard(s)
* written in **student friendly** language that state what the students should know and be able to do
* clearly **communicated** and **accessible** to students
* **revisited** throughout the lesson

Students are able to **articulate** what they are learning and **why** it is important for them to know.**Criteria for success:*** is **aligned** to the objective
* is **communicated** and **explained** to students prior to beginning an assignment
 | AND* Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.
 |
| **Indicator 2.2****Learning Experiences** | **Learning experiences:*** **are activities not logically\*\* aligned to the objective**
* **are primarily teacher led**
* **are not coherently sequenced according to major concepts required to master the objective**
* **pacing does not provide adequate processing time**
* **include content input but do not include opportunities for students to process**
* **do not include an activator or preassessment of students’ prior knowledge**
* **do not include a way for students to summarize their learning**

**Explanatory Devices\*:*** **do not support achievement of the objective**
 | **Learning experiences:*** **are logically\*\*aligned to the objective**
* **are primarily teacher led**
* **are coherently sequenced but pacing does not provide adequate processing time**
* **are inconsistent when balancing content input and opportunities for students to process**
* **include an activator that does not align with the objective**
* **are not based on data gathered through an activator or pre-assessment**
* **do not address prior misconceptions**
* **include a closing activity but the activity does not provide data that assesses student mastery of the objective**

**Explanatory Devices\*:*** **are not matched to the objective or the learning**
 | **Learning experiences:*** **are logically\*\* aligned to the objective**
* **are both teacher and student led/directed**
* **are coherently sequenced and paced according to major concepts required to master the objective with adequate processing time**
* **include a balance of content input and opportunities for students to process**
* **are based on an activator or assessment of prior knowledge and anticipation of misconceptions**
* **include a strategy for students to summarize their learning**

**Explanatory Devices\*:*** **are varied and well-chosen to match the needs of the learners**
* **support student achievement of the objective**
 | ANDLearning experiences:* Students are provided opportunities to progress at different learning rates.
* Students who finish early are engaged in meaningful learning opportunities.
* Students are provided choice in the materials they can use and in grouping arrangements.
 |
| **Indicator 2.3****Checks for Understanding****and Feedback** | **Checks for understanding:*** **do not occur during the lesson to assess students’ progress towards the objective(s)**

**Opportunities for students to demonstrate their learning*** **students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed.**

**Student self-assessment*** **students are not taught or expected to self-assess their work in relation to established criteria for success**

**Feedback to students is:*** **not specific or timely**
 | **Checks for understanding:*** **occur during the lesson but the data is not used to adjust instruction**
* **data is gathered from some but not all students**

**Opportunities for students to demonstrate their learning*** **students are given only a single opportunity to demonstrate their learning**
* **students are provided an opportunity to redo or be reassessed without an opportunity to relearn**

**Student self-assessment*** **students are not taught or expected to self-assess their work in relation to established criteria for success**

**Feedback to students is:*** **timely**
* **related to established criteria for success**
* **not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance**
 | **Checks for understanding:*** **occur frequently and at critical moments throughout the lesson**
* **assess student progress towards the objective**
* **data is gathered from all students**
* **data is used to adjust instruction**

**Opportunities for students to demonstrate their learning*** **students are given multiple opportunities and options to demonstrate their learning**
* **reteaching is provided for students who need it**
* **students are given opportunities to redo and to be reassessed on assignments/tasks**

**Student self-assessment*** **students are taught and expected to self-assess their work in relation to established criteria for success**

**Feedback to student is:*** **timely**
* **frequent**
* **specifically related to established criteria for success**
* **matched to student/s**
* **accompanied by a clear expectation that the student will use the feedback to revise or improve performance**
 | ANDStudent self-assessment:* Students can independently self-assess and determine the steps needed to improve.

Feedback* Students are taught – and receive guided practice on – how to provide academically focused feedback to each other.
 |
| \*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.\*\*Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Blooms Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning. |

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| **Core Teacher Skills for Engagement in Learning** |
| * Considering students’ cultures and language skills when developing learning objectives and activities.
* Allocating instructional time to address the most important content for the grade or course.
* Managing time to optimize learning time.
* Checking whether students understand the key content needed to master the lesson at key points.
* Developing objectives that are manageable, worthy and appropriate for a lesson.
* Developing objectives that have learner as the subject, have active performance verb, and a curricular knowledge or skill.
* Developing the thinking skills, thought processes that students will be required to use to engage with and think about the content (e.g., how to “analyze”, deduce, infer, synthesize, etc.)
* Considering students’ strengths, interests, needs, and IEP goals (where applicable) to develop learning goals and prepare lessons.
* Developing and/or using informal and formal assessments aligned to learning objectives that yield usable data on students’ progress toward grade-level standards.
* Developing and/or using a variety of appropriately demanding and differentiated instructional materials and activities, such as texts, questions, problems, learning experiences and assignments.
* Using multiple ways to explain and share content (for example: model the skill, provide an exemplar, compare or contrast, etc.)
* Making connections between lesson objective/content and content and learning from other lessons or prior knowledge.
* Varying teacher role in the instructional process (e.g. instructor, facilitator, coach) based on content, instructional purpose, and needs of students.
* Providing opportunities for students to respond to and build on their peers’ ideas.
* Providing a rationale for learning by explaining the benefits of learning a concept, skill, or process and how it applies to the students’ lives at home, work or school.
* Differentiating instructional experiences and assessments.
* Clearly communicates accurate knowledge of the content.
* Adjusts instruction as a result of the feedback received from students.
* Planning and implementing multiple opportunities for students to practice the skills they are expected to master in the lesson.
* Structuring and delivering lesson activities so that the students do an appropriate amount of thinking required by the lesson.
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| **Content Specific Evidence Examples** |
| **Early Childhood Education*** Develop activities that look at a text’s word choice, syntax, structure, concepts and details.
* Planning explicit and interactive phonics lessons that require encoding and decoding newly acquired phonics skills.
* Develops students’ number sense and fluency with basic operations.
* Collects and uses data from students’ analysis of strengths and areas of growth to drive instruction.
* Objectives are appropriately on-level and are in student-friendly language and easy to understand.
* Centers are reflective and inclusive of skills and concepts taught.
* Teacher uses signals and cues to check student understanding.
 | **Elementary Teacher Education*** Planning targeted opportunities for students to apply grade-level word analysis skills while encoding and decoding words.
* Supports and promotes variation in solution methods to strengthen students’ understanding of the content and mathematical structures.
* Have students apply understanding of geometric properties.
* Familiarize students with the structural elements of equations.
* Students apply previous understandings of basic operations to increasingly complex mathematical scenarios.
* Encourage students to create journals, reports, poster, or presentations that explain conclusions across all subject areas.
* Anticipates which students may struggle with a lesson and are prepared to support them productively through the struggle.
* Conference with students to provide ongoing and targeted feedback so students can improve.
 |
| **4+1 Autism/Severe Disabilities Concentration*** Objectives are appropriately on-level.
* Lessons are paced to be appropriate for student levels.
* Teacher uses praise and positive affirmations.
* Some opportunities are available for independent practice.
* Teacher uses Task Scaffolds.
* Use of wait time is individualized for students’ needs.
* Instruction is provided in multiple modalities (visual, auditory, tactical, movement).
* Students have individual daily schedules or agenda and are actively interacting with the schedule.
 | **4+1 TESL Concentration*** Lesson includes text dependent questions and prompts designed to increase student understanding of the inferential meaning of the text.
* Students are provided the opportunity to cite specific textual evidence when writing or speaking.
* Provides clear goals that articulate what the student will be learning.
* Uses available technology effectively to support content delivery and student practice.
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| **English Language Arts*** Lessons are designed and implemented to develop students’ ability to develop clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audiences.
* Provides opportunity for students to engage with higher-level vocabulary over time, both explicitly and implicitly.
* Uses intended student learning outcomes identified in the curriculum and lesson-planning protocol to develop aligned assessments and daily instructional plans.
* Establishes structures to provide effective feedback to students as they develop and strengthen writing by revising, editing, rewriting, or trying a new approach.
 | **Mathematics*** Integrate algebraic and geometric concepts.
* Asks intentional questions that make the mathematics more visible and accessible for student examination and discussion.
* Develop sophisticated inferences about and from data.
* Regularly monitor student progress toward the learning goal and provide scaffolds and extensions when appropriate.
* Asks students to explain and justify their solutions – placing value on the explanation and reasoning and the solution.
* Teacher regularly allows for processing time, especially for new concepts.
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| **Music*** New material and techniques are built on reoccurring music concepts and knowledge.
* Students are actively engaged in standards-based musical activities – moving, chanting, singing, playing, listening, and reading.
 | **Science*** Enable students to make sense of scientific phenomena and design solutions to problems.
* Students have the opportunity to read high-quality texts from multiple sources (science magazines, journal articles, web-based resources.
 |
| **Social Studies*** Students are encouraged to develop compelling and supporting questions.
* Requires that students use evidence from sources to support their arguments.
* Fosters students taking informed action in classrooms, schools, and the community.
* Students’ prior knowledge is activated to establish relevant connections between students’ lives and the curriculum.
 | **World Languages*** Students are comfortable participating in conversations on a wide variety of topics that go beyond their everyday lives.
* Students can demonstrate understanding of the main idea of a piece of writing, accounts of events, or directions and instructions on everyday tasks.
* Teacher provides clear goals for activities. Students are given specific rubrics to evaluate their progress in using the language.
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| **Performance Area #3:  MAXIMIZING LEARNING:  To what extent do all students retain and apply their learning with productive struggle?** |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Indicator 3.1****Rigorous assignments** | **Assignments** are:* not **aligned** to the standards and lesson’s objective, not **matched** to students or content, and therefore are not **cognitively challenging**
* not **relevant** to the learner and do not require **application** of knowledge for real purposes
* not **differentiated** to meet students’ needs

Assignments do not require **application of content** through:* generating examples
* reviewing material
* leading discussions
* critically analyzing information
* solving problems
 | **Assignments** are:* **aligned** to the standards and lesson’s objective, not **matched** to students or content, and therefore are not **cognitively challenging**
* **relevant** to the learner or require **application** of knowledge for real purposes
* **differentiated** to meet groups of students’ needs

Assignments provide opportunities to **apply content** by:* generating examples
* reviewing material
* leading discussions
* critically analyzing information
* solving problems

…but many students do not engage in those opportunities. | **Assignments** are**:*** **aligned** to the standards and lesson’s objective, **matched** to students and content, and therefore are **cognitively challenging**
* **relevant** to the learner and require **application** of knowledge for real purposes
* **differentiated** to meet individual students’ needs

Assignments provide opportunities to **apply content** by:* generating examples
* reviewing material
* leading discussions
* critically analyzing information
* solving problems

…and students engage in those opportunities. | AND* Assignments provide students the opportunity to self-evaluate, reflect and share their problem-solving strategies and/or new ideas.
* Students are able to self-select from options in assignments.
* Students apply content by developing possible solutions, addressing local or global issues, and/or develop creative approaches.
 |
| **Indicator 3.2****Questioning and Discussion** | **Questions** * **are not aligned to the objective**
* **do not follow a continuum from simple to more complex and/or concrete to abstract**
* **are not accompanied by wait time, prompts and/or scaffolds to help students answer questions**

**Students are not expected to support response with evidence and/or explanations.****Class discussions are not evident:*** **primarily teacher talk**
* **students do not ask or pose their own questions**
* **no structures are in place that promote engagement in class discussions**
 | **Questions** * **are aligned to the objective**
* **do not follow a continuum from simple to more complex and/or concrete to abstract**
* **are accompanied by wait time but no prompts and/or scaffolds when needed to help students answer questions**

**Students are prompted to respond to questions using evidence and/or explanations when appropriate.****Class discussions are:*** **primarily between teacher and students but do not include all students**
* **primarily among students, but the discussion is low level**
* **few structures are in place that promote engagement by all students**
 | **Questions*** **are aligned to the objective**
* **follow a continuum from simple to more complex and/or concrete to abstract**
* **are accompanied by wait time, prompts, and/or scaffolds to help students answer questions**

**Students are expected to respond to questions using evidence and/or explanations when appropriate.****Class Discussions are robust:*** **primarily with student talk**
* **students asking questions of teacher and peers to expand on thinking**
* **structures in place that promote engagement by all students**
 | AND* Students engage in accountable talk\* to challenge thinking, push for evidence, and/or refine arguments.
* Students initiate class discussions and peer collaboration.
* Students engage in productive academic discussions where they challenge one another’s thinking.
* Students encourage one another for evidence.
 |
| **Indicator 3.3****Academic Language and Vocabulary** | **Academic Language & Vocabulary is:*** **not used or used incorrectly**
* **not explicitly taught or not expected to be used/known by students**

**Few to no opportunities are provided for students to use academic language and vocabulary.****Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused.** | **Academic Language & Vocabulary is:*** **modeled inaccurately or used appropriately but errors are self-corrected**
* **not explicitly taught but students are expected to know**

**Opportunities to use academic language and vocabulary are not authentic and rigorous.****Students are prompted to use academic language and vocabulary and are corrected when it is misused.** | **Academic Language & Vocabulary is:*** **modeled accurately and appropriately**
* **explicitly taught**
* **expected to be used/known by students**

**Opportunities to use academic language and vocabulary are authentic and rigorous.****Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting.** | AND* Students take responsibility to help other understand academic language and vocabulary.
* Students prompt other to use academic language and vocabulary.
* Students correct peers when academic language and vocabulary is misused.
 |
| \*Accountable talk requires students to further develop what others have said and demands students to use accurate knowledge that is relevant to the discussion and requires students to use appropriate evidence to defend such knowledge. |

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| **Core Teacher Skills for Maximizing Learning** |
| * Posing questions or providing lesson activities that require students to support their thinking through citing evidence and/or explaining their thinking.
* Explicitly teaches students criteria for constructing arguments and/or supporting opinions.
* Planning for questions at different levels of cognitive challenge.
* Considering students’ needs to match the level of questions to ask or level of prompting to provide.
* Explicitly teaches skills that students are required to use as part of an assignment.
* Providing opportunities for students to learn, practice, and master academic language.
* Asking questions to stimulate discussion that serves different purposes (e.g. probing for learning and understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping guide students to question).
* Using knowledge of content to design assignments that support students to extend their learning.
* Using knowledge of content and students to match students to relevant and appropriate assignments.
* Allow think time for responses.
* Designing assignments that include multiple way for students to demonstrate their learning (examples: writing, reading, speaking and student discourse)
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| **Content Specific Evidence Examples** |
| **Early Childhood Education*** Uses the read aloud to practice fluency and build content knowledge.
* Students ask and answer questions about key details in a text.
* Are able to identify the main topic and key details in a grade-appropriate reading.
* Students participate in shared reading or writing projects.
* Students have opportunities to practice new skills with peers.
* Teacher asks a variety of high and low-level questions and provides students with choices how they can demonstrate their answers.
* As students work or play at designated centers, the teacher integrates both new vocabulary and academic language as they interact with the students.
 | **Elementary Teacher Education*** Plans questions and prompts for small group literacy that reflect the rigor defined in the standards.
* Plans text dependent questions and prompts designed to increase student understanding of the inferential meaning of a reading source.
* Embeds grammar instruction to ensure students demonstrate command of standard English in both reading and writing.
* Students conduct research to build or present knowledge.
* Helps students understand other perspectives and cultures.
* Establishes clear goals over a lesson or throughout a unit.
* Identify how goals fit within a mathematics learning progression and connect to major standards.
* Focuses students’ attention of the structure of essential features of mathematical ideas that appear, regardless of their representation.
* Allocates substantial instructional time for student to use, discuss, and make connections among mathematical representations.
 |
| **4+1 Autism/Severe Disabilities Concentration*** Modifications to assignments have incorporated key individualized recommendations from related service providers as appropriate (OT, Speech, PT, etc.) to allow for differences in how students complete work.
* The teacher uses a variety of communication strategies and resources to facilitate student understanding of content.
* Teacher’s vocabulary and usage is correct and appropriate to the lesson based on cognitive and/or academic level of students.
 | **4+1 TESL Concentration*** Students respond to higher-level questions and work together to solve complex problems.
* Students are provided opportunities to extend their understanding by providing additional supporting evidence.
 |
| **English Language Arts*** Provides opportunities for students to cite textual evidence when writing or speaking.
* Includes appropriate research projects based on focused, text-relevant questions.
* Designs and implements lessons that develop student’s ability to develop clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience.
* Uses exemplary student work to support students in writing a narrative that engages the reader, establishes context and point of view, organizes a logical sequence of events, or develops claims and counterclaims.
 | **Mathematics*** Identify how goals fit within a mathematics learning progression and connect to the major standards for the course.
* Poses tasks on a regular basis that require a high level of cognitive demand.
* Encourages the use of different representations, including words, diagrams/graphs, algebraic representations, and tables that support students in explaining their thinking and reasoning as well as make connections among representations.
* Supports students in exploring tasks without taking over their thinking.
 |
| **Music*** Both the individual student and ensembles are evaluated by the teacher.
* Students can show their understanding of specific musical elements in a selected piece of music.
* Students can demonstrate and explain the feelings of a piece of music through tempo, dynamics, and timbre.
* Students know how to effectively rehearse in order to improve their performance.
* Students can create melodic, rhythmic, and harmonic ideas for compositions.
 | **Science*** Leads instruction that addresses disciplinary core ideas, science and engineering practices, and crosscutting concepts.
* Supports students in analyzing major global challenges using engineering design tools (i.e. criteria and constraints).
* Plans and carries out investigations.
* Uses history of science case studies to develop deeper understanding of the nature of science.
* Uses mathematics and computational thinking.
* Engages in argument from evidence.
* Challenges students to develop and use scientific models to explain natural and designed systems.
 |
| **Social Studies*** Develops a keen awareness of the big ideas, content knowledge, and skills students need during a unit of study.
* Fosters students’ capabilities to recognize patterns of causation that occur throughout history.
* Supports students to deeply analyze how problems manifest on local, regional, and global levels while assessing causes and challenges in addressing these problems.
* Students gather credible, relevant information from a wide variety of sources to build knowledge.
* Encourages the evaluation of the credibility of sources by considering their origin, authority, structure, content, and corroborative value.
* Prepares students to present information, finding, and arguments in a clear, organized, and coherent manner.
 | **World Languages*** Students can demonstrate basic information in ads, announcements, and other simple recordings.
* Students are given the opportunity to read information on topics outside their personal fields of interest.
* Teacher facilitates discussions on a wide variety of past, present, and future events.
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**The Professionalism Domain**

This domain focuses on the qualities a teacher candidate must possess in order to demonstrate ethical, responsible, and mature commitment to their roles as teachers. Teacher candidates are expected to exhibit a positive attitude about individual learners and the field as well as take initiative in their own learning process and growth towards their goals. Expectations also include respect for families, leaners, and other professionals while working collaboratively and communicating ideas, concerns, and needs. Teacher candidates should represent themselves as professionals in the manner of their dress, written and oral communication, as well as their reflective practice. Proficiency in this domain will be achieved when teacher candidates demonstrate such professionalism with consistency.

The Professional Dispositions are:

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| **As an effective Educator, the candidate:** |
| 1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.
 |
| 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; they are committed to using this information to plan effective instruction.
 |
| 1. Takes responsibility for their learner’s learning and uses ongoing analysis and reflection using current research, education, and policy to improve their planning and practice.
 |
| 1. Reflects on constructive criticism and guidance, and appropriately modifies their behavior or practice.
 |
| 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 themselves appropriately through dress, language and communications, including social media; and meeting deadlines.
 |

Many of the professionalism competencies map back to the performance areas in the rubric. Please refer to these areas for evidence of these specific areas of professionalism.

* PD1 maps to Performance Area #1, Indicator 1.3 and Performance Area #2, Indicator 2.3, Performance Area #3, Indicator 3.1
* PD2 maps to Performance Area #1, Indicator 1.2
* PD3 and PR4 map to Performance Area #1, Indicator 1.3
* PD5 maps to Performance Area #2
* PD6 and PR7 map to Performance Area #2, Indicator 2.3

**The Program Domain**

Selected program may have additional indicators (identified as addendums). These are specific to program certification requirements or specialized attributes that are unique to that program.

**Section III – Conducting an Observation**

**Process Overview**

1. Organization
	1. Read through the script from the observation. Gather lesson plans, activities, pictures, student work (when available).
	2. Think about a holistic impression of the class.
	3. Mentally organize your notes to support possible claims.
2. Analysis of Lesson Alignment
	1. Did the actual lesson follow the stated lesson?
	2. Did the activities support the stated objective?
3. Additional Analysis
	1. Highlight data that supports/does not support the objective and other teaching decisions
	2. Patterns of practice that indicate classroom standards and expectations.
	3. Were there any missed opportunities?
4. Draft CEI and clarifying questions based on evidence as well as stated and actual impact on students.
5. Hold conference with teacher.
	1. Ask questions, gather more information and examine student data.
	2. Agree on next steps and means of monitoring.
6. Written documentation – finalize CEI and next steps.

You should plan on having at least 6 observations.

* Two will be full lesson observations, and will happen towards the middle of the semester and at the end. These will be announced.
* The remaining ones should be shorter than a full period – only 15-30 minutes. The first one will be announced. Two will be unannounced.

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| **Components of a CEI** | **Definition** | **Example** |
| **Claim** | A statement that **the teacher** performs, or does not perform, a certain teaching skill in their instruction. It is a generalization derived after looking at the evidence. | Ms. Smith explained the steps that the students needed to do in order to complete an outline of their research. |
| **Evidence** | A literal description of something said or done. It is used as proof for the claim as well as one of the reasons for making the claim.It is specifically what is seen, heard, or happens.Make note in the margin of what indicator or standard it can be tied to. | A basic outline was written on the board. (2.1)Ms. Smith asked, “Who can tell me the parts of a complete outline?”During the lesson, Ms. Smith gave the students a short article, and had them work in groups to create an outline of the article. (2.2) |
| **Impact** | A statement of what the behavior accomplished or intended to accomplish, what was significant about it, and its effect on the students. It should indicate what the learning impact was on **the students**.It can be direct (supported by the evidence) or indirect (likely or intended). | As a result, the students felt confident that they would be able to independently complete an outline of their research. |
| **Questions** | An open-ended inquiry to stimulate thinking or improve understanding.Helps the observer to get information as to why the teacher made the decisions that they did that was mentioned in the claim. | Why did you choose that cooperative learning activity for this lesson? Are there others you may have used instead? What would be some advantages or disadvantages of using a different activity for any of your students? |
| **Action Steps** | What the observer would like the teacher to work on in order to improve the learning of their students. | Look for evidence of different activities that the students can use to practice a skill. |

**Notes and things to consider:**

* Ask questions that deal with why the teacher candidate made the decisions that they made during the class. This will help to grow a culture of openness to new learning.
* As they are struggling, don’t tell them what to do. You want to help them to build their repertoire. You can give them a few suggestions of things you have seen other teachers do, and then ask them which they would use for the current situation. Follow up with them to see if they got the results they expected.
* Believe in your teacher candidate’s ability to learn and grow. Their ability to teach is not fixed, it can be built incrementally through effort and feedback. You are very important in this process!
* You can get evidence of the effectiveness of teaching from the students in the class. Where the clinical educators and field instructors used to sit back and only observe, they can now gather information by talking to the students about what they are learning.
* Look for evidence that the students know what the objective is when you walk into the class. It can be posted or explained by the teacher. Either way, it should be revisited during the lesson so that the students are reminded what they should be learning. Remember that objectives should not only address content, but also thinking skills.
* When looking through the script, look for, and mark, evidence that ties directly to the indicators. You will not see every indicator each observation.
* For shorter observations, write one Claim and note the supporting Evidence. Think of questions you may have for any needed clarification. Draft an Impact statement. After you have met with the student teacher and have discussed the questions, together you can develop any Next Steps. These are things that the student teacher should be practicing, and you should see the next time you are in the classroom.

**Section IV – Accessing the Capstone Summative Clinical Evaluation in Taskstream**

You will log into Taskstream to complete the evaluation and follow the steps below. Click here for resources on how to use Taskstream and the contact information for support. If you have forgotten your password, you will need to contact Taskstream directly to reset it. The Office of Clinical Studies will pay your honorarium upon receipt of the completed evaluation.

1. Log into your Taskstream account at [www.taskstream.com](http://www.taskstream.com).
2. Click on your Program DRF on the home page (e.g., 2021 Fall – Elementary).
3. You can find your teacher candidate(s) by clicking on the orange “Continue” button at the bottom of the screen OR typing in his/her last name in the search box and click the orange “Search”.
4. Click on the orange “Evaluate” button in Capstone column under Clinical Educator.
5. Click on the green “Evaluate/Score Work” button
6. Complete each section.
7. At the bottom, select “Record as final and release evaluation to author now” and click the orange “Submit Evaluation Now” when you are ready to submit. There is also an option at the bottom to “Save Draft”. Please note that the author is the teacher candidate.

Online Evaluation – Important Notes:

* Please complete all items for each Teacher Candidate Capstone Summative Clinical Evaluation domain including comments within the online evaluation.
* To prevent any loss of data, you may want to download a copy and save as a Word document.
* Be advised, you may work on your document without submitting by using the “Save as” button. When you have finished all the elements within each domain and the summary/closing statements, click the “Submit” button.
* Please know that you cannot make changes to your evaluation after its’s been submitted.

Thank you so much for your mentorship to our teacher candidates!