

University of Delaware Elementary Teacher Education Program Methods Field Experience Evaluation

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| Teacher Candidate: | Semester: |
| Clinical Educator: | Evaluation Date: |
| School: | Teaching Area/Grade Level: |

LEARNING ENVIRONMENT

| As an effective educator, the teacher candidate: | Not apparent (Not ready for independent practice) 1 | Emerging (Not yet ready for independent practice) 2 | Proficient (Ready for independent practice) 3 | Rating or NA |
|--|---|--|---|--------------------|
| L1. 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 most learners. | |
| L2. Communicates expectations of 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 uses specific language that sets clear expectations for high quality work for all learners. | |
| L3. Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior | Candidate does not establish and/or teach guidelines for routines and behaviors. | Candidate establishes guidelines for routines and expectations for learner behavior, but they are not clear, developmentally appropriate, or with logical consequences. | Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior. | |
| L4. Implements established guidelines for learners' behavior | Candidate allows disruptive behavior to interfere with learning. | Candidate inconsistently addresses disruptive behaviors. | Candidate consistently addresses disruptive behavior appropriately with logical consequences. | |
| L5. Engages in and teaches learners' respectful discourse and turn-taking | Candidate provides a learning environment that serves primarily to control learner behavior and does not include opportunities for turn-taking. | Candidate provides opportunities for learners to engage in discourse and turn-taking. | Candidate teaches learners how to engage in respectful discourse and turn-taking and provides opportunities for discourse and turn-taking. | |

INSTRUCTION

| As an effective educator, the teacher candidate: | Not apparent (Not ready for independent practice) 1 | Emerging (Not yet ready for independent practice) 2 | Proficient (Ready for independent practice) 3 | Rating or NA |
|---|---|--|--|--------------------|
| I1. Adjusts lessons based on learners' responses | Candidate does not make adjustments or the adjustments made are not relevant to the learners' responses. | Candidate's instructional adjustments are related to the learners' responses, but are ineffective. | Candidate's instructional adjustments provide some individuals or groups of learners with the support needed to improve their learning. | |
| I2. Uses available technology to impact learning | Candidate does not use available technology. | Candidate uses available technology for purposes other than learning (e.g., as | Candidate and learners use available technology that aligns to the curriculum and | |

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| | | a reward for work completed, to fill time). | appropriately supports learning. OR Technology is not available or inappropriate in this setting. | |
| 13. 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 learners' responses. | |
| 14. 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 or apply strategies. | Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, and provides learners with opportunities for <u>guided practice</u> . | |
| 15. Makes content explicit through explanation, modeling, representations, and examples | Candidate does not make content explicit using the strategies identified. | Candidate uses explanation and examples to attempt to build learners' understanding. | Candidate uses representations and examples to build learners' understanding, highlights core ideas, and uses modeling and demonstrating. | |
| 16. Engages learners in problem solving | 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. | |
| 17. 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. | |
| 18. 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 as the major language demand associated with the language function and provides supports primarily addressing definitions of vocabulary. | 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 the academic language. | |
| 19. Allows learners to demonstrate knowledge in a variety of ways | Candidate does not provide opportunities for learners to demonstrate their learning. | Candidate requires learners to demonstrate their learning in one way. | Candidate provides learners with varied choices of ways to demonstrate their learning. | |
| 110. Paces the lesson effectively with time for closure and learner processing | Candidate does not pace learning experiences in ways that allow learners to have time to engage in learning and provides no time for closure or learner processing. | Candidate paces learning experiences in ways that provide learners with time to engage in learning, with a teacher-led closure that is a reiteration of what was taught. | 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. | |

ASSESSMENT

| As an effective educator, the teacher candidate: | Not apparent (Not ready for independent practice) 1 | Emerging (Not yet ready for independent practice) 2 | Proficient (Ready for independent practice) 3 | Rating or NA |
|---|---|---|--|---------------------|
| A1. Continuously monitors learners' learning | Candidate does not monitor learners' learning. | Candidate occasionally monitors some learners' learning. | Candidate regularly monitors most learners' learning. | |
| A2. Provides accurate feedback to learners | Candidate provides no feedback or provides feedback that is unrelated to the learning objectives, inappropriate, or contains significant inaccuracies. | Candidate provides general feedback or provides feedback that is somewhat related to the learning objectives or contains some inaccuracies. | Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning objectives. | |
| A3. 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 groups of learners. | |

COMMENTS AND GOALS