

University of Delaware Teacher Candidate Capstone Clinical Experience

Formative Observation Form: Elementary Education

Teacher Candidate:	Semester:
Observer:	Observation Date and Time:
UD Supervisor/Field Instructor:	Clinical Educator:
School:	District:
Subject:	Grade Level:
Number of classes:	Total Number of Students:

RATING SCALE FOR PLANNING, LEARNING, INSTRUCTION, AND ASSESSMENT <i>Please see rubric to determine ratings.</i>	
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:

- _____ P1. Selects appropriate national or state standards
 - Candidate selects appropriate national or state standards **and**, when appropriate, makes cross-curricular standard connections. (Proficient)
- _____ P2. 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)
- _____ P3. Aligns objectives, instruction, and assessments
 - Lesson, objectives, instruction, and assessments are appropriately aligned. (Proficient)
- _____ P4. 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)
- _____ P5. 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 content area or developmental domain. (Proficient)
- _____ P6. 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)
- _____ P7. Accurately represents important content concepts
 - Candidate's plans show accurate and sufficiently comprehensive details of the content. (Proficient)

PLANNING COMMENTS

LEARNING ENVIRONMENT

As an effective educator, the teacher candidate:

- _____ L1. Establishes rapport with and respect for all learners
 - Candidate exhibits respect for all learners and works to establish rapport with most learners. (Proficient)
- _____ L2. 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)
- _____ L3. 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 learner behavior. (Proficient)
- _____ L4. Implements established guidelines for learners' behavior
 - Candidate consistently addresses disruptive behavior appropriately with logical consequences. (Proficient)
- _____ L5. 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)

LEARNING COMMENTS

INSTRUCTION

As an effective educator, the teacher candidate:

- _____ I1. Adjusts lessons based on learners' responses
 - Candidate's instructional adjustments provide some individuals **or** groups of learners with the support needed to improve their learning. (Proficient)
- _____ I2. 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)
- _____ I3. 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)
- _____ I4. 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)
- _____ I5. Makes content explicit through explanation, modeling, representations, and examples
 - Candidate uses representations and examples to build learners' understanding, highlights core ideas, and uses modeling and demonstrating. (Proficient)
- _____ I6. Engages learners in problem solving
 - Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem. (Proficient)
- _____ I7. Provides clear and accurate explanations and feedback
 - Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding. (Proficient)
- _____ I8. 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 the academic language. (Proficient)
- _____ I9. Allows learners to demonstrate knowledge in a variety of ways
 - Candidate provides learners with varied choices of ways to demonstrate their learning. (Proficient)
- _____ I10. 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)

INSTRUCTION COMMENTS**ASSESSMENT**

As an effective educator, the teacher candidate:

- _____ A1. Continuously monitors learners' learning
 - Candidate regularly monitors most learners' learning. (Proficient)
- _____ A2. Provides accurate feedback to learners
 - Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning objectives. (Proficient)
- _____ A3. Uses a range of appropriate formative assessments
 - Candidate uses appropriate formative assessments that are aligned with the lesson objectives. (Proficient)
- _____ A4. Uses appropriate summative assessments
 - Candidate uses summative assessments that are aligned with the objectives. (Proficient)
- _____ A5. Examines performance data to understand each learner's progress and revise instruction
 - Candidate analysis uses specific examples from learners' performance to demonstrate patterns of learning and makes changes in instruction to support groups of learners. (Proficient)
- _____ A6. 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)
- _____ A7. Works with other professionals to plan and facilitate learning
 - Candidate collaborates with other professionals to plan and facilitate learning. (Proficient)

ASSESSMENT COMMENTS**RATING SCALE FOR PROFESSIONALISM**

Please see rubric to determine ratings.

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:

- _____ PR1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential
- _____ PR2. Exhibits enthusiasm, initiative, and a positive attitude
- _____ PR3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development
- _____ PR4. 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
- _____ PR5. 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
- _____ PR6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice
- _____ PR7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately)

_____ PR8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines

PROFESSIONALISM COMMENTS