

University of Delaware Teacher Candidate Capstone Clinical Experience

Formative Observation Form: Middle School English

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:

RATING SCALE FOR PROFESSIONALISM	
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:	PROFESSIONALISM COMMENTS
_____ PR1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential <ul style="list-style-type: none"> Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (NCTE 7.1) 	
_____ 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 <ul style="list-style-type: none"> Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (NCTE 7.2) 	
_____ 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 <ul style="list-style-type: none"> Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. (NCTE 5.2) 	

_____	<p>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</p> <ul style="list-style-type: none"> • Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (NCTE 7.1) 	
_____	<p>PR6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice</p> <ul style="list-style-type: none"> • Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (NCTE 7.2) 	
_____	<p>PR7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately)</p> <ul style="list-style-type: none"> • Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (NCTE 7.1) 	
_____	<p>PR8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines</p>	

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	PLANNING COMMENTS
As an effective educator, the teacher candidate:	
<p>_____ P1. Selects appropriate national or state standards</p> <ul style="list-style-type: none"> • Candidate selects appropriate national or state standards and, when appropriate, makes cross-curricular standard connections. (Proficient) • Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts and knowledge about students' linguistic and cultural backgrounds. (NCTE 5.1) 	
<p>_____ P2. Writes objectives with measurable outcomes that indicate what learners will know and be able to do</p> <ul style="list-style-type: none"> • Candidate writes objectives that are measurable, indicating what the whole group of learners will know and be able to do. (Proficient) 	
<p>_____ P3. Aligns objectives, instruction, and assessments</p> <ul style="list-style-type: none"> • Lesson objectives, instruction, and assessments are appropriately aligned. (Proficient) 	

<p>_____ P4. Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of needs</p> <ul style="list-style-type: none"> • Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs. (Proficient) • Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. (NCTE 5.4) 	
<p>_____ P5. Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill</p> <ul style="list-style-type: none"> • The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions in the content area or developmental domain. (Proficient) • Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. (NCTE 3.3) 	
<p>_____ P6. Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners)</p> <ul style="list-style-type: none"> • Candidate' uses evidence of learners' prior knowledge and background (when appropriate to the lesson) to justify the choice of learning experiences. (Proficient) • Candidates use knowledge of theories and research to plan instruction responsive to students' local, national, and international histories (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment),, and languages/dialects as they affect students' opportunities to learn in ELA. (NCTE 6.2) 	
<p>_____ P7. Accurately represents important content concepts</p> <ul style="list-style-type: none"> • Candidate's plans show accurate and sufficiently comprehensive details of the content. (Proficient) 	
<p>LEARNING ENVIRONMENT As an effective educator, the teacher candidate:</p>	<p>LEARNING ENVIRONMENT COMMENTS</p>
<p>_____ L1. Establishes rapport with and respect for all learners</p> <ul style="list-style-type: none"> • Candidate exhibits respect for all learners and works to establish rapport with most learners. (Proficient) 	
<p>_____ L2. Communicates expectations of high quality work by all learners</p> <ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior. (Proficient) 	
_____ L4. Implements established guidelines for learners' behavior	
<ul style="list-style-type: none"> • Candidate consistently addresses disruptive behavior appropriately with logical consequences. (Proficient) 	
_____ L5. Engages in and teaches learners' respectful discourse and turn-taking	
<ul style="list-style-type: none"> • Candidate teaches learners how to engage in respectful discourse and turn-taking and provides opportunities for discourse and turn-taking. (Proficient) 	
INSTRUCTION	INSTRUCTION COMMENTS
As an effective educator, the teacher candidate:	
_____ I1. Adjusts lessons based on learners' responses	
<ul style="list-style-type: none"> • Candidate's instructional adjustments provide individuals or groups of learners with the support needed to improve their learning. (Proficient) 	
_____ I2. Uses available technology to impact learning	
<ul style="list-style-type: none"> • 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) • Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. (NCTE 5.4) 	
_____ I3. Engages learners using a range of questions, including higher order questions	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Candidate uses representations and examples to build learners' understanding, highlights core ideas, and uses modeling and demonstrating. (Proficient) 	
_____ I6. Engages learners in problem solving	
<ul style="list-style-type: none"> • Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem. (Proficient) 	

_____	<p>17. Provides clear and accurate explanations and feedback</p> <ul style="list-style-type: none"> • Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding. (Proficient) • Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. (NCTE 5.3) 	
_____	<p>18. Provides opportunities for learners to master academic language</p> <ul style="list-style-type: none"> • 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) • Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. (NCTE 4.4) 	
_____	<p>19. Allows learners to demonstrate knowledge in a variety of ways</p> <ul style="list-style-type: none"> • Candidate provides learners with varied choices of ways to demonstrate their learning. (Proficient) 	
_____	<p>110. Paces the lesson effectively with time for closure and learner processing</p> <ul style="list-style-type: none"> • 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) 	
ASSESSMENT		ASSESSMENT COMMENTS
As an effective educator, the teacher candidate:		
_____	<p>A1. Continuously monitors learners' learning</p> <ul style="list-style-type: none"> • Candidate regularly monitors most learners' learning. (Proficient) 	
_____	<p>A2. Provides accurate feedback to learners</p> <ul style="list-style-type: none"> • Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning objectives. (Proficient) • Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. (NCTE 5.3) 	

<p>_____ A3. Uses a range of appropriate formative assessments</p> <ul style="list-style-type: none"> • Candidate uses appropriate formative assessments that are aligned with the lesson objectives. (Proficient) • Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. (NCTE 3.2) 	
<p>_____ A4. Uses appropriate summative assessments</p> <ul style="list-style-type: none"> • Candidate uses summative assessments that are aligned with the objectives. (Proficient) • Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. (NCTE 3.2) 	
<p>_____ A5. Examines performance data to understand each learner's progress and revise instruction (NCTE 3.4)</p> <ul style="list-style-type: none"> • 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) 	
<p>_____ A6. Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways</p> <ul style="list-style-type: none"> • Candidate uses appropriate methods to communicate information regarding learners' progress to others in respectful, ethical, and responsive ways. (Proficient) • Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (NCTE 7.1) 	
<p>_____ A7. Works with other professionals to plan and facilitate learning</p> <ul style="list-style-type: none"> • Candidate collaborates with other professionals to plan and facilitate learning. (Proficient) • Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (NCTE 7.2) 	
<p>MIDDLE SCHOOL ENGLISH ADDENDUM</p> <p>As an effective educator, the teacher candidate:</p>	
<p>_____ AD1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. (NCTE 3.6)</p>	

_____	AD2. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. (NCTE 5.4)	
_____	AD3. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. (NCTE 6.1)	
_____	AD4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. (NCTE 3.1)	
_____	AD5. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. (NCTE 4.1)	
_____	AD6. Candidates design a range of formative assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. (NCTE 4.2)	
_____	AD7. Candidates design a range of summative assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. (NCTE 4.2)	
_____	AD8. Candidates design instruction related to the strategic use of language conventions (grammar, usage and mechanics) in the context of students' writing for different audiences, purposes and modalities. (NCTE 4.3)	