University of Delaware Teacher Candidate Capstone Clinical Experience Formative Observation Form: Middle School Mathematics

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	
_____ 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	

RATING SCALE FOR PLANNING, LEARNING, INSTRUCTION, AND ASSESSMENT *Please see rubric to determine ratings.*	
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:	**PLANNING COMMENTS**
_____ 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 the 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)	
LEARNING ENVIRONMENT As an effective educator, the teacher candidate:	**LEARNING ENVIRONMENT COMMENTS**
_____ 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 leaner 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)	
INSTRUCTION As an effective educator, the teacher candidate:	**INSTRUCTION COMMENTS**
_____ I1. Adjusts lessons based on learners' responses • 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 • 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 care 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 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)	
ASSESSMENT As an effective educator, the teacher candidate:	**ASSESSMENT COMMENTS**
_____ 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's 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)	
MIDDLE SCHOOL MATH ADDENDUM As an effective educator, the teacher candidate:	**ADDENDUM COMMENTS**
_____ AD1. Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. (NCTM 4a)	

_____	AD2. Demonstrate a positive disposition toward mathematical processes and learning. (NCTM 4a)	
_____	AD3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. (NCTM 4c)	
_____	AD4. Demonstrate equitable and ethical treatment of and high expectations for all students. (NCTM 4d)	
_____	AD5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. (NCTM 4e)	