University of Delaware Teacher Candidate Capstone Clinical Experience Formative Observation Form: Special 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 *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:

_____ 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)
- Candidate selects goals and objectives based on students' abilities and needs, the learning environment, state, national content standards and other factors. (CEC 5.1)

_____ 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)
- Candidate selects, develops, and adapts learning experiences, including differentiated goals and objectives. (CEC 5.1)
- Candidate uses CEC Professional Practice Standards and Ethical Principles standards regarding teaching to guide their practice, including selecting evidence-based practices for instruction and effective and culturally-responsive materials and resources. (CEC 6.1)

_____ 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) (CEC 5.1)
- Candidate uses understanding of development and individual differences to respond to learners' needs. (CEC 1.2)
- Candidate modifies general and specialized curricula to make them accessible to learners. (CEC 3.3)

_____ P7. Accurately represents important content concepts

- Candidate's plans show accurate and sufficiently comprehensive details of the content. (Proficient)
- Candidate's plans provide evidence that he/she understands central concepts, structures of the discipline, and tools of inquiry of the lesson content. (CEC 3.1)

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)
- Candidate (in collaboration with colleagues) creates safe, inclusive, culturally-responsive learning environments so that learners become active and effective learners and develops emotional well-being, positive social interactions, and self-determination. (CEC 2.1)
- Candidate uses motivational and instructional interventions to teach individuals how to adapt to different environments. (CEC 2.2)
- Candidate uses CEC Professional Practice Standards and Ethical Principles standards regarding teaching to guide their practice, including using evidence-based behavior change practices and positive behavior supports, and following federal, state, and district mandates. (CEC 6.1)

_____ L4. Implements established guidelines for learners' behavior

- Candidate consistently addresses disruptive behavior appropriately with logical consequences. (Proficient)
- Candidate knows to intervene safely and appropriately with individuals in crisis. (CEC 2.3)

_____ 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)
- Candidate uses understanding of development and individual differences to respond to learners' needs. (CEC 1.2)

_____ 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) (CEC 5.2)
- Candidate uses appropriate assistive and augmentative technologies/alternative communication systems to support communication and learning. (CEC 5.3)

_____ 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)
- Candidate teaches to mastery and promote generalization of learning. (CEC 5.6)

_____ I6. Engages learners in problem solving
- Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem. (Proficient)
- Candidate teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving. (CEC 5.7)

_____ I7. Provides clear and accurate explanations and feedback
- Candidate's explanations are accurate and feedback is specific, helping learners to clarify their understanding. (Proficient)
- Candidate provides feedback to guide quality learning and performance. (CEC 4.3)

_____ 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)
- Candidate uses strategies to enhance language development and communication skills. (CEC 5.4)

_____ 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 leaners' learning. (Proficient)
- Candidate provides accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices. (CEC 8.3)

_____ 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)
- Candidate provides feedback to guide quality learning and performance. (CEC 4.3)

_____ A3. Uses a range of appropriate formative assessments
- Candidate uses appropriate formative assessments that are aligned with the lesson objectives. (Proficient)
- Candidate selects and uses technically sound formal and informal assessments. (CEC 4.1)

_____ A4. Uses appropriate summative assessments
- Candidate uses summative assessments that are aligned with the objectives. (Proficient)
- Candidate selects and uses technically sound formal and informal assessments. (CEC 4.1)

_____ 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)
- Candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions. (CEC 4.2)
- Candidate uses multiple types of assessment information to make decisions. (CEC 4.3)

_____ 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)
- Candidate collaborates with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities (CEC 4.4).
- Candidate develops and implements education plans in collaboration with others. (CEC 5.5)
- Candidate serves as a collaborative resources to colleagues and uses principles of effective collaboration. (CEC 7.1, 7.2)
- Candidate provides guidance, direction, and timely, supportive, and collegial communications to paraeducators/paraprofessionals regarding tasks and expectations. (CEC 6.6)

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
- Candidate uses collaboration to promote the well-being of learners across a wide ranges of settings and collaborators. (CEC 7.3)

_____ 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
- Candidate understands how language, culture, and family background influence learning. (CEC 1.1)
- Candidate uses understanding of development and individual differences to respond to learners' needs. (CEC 1.2)
- Candidate understands how diversity is a part of families, cultures, and schools, and that complex human issues can interact in the delivery of special education services. (CEC 6.3)

_____ 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
- Candidate understands the significance of lifelong learning and participates in professional development activities and professional communities. (CEC 6.4)

_____ 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)
- Candidate uses CEC Professional Practice Standards and Ethical Principles standards regarding assessment to guide their practice, including maintaining accurate student records, protecting confidentiality of student information, and following federal, state, and district mandates. (CEC 6.1)

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

PROFESSIONALISM COMMENTS