Introduction to University of Delaware Teacher Candidate
Capstone Clinical Experience Evaluation and Rubric

Thank you for serving as a clinical educator mentoring a University of Delaware teacher candidate. Both University-based and site-based clinical educators play a fundamental role in preparing teacher candidates to become independent teachers. As a clinical educator responsible for providing field instruction to candidates, your role includes assessing teacher candidate performance. To facilitate this process, the University of Delaware has developed the Teacher Candidate Capstone Clinical Experience Evaluation and Rubric (Capstone Evaluation Rubric) and this accompanying handbook**.**

Some of the most important reasons for this new document include:

- better alignment to national teacher performance standards (inTasc, edTPA)
- to address accreditation requirements (CAEP)
- to identify specific behaviors that can be assessed through observation of practice, pre and post lesson debriefing sessions, and exploration of teacher candidate work samples (i.e. lesson plans)

We are grateful for your commitment to the preparation of future teachers. In addition to this handbook, we are developing a series of online modules to provide you with additional support. Our hope is to help you gain confidence in your role as a teacher educator who is simultaneously tasked with providing both field instruction and evaluative feedback. We welcome your comments and reflections about the evaluation process as we continually refine our support for clinical educators.

Sincerely,

The UD Mentor and Assessment Task Force

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This handbook provides:

1. Guidance as to the use of the rubric scale.
2. An overview of the five focus areas in the rubric; planning, learning environment, instruction, assessment, and professionalism. This section includes a list of things that you might observe in order to validate your decisions about where a candidate falls on the rubric. Each section also addresses terms specific to the rubric as well as the use of words such as "and, or, etc" which differentiate the behaviors as related to the scale.
3. Information on accessing the evaluation form in the University of Delaware Field Experience Portfolio System (FEPS).
4. A copy of the University of Delaware Teacher Candidate Capstone Clinical Experience Evaluation and Rubric.

Section I: Rubric and Scoring Scale

The aim of this section is to orient you to the purpose, rationale, and intended use of the rubric and scoring scale.

What is the purpose of the scale?

To communicate to the candidate and other stakeholders about whether or not the candidate has displayed the necessary competencies, which serve as reasonable evidence that the candidate is ready for independent practice.

Table 1.1 - What do each of the Rubric Scores Mean?

Score	Level of Independence	What does it mean?
1 – Not Apparent	Not ready for independent practice	In general the teacher candidate scoring at this level relies on the clinical educator for support, is not self-directed and does not take initiative.
2 - Emerging	Not yet ready for independent practice	The candidate scoring at this level needs ongoing support from the clinical educator in some areas and/or minimal support in others.
3 - Proficient	Ready for independent practice	The candidate scoring at this level needs no support from the clinical educator to address the assessed competency. They are ready for their own classroom. This is the expected target for the end of a placement.
4 - Exemplary	Proficient Plus	The candidate scoring at this level needs no support from the clinical educator across all domains. Evaluators should pay special attention to the words that are **bolded** in the rubric particularly the use of the word "**and**". In general to be ranked at a level 4 is here is evidence to show that the teacher candidate is exceptional at understanding and addressing the individual needs of learners.

What is the purpose of the Rubric?

-   The rubric provides descriptors of competencies that need to be met, tied to each rating of performance.

- The rubric was also designed to help raters avoid falling prey to the "halo effect". Halo effects occur when raters use a holistic judgement based on a personal perspective of the candidate.

Examples of the Halo Effect:
- Example #1- A candidate is viewed as a "hard worker and is dedicated" - this perception is used by the rater when scoring each indicator - unintentionally inflating scores across the tool.
- Example #2- The indicator states that the candidate can accurately represent important content concepts - the evaluator perceives the candidate as intelligent - so they erroneously judge that the candidate is *capable* of performing this behavior - but does not actually have any evidence to support this assumption.

Where does my evidence come from?

The summative evaluation tool is a **summary judgement** about the candidates' performance across the **entire** student teaching experience/practicum. Data and evidence for the rater's scores should come from observation notes, lesson debriefing sessions, ongoing evaluation of lesson plans and work samples, self-evaluations, and clinical educator's evaluations. The following section will provide guidance related to things you might "look for" to validate your scoring with each of the domains.

Some other helpful reminders for raters:

- You are scoring candidate's independent practice
- You are making decisions about being ready for independent practice - not discriminating for excellence
- It is very difficult to earn a 4 for any given indicator - 3 is target/proficient

Section II: Rubric Domains

This is a summative assessment reflecting a broad lens over the course of entire practice during a student teaching placement. This section focuses on each domain providing:

- a summary of what the domain addresses,
- suggestions of what evidence you might have in your notes from planning conferences and observations of the teacher candidate's teaching,
- and, explanations for terms used in the rubric within that domain.

Throughout the document students are referred to as "**learners**". This term appropriately covers the range of classrooms that UD teacher candidates participate in for the capstone clinical experiences which varies from placements with infants and toddlers to placements with adolescents.

1. **The Planning Domain**
   Planning focuses on how teacher candidates effectively combine their understanding of individual learners, curriculum, standards and learning goals, and content in order to develop and execute instructional planning that aligns with common threads within the appropriate scope and sequence

for the setting. Teacher candidates are expected to design measurable and age-appropriate objectives that align with carefully selected national or state standards across multiple curricular areas and accurately represent that specific content. Proficient planning in this manner clearly considers the unique and diverse needs that are represented in the group at large and will prepare all learners to meet short and long term learning goals.

Planning Domain "Look Fors":
Evidence for this domain will come primarily from lesson planning, pre and post observation conferences. In general for teacher candidates scoring a 3, you should have observed or be able to point to evidence in your notes that the teacher candidate:

- Sequences learning tasks in a learning progression across lessons.
- Offers concrete, specific connections between the learning tasks and prior learning (academic, lived experiences, etc)
- Explains how the content of lessons fits with the larger goals of learning in the discipline.
- Provides explanations of why and how the goals are differentiated for groups or individual learners.
- Plans instructional supports that scaffold learning for a variety of learners (e.g., English learners, struggling readers, underperforming, or gifted students.
- Grounds instructional planning in theory or research.
- Plans for differentiated assessments so students show understandings in various ways.

Terms Related To Planning Domain:

- Item P2 - **Measurable Objectives** may be in the form of an essential question.
- Item P4 - **Specific Individual Learner's Needs** includes behavior, social and emotional needs as well as those officially identified through an IFSP, IEP, 504 plan, or specific classification such as ESL or gifted and talented. (ie. it includes any specific needs).
- Item P5 - **Developmental Domains** include cognitive, fine and gross motor skills, language (expressive and receptive), social/emotional and adaptive domains.
- Item P6 - **Justification** is providing a written or oral rationale for decisions based on students' needs, prior learning, or building background for future learning, the scope and sequence of the curriculum, and/or evidence-based research.

2. **The Learning Environment Domain**
   This domain focuses on the quality of the human interactions and communication within the setting between adults and learners, as well as between learners. Teacher candidates are expected to develop respectful rapport with all learners and work purposefully to instill a sense of community among the group by communicating clear and appropriate expectations for high quality work as well as behavior.

Learning Environment Domain "Look Fors":

Evidence for this domain will come primarily from informal and formal observations of the teacher candidate both in and out of the classroom. In general for teacher candidates scoring a 3, you should have observed or be able to point to evidence in your notes that the teacher candidate:

- Establishes a positive rapport with all learners.
- Considers the physical environment needed to safely support lesson goals.
- Establishes clear guidelines and routines when teaching.
- Establishes an environment where the learners treat each other fairly.
- Works to help each learner feel equally valued in the classroom.
- Responds appropriately to stereotype-based, demeaning, or other unfair comments by learners.
- Considers the learners' backgrounds, experiences, and developmental level when establishing rapport.
- Encourages interactions among learners (e.g., students respond to and build on peer comments)
- Demonstrates empathy and concern towards learners.
- Responds to inappropriate behavior consistently and appropriately.

Terms related to Learning Environment:

- Item L2 - **Specific Language** is the use of purposeful and intentional language related to an outcome, learning task, behavior, or circumstance.
- Item L4 - **Logical Consequences** are consequences that happen as a result of a learner's action. They are usually determined by the teacher or the teacher and the learner. Logical consequences should be reasonable and related to the problem. They are not considered punishment; rather a way to guide learner's to make good choices. Perhaps you could give an example or two?

3. **The Instruction Domain**
   This focuses on the actions involved in teaching content that had previously been carefully and intentionally planned. Teacher candidates are expected to be able to use their knowledge of their planning process (individual learning needs and goals, understanding of content, curriculum, standards, assessments and objectives) in order to deliver instruction in a manner that is directly related to their learners' responses. Proficient instruction will utilize various instructional strategies and methods that provide accurate feedback and engage learners in problem-solving, asking questions and discovering answers, and that allow learners to demonstrate their understanding in more than one way.

Instructional Domain "Look Fors":
Evidence for this domain will come primarily from informal and formal observations of the teacher candidate in the classroom as well as lesson debriefings. In general for teacher candidates scoring a 3, you should have observed or be able to point to evidence in your notes that the teacher candidate:

- Engages learners with the content (e.g. pacing, meaningful activities for all learners)
- Connects previous instruction/learning to new content.
- Communicates clearly and accurately.
- Uses district specific strategies appropriately.
- Focuses on subject-specific understandings.
- Asks higher order questions,   using words such as "critique, analyze, create, prove, cite, compare, construct, conclude, etc. Asks questions that build on student thinking about the content or strategy being taught.
- Recognizes and provides opportunities to help learners extend their thinking.
- Recognizes and provides opportunities to encourage learners to solve problems (e.g., learning problems, social problems)
- Reflects during debriefing about how they adjusted instruction while teaching lessons to address gaps in small group or whole class learning/understanding (e.g., modified tasks, adapting materials and activities)

Terms related to Learning Environment:

- Item I6 - **Problems** can include a variety of issues and challenges (e.g. writers solve problems as they write, learners encounter problems while reading (unknown word) and use strategies learned to solve them, classroom communities solve social problems)

- Item I8 - **Academic Language** represents the language of the discipline that learners need to learn and use to participate and engage in meaningful ways in the content area. The language demands of a content include vocabulary, language functions, syntax, and discourse.

4. **The Assessment Domain**
   The assessment domain focuses on the teacher candidate's ability to appropriately monitor learning, provide accurate and prompt feedback, and utilize a variety of formative and summative assessments in order to inform instruction. Teacher candidates are also expected to work as a member of a professional team to gather and interpret data as well as communicate results and procedures effectively and respectfully with appropriate parties, including families. Teacher candidates with a high sense of efficacy will view learners' difficulties as challenges to their own creativity actively searching for techniques to help learners who are struggling. Proficiency in this domain will include an ability to weave assessment information through planning and into formal and informal instruction, as well as a comprehensive understanding of the purpose of ethical assessment and evaluation.

Assessment Domain "Look Fors":
Evidence for this domain will come primarily from informal and formal observations of the teacher candidate during teaching, conferencing with learners, and in post-observation conferences. In

general, for teacher candidates scoring a 3, you should have observed or be able to point to evidence in your notes that the teacher candidate:

- Provides specific feedback to learners related to the objectives during the lesson.
- Can identify areas where the whole class both excelled and struggled.
- Identifies learning trends related to smaller group understandings/misunderstandings.
- Can provide specific examples of learners understanding and struggles with learning.
- Considers ways for students to self-evaluate (e.g. rubrics)
- Gives specific ways that students can apply feedback to improve learning (e.g., remember the strategy we used for, use the questions we just developed…)
- Identifies next steps for instruction for the whole class or groups of learners.
- Seeks input from other professionals who can assist them in evaluate and use assessment data to improve instruction.
- Offers specific ways to help groups of learners or individuals who are not meeting learning goals.

Terms Related To The Assessment Domain:

- Item A6 - **Respectful, ethical and responsive ways** to use assessment information means that the teacher candidate understands that individual assessment data is confidential for use in addressing individual learner's needs. Assessment data is shared only with other school professional for the purpose of improving instruction for a learner. Teacher candidates should be responsive to the input of others who interact with a learner (ie. parents, guardians, specials teachers, speech therapists, etc. Finally, teacher candidates should ensure that assessments used are non-biased, culturally sensitive, and differentiated according to learners' needs.

5. **The Professionalism Domain**
   This domain focuses on the qualities a teacher candidate must possess in order to demonstrate ethical, responsible, and mature commitment to their roles as teachers. Teacher candidates are expected to exhibit a positive attitude about individual learners and the field as well as take initiative in their own learning process and growth towards their goals. Expectations also include respect for families, learners, and other professionals while working collaboratively and communicating ideas, concerns, and needs. Teacher candidates should represent themselves as professionals in the manner of their dress, written and oral communication, as well as their reflective practice. Proficiency in this domain will be achieved when teacher candidates demonstrate such professionalism with consistency.

   Many of the professionalism competencies map back to the planning, environment, instruction and assessment domains. Please refer to these domains for evidence of these specific areas of professionalism.

- PR Item 2 maps to Instruction and Assessment Domains.
- PR Item 3 maps to the Assessment Domain.
- PR Item 4 maps to the Planning and Instruction Domains.
- PR Item 5 maps to the Planning and Assessment Domains.
- PR Item 7 maps to the Assessment Domain.

Section III: Accessing the Capstone Summative Clinical Evaluation in Taskstream

You will login into Taskstream to complete the evaluation and follow the steps below. Click here for resources on how to use Taskstream and the contact information for support. The Office of Clinical Studies will pay your honorarium upon receipt of the completed evaluation.

1. Log into your Taskstream account at www.taskstream.com.
2. Click on your Program DRF on the home page (e.g., 2016 Fall – Elementary).
3. You can find your teacher candidate(s) by clicking on the orange *"Continue"* button at the bottom of the screen **OR** typing in his/her last name in search box and click the orange "*Search*"
4. Click on the orange *"Evaluate"* Button in Capstone column under Clinical Educator.
5. Click on the green "*Evaluate/Score Work*" button.
6. Complete each section.
7. At the bottom, select "*Record as final and release evaluation to author now*" and click the orange "*Submit Evaluation Now*" when you are ready to submit. There is also an option at the bottom to "*Save Draft*". Please note that the author is the teacher candidate.

Online Evaluations--Important Notes:
- Please complete all items for each Teacher Candidate Capstone Summative Clinical Evaluation domain including comments within the online evaluation.
- To prevent any loss of data, you may want to download a copy and save as a word document.
- Be advised, you may work on your document without submitting by using the "save as" button. When you have finished all the elements within each domain and the summary/closing statements, click the 'Submit' button
- Please know that you cannot make changes to your evaluation after it's been submitted.

University of Delaware Teacher Candidate
Capstone Clinical Experience Evaluation

Teacher Candidate:	Semester:
Evaluator:	Evaluation Date:
UD Supervisor/Field Instructor:	Clinical Educator:
School:	District:
Length of Placement (Weeks):	Teaching Area/Grade Level:
Number of classes:	Total Number of Students:

CLASS PROFILE

List the total number of students in the following categories (all classes combined)	
Female:	Male:
American Indian/Alaskan Aleut:	Asian:
Black/African American:	Hispanic:
Multi-Racial:	Native Hawaiian/Pacific Islander:
White/Caucasian:	Other:
Students with active IEPs/504s:	English Language Learners:
Students who qualify for free/reduced lunch (only provide if access to information is granted):	
Provide any additional information that is relevant to this profile (e.g., categories of student disabilities in special education placements).	

PLANNING

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	Exemplary (Proficient Plus) 4	Rating

P1. Selects appropriate national or state standards	Candidate does not select national **or** state standards or those selected are inappropriate.	Candidate selects national or state standards, but some of the selected standards are inappropriate (e.g., age inappropriate, incompatible with the lesson).	Candidate selects appropriate national or state standards **and**, when appropriate, makes cross-curricular standard connections.	Candidate selects appropriate national or state standards and, when appropriate, makes cross-curricular standard connections **and** justifies why the selected standards are appropriate for the learners and the lesson.	
P2. Writes objectives with measurable outcomes that indicate what learners will know and be able to do	Candidate does not write objectives **or** writes objectives that are not measureable.	Candidate writes objectives that are measurable, but not focused on 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.	Candidate writes objectives that are measurable, indicating what learners will know and be able to do, **and** are developmentally appropriate.	
P3. Aligns objectives, instruction, and assessments	Lesson objectives, instruction, or assessments are missing.	Lesson objectives, instruction, and assessments are present, but lack alignment.	Lesson objectives, instruction, and assessments are appropriately aligned.		
P4. Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of needs	Candidate does not select supports that accommodate individual's needs or groups of learners with similar needs (i.e., does not attend to instructional requirements in IEPs, IFSPs, and 504 plans).	Candidate selects supports that are tied to the learning objectives with attention to the class as a whole.	Candidate selects supports that are tied to the learning objectives **and** addresses similar groups' needs.	Candidate selects supports that are tied to the learning objectives **and** addresses similar groups' needs **and** specific individual's needs.	
P5. Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill	The sequence of the learning experiences reflects the candidate's lack of knowledge of learning progressions in the content area or developmental domain.	The sequence of learning experiences reflects the candidate's partial knowledge of learning progressions in the content area or developmental domain.	The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions in the content area or developmental domain.	The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions **and** research in the content area or developmental domain.	
P6. Justifies the selected learning experiences	Candidate provides no justification of the connection	Candidate uses evidence of learners' prior knowledge **or**	Candidate uses evidence of learners' prior	Candidate uses evidence of learners' prior	

	with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners)	between the learners' prior knowledge or background.	background (when appropriate to the lesson) to justify the choice of learning experiences.	knowledge **and** background (when appropriate to the lesson) to justify the choice of learning experiences.	knowledge and background (when appropriate to the lesson), **and** justifies the choice of learning experiences using principles from research.	
P7.	Accurately represents important content concepts	Candidate's plans show a lack of understanding of content.	Candidates' plans show accurate but insufficient details of the content.	Candidate's plans show accurate and sufficiently comprehensive details of the content.	Candidate's plans exhibit the candidate's breadth of knowledge of the concepts **and** understanding of how the concepts are linked.	

PLANNING SUMMARY STATEMENT

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	Exemplary (Proficient Plus) 4	Rating
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.	Candidate exhibits respect for all learners and uses appropriate strategies to establish rapport with all 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.	Candidate uses specific language that sets clear expectations for high quality work for all learners, based on learners' strengths and needs.	
L3. Establishes and teaches clear	Candidate does not establish and/or	Candidate establishes	Candidate establishes and	Candidate establishes and	

	Not apparent 1	Emerging 2	Proficient 3	Exemplary 4	Rating
guidelines for routines and appropriate expectations for learners' behavior	teach guidelines for routines and behaviors.	guidelines for routines and expectations for learner behavior, but they are not clear, developmentally appropriate, **or** with logical consequences.	teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior.	teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior with logical consequences.	
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.	Candidate proactively 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.	Candidate teaches learners how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied perspectives in respectful ways.	

LEARNING ENVIRONMENT SUMMARY STATEMENT

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	Exemplary (Proficient Plus) 4	Rating
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	Candidate's instructional adjustments provide individuals **and** groups of learners with the support needed to	

			needed to improve their learning.	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 a reward for work completed, to fill time).	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.	Candidate and learners use available technology that is linked to learning needs and extends learners' understanding of content, skills, or strategies.	
I3. 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.	Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, **and** facilitates interactions among learners.	
I4. 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 guided practice.	Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful contexts, and provides opportunities for guided practice.	
I5. 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.	Candidate uses representations and examples to build learners' understanding and remediate misconceptions, highlights core ideas while sidelining potentially distracting ones, and makes their thinking visible during modeling and demonstrating.	

I6. 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.	Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.	
I7. 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.	Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking.	
I8. 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.	Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function) and models the identified language demands that are designed to meet the needs of learners with different levels of language learning.	
I9. 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.	Candidate encourages learners to demonstrate their learning through a wide variety of learner-selected means.	
I10. 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.	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, **with** processing differentiated by learners' needs.	

INSTRUCTION SUMMARY STATEMENT

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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	Exemplary (Proficient Plus) 4	Rating
A1. Continuously monitors learners' learning	Candidate does not monitor learners' learning.	Candidate occasionally monitors some learners' learning.	Candidate regularly monitors most learners' learning.	Candidate regularly monitors all 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.	Candidate provides feedback that is specific, accurate, and addresses learners' strengths and needs related to the learning objectives **and** the feedback helps the learners evaluate their own strengths and needs.	
A3. Uses a range of appropriate formative assessments	Candidate uses no formative assessments.	Candidate uses assessments that are not appropriate or are not aligned with the objectives.	Candidate uses appropriate formative assessments that are aligned with the lesson objectives.	Candidate uses appropriate formative assessments that are designed to allow individuals or groups of learners with specific needs to demonstrate their learning.	
A4. Uses appropriate summative assessments	Candidate uses no summative assessments.	Candidate uses summative assessments that are not appropriate or are not aligned with the objectives.	Candidate uses summative assessments that are aligned with the objectives.	Candidate uses a variety of appropriate summative assessments, aligned with the objectives that allow individuals or groups of learners with specific needs	

				to demonstrate their learning.	
A5. 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.	Candidate's analysis uses specific evidence from learners' performance to demonstrate patterns of learning and makes changes in instruction to support individuals **and** groups of learners.	
A6. Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways	Candidate does not communicate assessment information regarding the learners' progress to others or does not communicate assessment information in respectful or ethical or responsive ways.	Candidate uses ineffective methods to communicate 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.	Candidate uses multiple appropriate methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners' progress to others.	
A7. Works with other professionals to plan and facilitate learning	Candidate does not work with other professionals.	Candidate works with other professionals, but only during required times (e.g., PLC, PD, department meetings).	Candidate collaborates with other professionals to plan and facilitate learning.	Candidate collaborates with other professionals to plan and facilitate learning **and** creates opportunities to work with professionals in learning communities.	
ASSESSMENT SUMMARY STATEMENT					

Next Page – Professionalism

PROFESSIONALISM

As an effective educator, the teacher candidate:	Rarely 1	Sometimes, but not consistently 2	Consistently 3	No behaviors related to this indicator observed NA
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.				

CLOSING STATEMENT