University of Delaware Teacher Candidate
Capstone Clinical Experience Evaluation: English as a Second Language

Teacher Candidate:	Semester:
Evaluator:	Role of Evaluator (Clinical Educator or UD Field Instructor):
Evaluation Date:	Length of Placement (Weeks):
School/Site:	District:
Teaching Area(s):	Grade Level(s)/Age(s):
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).	

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 |
|---|---|---|---|---|
| PROFESSIONALISM1.
Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential (TESOL 5.b.5) | | | | |
| PROFESSIONALISM2.
Exhibits enthusiasm, initiative, and a positive attitude | | | | |
| PROFESSIONALISM3.
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development | | | | |
| PROFESSIONALISM4.
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 | | | | |
| PROFESSIONALISM5.
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 | | | | |
| PROFESSIONALISM6.
Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice (TESOL 5.b.1, 5.b.2) | | | | |

As an effective educator, the teacher candidate:	Rarely 1	Sometimes, but not consistently 2	Consistently 3	No behaviors related to this indicator observed NA
PROFESSIONALISM7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately)				
PROFESSIONALISM8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.				
Professionalism Comments:				

EVALUATION RUBRIC

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
PLANNING					
PLANNING 1. Selects appropriate national or state standards (TESOL 3.a.1, 3.b.1)	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.	
Comments:					
PLANNING 2. Writes objectives with measurable outcomes that indicate what learners will know and be able to do (TESOL 3.a.1)	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.	
Comments:					
PLANNING 3. Aligns objectives, instruction, and assessments (TESOL 3.a.3, 3.a.5)	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.		
Comments:					

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PLANNING 4. 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.	
Comments:					
PLANNING 5. 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.	
Comments:					
PLANNING 6. Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners) (TESOL 3.a.4)	Candidate provides no justification of the connection between the learners' prior knowledge or background.	Candidate uses evidence of learners' prior knowledge **or** background (when appropriate to the lesson) to justify the choice of learning experiences.	Candidate uses evidence of learners' prior knowledge **and** background (when appropriate to the lesson) to justify the choice of learning experiences.	Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), **and** justifies the choice of learning experiences using principles from research.	
Comments:					
PLANNING 7. 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.	
Comments:					
LEARNING ENVIRONMENT					
LEARNING 1. 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.	

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Comments:					
LEARNING 2. 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.	
Comments:					
LEARNING 3. Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior	Candidate does not establish and/or teach guidelines for routines and behaviors.	Candidate establishes guidelines for routines and expectations for learner behavior, but they are not clear, developmentally appropriate, **or** with logical consequences.	Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior.	Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior with logical consequences.	
Comments:					
LEARNING 4. 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.	
Comments:					
LEARNING 5. 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.	
Comments:					
INSTRUCTION					
INSTRUCTION 1. 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 needed to improve their learning.	Candidate's instructional adjustments provide individuals **and** groups of learners with the support needed to improve their learning.	
Comments:					

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INSTRUCTION 2. 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.	
Comments:					
INSTRUCTION 3. 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.	
Comments:					
INSTRUCTION 4. 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.	
Comments:					
INSTRUCTION 5. Makes content explicit through explanation, modeling, representations, and examples (TESOL 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7, 3.b.8)	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.	
Comments:					

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INSTRUCTION 6. 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.	
Comments:					
INSTRUCTION 7. Provides clear and accurate explanations and feedback (TESOL 3.b.3)	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.	
Comments:					
INSTRUCTION 8. Provides opportunities for learners to master academic language (TESOL 3.b.2)	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.	
Comments:					
INSTRUCTION 9. 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.	
Comments:					
INSTRUCTION 10. 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.	
Comments:					

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ASSESSMENT					
ASSESSMENT 1. 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.	
Comments:					
ASSESSMENT 2. 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.	
Comments:					
ASSESSMENT 3. 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.	
Comments:					
ASSESSMENT 4. 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.	
Comments:					
ASSESSMENT 5. 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.	
Comments:					

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ASSESSMENT 6. Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways (TESOL 5.b.6)	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.	
Comments:					
ASSESSMENT 7. Works with other professionals to plan and facilitate learning (TESOL 5.b.3, 5.b.4, 5.b.7)	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.	
Comments:					

OVERALL COMMENTS