University of Delaware Elementary Teacher Education Program
Methods Field Experience Evaluation

Teacher Candidate:	Semester:
Clinical Educator:	Evaluation Date:
School:	Teaching Area/Grade Level:

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	Rating or NA
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.	
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.	
L3. 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.	
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.	
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.	

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	Rating or NA
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 needed to 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	Candidate and learners use available technology that aligns to the curriculum and	

		a reward for work completed, to fill time).	appropriately supports learning. OR Technology is not available or inappropriate in this setting.	
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.	
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.	
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.	
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.	
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.	
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.	
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.	
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.	

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	Rating or NA
A1. Continuously monitors learners' learning	Candidate does not monitor learners' learning.	Candidate occasionally monitors some learners' learning.	Candidate regularly monitors most 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.	
A3. 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.	

COMMENTS AND GOALS