**University of Delaware Teacher Candidate Middle School Math**

**Capstone Clinical Experience Evaluation – Mid-term and Final**

**(**In order to pass *EDUC 400:  Student Teaching*, teacher candidates must pass the Capstone Evaluation including professional dispositions.  Unsatisfactory performance on the FINAL evaluation is a score of 1 in any indicator (including dispositions).

**Teacher Candidate:**  **Clinical Educator:**

**Field Instructor:              School and Grade Level:**

**Number of Classes:                        Total Number of Students:**

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| **As an effective educator, the teacher candidate:** | **Not Apparent**  **1** | **Emerging**  **2** | **Proficient**  **3** | **TC** | **CE** | **FI** |
| **PLANNING 1**  Aligns measurable objectives, instruction, standards, and assessments. | Measurable lesson objectives, instruction, standards, or assessments are missing. | Measurable lesson objectives, instruction, standards, and assessments are present, but lack alignment. | Measurable lesson objectives, instruction, standards, and assessments are appropriately aligned. | MID |  |  |
| FINAL |  |  |
| **PLANNING 2**  Selects supports (strategies, resources, and technology) to accommodate individual and group needs. | Candidate does not select supports that accommodate needs (i.e. does not attend to instructional requirements in IEPs, IFSTs, 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 as well as individual and group needs. |  |  |  |
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| **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 all learners. |  |  |  |
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| **LEARNING 2**  Communicates high expectations and ensures 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 consistently uses language that sets clear expectations for high quality work and upholds these expectations for all learners. |  |  |  |
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| **INSTRUCTION 1**  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 learner’s responses. |  |  |  |
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| **INSTRUCTION 2**  Engages learners in problem solving and develops the ability to demonstrate knowledge in a variety of ways. | 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. |  |  |  |
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| **INSTRUCTION 3**  Uses available technology to impact learning. | Candidate uses the basics of available technology but has not used features that are available to enhance instruction. | Candidate is able to use the features of available technology to enhance instruction. | Candidate uses additional technology that aligns to the curriculum and appropriately supports learning. |  |  |  |
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| **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 of apply strategies. | Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, and provides learners with opportunities for guided practice. |  |  |  |
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| **INSTRUCTION 5**  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. |  |  |  |
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| **INSTRUCTION 6**  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 associated with the academic language and provides supports primarily addressing definitions of vocabulary. | Candidate identifies vocabulary of the academic language and models the identified language demands and encourages learners to use the academic language. |  |  |  |
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| **ASSESSMENT 1**  Continuously monitors learner’s learning through formative and summative assessments, and progress monitoring as needed. | Candidate does not monitor learner’s learning. | Candidate occasionally monitors some learners’ learning. | Candidate regularly monitors most learners’ learning. |  |  |  |
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| **ASSESSMENT 2**  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 learners. |  |  |  |
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| **ADDENDUM 1**  Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. (NCTM 4a) | Candidate does not exhibit knowledge of pre-adolescent and adolescent development and behavior when planning and/or implementing mathematics lessons. | Candidate’s mathematics lessons and actions provide some evidence of knowledge of pre-adolescent and adolescent development and behavior. | Candidate creates mathematics lessons that are developmentally appropriate for learners.  Candidate establishes and teaches developmentally appropriate guidelines for routines and expectations for learner behavior. |  |  |  |
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| **ADDENDUM 2**  Demonstrate a positive disposition toward mathematical processes and learning. (NCTM 4a) | Candidate rarely demonstrates a positive disposition towards mathematics and the learning of mathematics to the students | Candidate occasionally demonstrates a positive disposition towards mathematics and the learning of mathematics to the students | Candidate consistently communicates a positive disposition towards mathematics and the learning of mathematics to the students |  |  |  |
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| **ADDENDUM 3**  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) | Candidate does not attend to individual differences.  Candidate does not attend to the diversity of backgrounds and perspectives held by the learners. | Candidate occasionally attends to individual differences of specific students.  Candidate creates lessons based on the dominant cultural background and perspective held by the learners. | Candidate plans and/or enacts specific supports for the variety of learners in the classroom.  Candidate creates lessons throughout the student teaching experience that attend to some of the different cultural backgrounds and perspectives of the learners. |  |  |  |
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| **ADDENDUM 4**  Demonstrate equitable and ethical treatment of and high expectations for all students. (NCTM 4d) | Candidate demonstrates bias towards specific students or groups of students and/or allows for low quality work **or** sets no expectations for high-quality work during lessons. | Candidate does not demonstrate bias towards specific students or groups of students and sets expectations for high quality work for **some** learners. | Candidate works to include and support all students equitably in lessons and to support differing perspectives. Candidate holds high expectations for all students that are based on the learners’ strengths and needs. |  |  |  |
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| **ADDENDUM 5**  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) | Candidates rarely incorporates instructional tools such as manipulatives, digital environments and mathematics-specific technologies (beyond an interactive white board) into lessons. | Candidates occasionally incorporates some instructional tools such as manipulatives, digital environments and mathematics-specific technologies beyond an interactive white board into lessons.  The use of the instructional tools typically does not highlight important mathematical concepts and/or allows students to focus on the essential mathematical concepts of the lesson | Candidates consistently incorporates a variety of instructional tools such as manipulatives, digital environments and mathematics-specific technologies beyond an interactive white board into lessons.  The use of instructional tools highlights important mathematical concepts and/or allows students to focus on the essential mathematical concepts of the lesson. |  |  |  |
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| **PROFESSIONAL**  **DISPOSITIONS** | **Rarely**  **1** | **Somewhat consistently**  2 | **Consistently**  3 | TC | CE | FI |
| 1. Demonstrates commitment to the belief that all learners can achieve andpersists in helping each learner reach his/her full potential. | | | |  |  |  |
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| 1. Exhibits enthusiasm, initiative, and a positive attitude. | | | |  |  |  |
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| 1. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. | | | |  |  |  |
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| 1. 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. | | | |  |  |  |
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| 1. 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. | | | |  |  |  |
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| 1. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice. | | | |  |  |  |
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| 1. Demonstrates the ethical use of assessment and assessment data to identify learners’ strengths and needs. | | | |  |  |  |
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| 1. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines. | | | |  |  |  |
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