**University of Delaware Teacher Candidate Special Education**

**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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| **Special Education Specific** | | | | | | |
| **ADDENDUM 1** (Planning)  Accurately represents important content concepts (CEC 3.1). | Candidate’s plans show lack of understanding of content. | Candidate’s plans show accurate but insufficient details of the content. | Candidate’s plans show accurate and sufficiently comprehensive details of the content. |  |  |  |
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| **ADDENDUM 2** (Learning)  Implements established guidelines for learners’ behavior (CEC 2.3). | Candidate allows disruptive behavior to interfere with learning. | Candidate inconsistently addresses disruptive behaviors. | Candidate consistently addresses disruptive behavior appropriately with logical consequences. |  |  |  |
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| **ADDENDUM 3** (Instruction)  Makes content explicit through explanation, modeling, representations, and examples (CEC 5.6). | 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. |  |  |  |
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| **ADDENDUM 4** (Instruction)  Adjusts lessons based on learners’ responses (CEC 1.2.). | Candidate does not adjust 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. |  |  |  |
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| **ADDENDUM 5** (Assessment)  Works with other professionals to plan and facilitate learning (CEC 4.4., 5.5., 6.6., 7.1, 7.2) | 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. |  |  |  |
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| **PROFESSIONAL**  **DISPOSITIONS** | **Rarely**  **1** | **Somewhat consistently**  2 | **Consistently**  3 |  |  |  |
| 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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