

**University of Delaware Teacher Candidate Elementary Education**  
**Capstone Clinical Experience Evaluation**

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

**Teacher Candidate:**  
**Field Instructor:**  
**Number of Classes:**

**Clinical Educator:**  
**School and Grade Level:**  
**Total Number of Students:**

Performance Area #1: LEARNING ENVIRONMENT: To what extent does the classroom environment support all students to learn?				
	Level 1	Level 2	Level 3	Level 4
<b>Indicator 1.1</b>  <b>Structures for Learning</b>	<b>Routines, procedures, and behavior expectations</b> <ul style="list-style-type: none"> <li>are not taught</li> <li>are not clearly communicated, causing loss of <b>instructional time</b></li> </ul> <b>Student behavior</b> <ul style="list-style-type: none"> <li>detracts from others' learning</li> <li>is not addressed</li> </ul>	<b>Routines, procedures, and behavior expectations</b> <ul style="list-style-type: none"> <li>are clearly communicated but are not taught to mastery</li> <li>do not match to students' needs</li> <li>require prompts that cause loss of <b>instructional time</b></li> </ul> <b>Student behavior</b> <ul style="list-style-type: none"> <li>interrupts the lesson</li> <li>is addressed and improved</li> </ul>	<b>Routines, procedures and behavior expectations</b> <ul style="list-style-type: none"> <li>are clearly communicated, and taught to mastery, maximizing instructional time</li> <li>are matched to students' needs</li> </ul> <b>Student behavior</b> <ul style="list-style-type: none"> <li>is appropriate, or</li> <li>when inappropriate, is addressed effectively and does not detract from the lesson</li> </ul>	AND <ul style="list-style-type: none"> <li>Students take initiative to manage classroom procedures and their own behavior.</li> <li>Students prompt others to follow classroom procedures, routines and expectations.</li> </ul>

	Clinical Educator				Teacher Candidate				Field Instructor			
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

<b>Indicator 1.2</b>  <b>Positive Classroom Climate</b>	<b>Classroom interactions:</b> <ul style="list-style-type: none"> <li>are not respectful</li> <li>students do not listen attentively, and teacher does not refocus students' attention</li> </ul> <b>When working together, students:</b> <ul style="list-style-type: none"> <li>do not share work <b>responsibility</b></li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>do not <b>persevere</b></li> <li>are not motivated to complete quality work</li> <li>are not prompted or encouraged</li> </ul>	<b>Classroom interactions:</b> <ul style="list-style-type: none"> <li>teacher to student interactions are respectful</li> <li>student to student interactions are not respectful unless prompted by the teacher</li> <li>students listen attentively to teacher but not to peers</li> <li>prompting is not effective</li> </ul> <b>When working together, students</b> <ul style="list-style-type: none"> <li>share work <b>responsibility</b></li> <li>do not offer support to one another</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>are prompted to <b>persevere</b></li> <li>praised for their efforts to complete quality work</li> </ul>	<b>Classroom interactions:</b> <ul style="list-style-type: none"> <li>teacher to student interactions are respectful</li> <li>student to student interactions are respectful</li> <li>students listen attentively to teacher and peers</li> </ul> <b>When working together, students:</b> <ul style="list-style-type: none"> <li>share work <b>responsibility</b></li> <li>offer and receive support from one another</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li><b>persevere</b></li> <li>complete quality work</li> <li>require minimal to no prompting</li> </ul>	<b>AND</b> <ul style="list-style-type: none"> <li>Students independently use problem solving and conflict resolution skills during cooperative learning opportunities.</li> <li>Students encourage others to persevere.</li> </ul>
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#### Clinical Educator

#### Teacher Candidate

#### Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

<b>Indicator 1.3</b>  <b>Equitable Access</b>	<b>High expectations for learning and achievement</b> for all students are not communicated, demonstrated/modelled.  <b>Students:</b> <ul style="list-style-type: none"> <li>do not have access to a <b>variety of tools and/or materials</b> to meet their needs and do not have support for learning</li> <li>are not provided <b>equitable* opportunities</b> to respond and participate and do not engage</li> </ul>	<b>High expectations for learning and achievement</b> for all students are communicated, demonstrated/modelled but with limited impact on students.  <b>Students:</b> <ul style="list-style-type: none"> <li>have access to a <b>variety of tools and/or materials</b> to meet their needs but are not encouraged to use them to support learning.</li> </ul>	<b>High expectations for learning and achievement</b> for all students are communicated, demonstrated/modelled.  <b>Students:</b> <ul style="list-style-type: none"> <li>are provided a <b>variety of tools and/or materials</b> to meet their needs and encouraged to use them to support learning</li> <li>are provided <b>equitable* opportunities</b> to respond and participate and encouraged to engage</li> </ul>	<b>AND</b> <ul style="list-style-type: none"> <li>Students take initiative to share their interests and perspectives.</li> </ul>
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	<ul style="list-style-type: none"> <li>do not share their <b>interests and/or perspectives</b> and do not accept others' interests and perspectives as worthy</li> <li>do not share their interests and/or perspectives nor <b>build relationships and connect</b> to their academic work</li> </ul> <p><b>Differences</b> related to background, identity, language, strengths, and challenges are not respected and affirmed.</p>	<ul style="list-style-type: none"> <li>are provided <b>equitable* opportunities</b> to respond and participate but are not encouraged to engage</li> <li>are not encouraged to share <b>their interests and/or perspectives</b> and to accept others' interests and perspectives are worthy</li> <li>are not encouraged to share their interests and/or perspectives <b>to build relationships and connect</b> to their academic work</li> </ul> <p><b>Differences</b> related to background, identity, language, strengths, and challenges are addressed inconsistently.</p>	<ul style="list-style-type: none"> <li>are encouraged to share <b>their interests and/or perspectives</b> and to accept others' interests and perspectives are worthy</li> <li>are encouraged to share their interests and/or perspectives <b>to build relationships and connect</b> to their academic work</li> </ul> <p><b>Differences</b> related to background, identity, language, strengths, and challenges are respected and affirmed.</p>	
*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc.				

Clinical Educator					Teacher Candidate				Field Instructor			
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

Performance Area #2: ENGAGEMENT IN LEARNING: To what extent does the instruction support and engage all students?				
	Level 1	Level 2	Level 3	Level 4
<b>Indicator 2.1</b>  <b>Objectives for Learning</b>	<b>Lesson objectives</b> are: <ul style="list-style-type: none"> <li>not <b>aligned</b> to grade-level or proficiency standard(s)</li> <li>not written in <b>student friendly</b> language that state what the students should know and be able to do</li> <li>not clearly <b>communicated</b> and <b>accessible</b> to students</li> </ul>	<b>Lesson objectives</b> are: <ul style="list-style-type: none"> <li><b>aligned</b> to grade level standards or proficiency standard(s)</li> <li>not written in <b>student friendly</b> language that state what the students should know and be able to do</li> <li><b>accessible</b> but not clearly <b>communicated</b> to students</li> <li>not <b>revisited</b> throughout the lesson</li> </ul>	<b>Lesson objectives</b> are: <ul style="list-style-type: none"> <li><b>aligned</b> to grade level or proficiency standard(s)</li> <li>written in <b>student friendly</b> language that state what the students should know and be able to do</li> <li>clearly <b>communicated</b> and <b>accessible</b> to students</li> <li><b>revisited</b> throughout the lesson</li> </ul>	AND <ul style="list-style-type: none"> <li>Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.</li> </ul>

	<ul style="list-style-type: none"> <li>not <b>revisited</b> throughout the lesson</li> </ul> <p>Students do not <b>know</b> what they are learning or <b>why</b> it is important for them to know.</p> <p><b>Criteria for success:</b></p> <ul style="list-style-type: none"> <li>is not <b>communicated</b> nor <b>explained</b> to students prior to beginning an assignment</li> </ul>	<p>Students <b>are able to read or describe</b> what they are learning but not <b>why</b> it is important for them to know.</p> <p><b>Criteria for success:</b></p> <ul style="list-style-type: none"> <li>is not <b>aligned</b> to the objective</li> <li>is <b>communicated</b> but not <b>explained</b> to students prior to beginning an assignment</li> </ul>	<p>Students are able to <b>articulate</b> what they are learning and <b>why</b> it is important for them to know.</p> <p><b>Criteria for success:</b></p> <ul style="list-style-type: none"> <li>is <b>aligned</b> to the objective</li> <li>is <b>communicated</b> and <b>explained</b> to students prior to beginning an assignment</li> </ul>	
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### Clinical Educator

### Teacher Candidate

### Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

Indicator 2.2 Learning Experiences	<p><b>Learning experiences:</b></p> <ul style="list-style-type: none"> <li>are activities not <b>logically** aligned to the objective</b></li> <li>are primarily <b>teacher led</b></li> <li>are not coherently sequenced according to major concepts required to master the objective</li> <li>pacing does not provide adequate <b>processing time</b></li> <li>include <b>content input</b> but do not include opportunities for students to <b>process</b></li> <li>do not include an <b>activator</b> or preassessment of students' prior knowledge</li> <li>do not include a way for students to <b>summarize</b> their learning</li> </ul> <p><b>Explanatory Devices*:</b></p>	<p><b>Learning experiences:</b></p> <ul style="list-style-type: none"> <li>are <b>logically** aligned to the objective</b></li> <li>are primarily <b>teacher led</b></li> <li>are coherently sequenced but pacing does not provide adequate <b>processing time</b></li> <li>are inconsistent when <b>balancing content input</b> and opportunities for students to process</li> <li>include an <b>activator</b> that does not align with the objective</li> <li>are not based on data gathered through an activator or pre-assessment</li> <li>do not address prior misconceptions</li> <li>include a <b>closing activity</b> but the activity does not provide data that</li> </ul>	<p><b>Learning experiences:</b></p> <ul style="list-style-type: none"> <li>are <b>logically** aligned to the objective</b></li> <li>are both <b>teacher and student</b> led/directed</li> <li>are coherently sequenced and paced according to major concepts required to master the objective with adequate <b>processing time</b></li> <li>include a <b>balance of content input</b> and opportunities for students to <b>process</b></li> <li>are based on an <b>activator</b> or assessment of prior knowledge and anticipation of misconceptions</li> <li>include a strategy for students to <b>summarize</b> their learning</li> </ul> <p><b>Explanatory Devices*:</b></p> <ul style="list-style-type: none"> <li>are varied and well-chosen to match the needs of the learners</li> </ul>	<p>AND</p> <p><b>Learning experiences:</b></p> <ul style="list-style-type: none"> <li>Students are provided opportunities to progress at different learning rates.</li> <li>Students who finish early are engaged in meaningful learning opportunities.</li> <li>Students are provided choice in the materials they can use and in grouping arrangements.</li> </ul>
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	<ul style="list-style-type: none"> <li>do not support achievement of the objective</li> </ul>	assesses student mastery of the objective  <b>Explanatory Devices*:</b> <ul style="list-style-type: none"> <li>are not matched to the objective or the learning</li> </ul>	<ul style="list-style-type: none"> <li>support student achievement of the objective</li> </ul>	
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### Clinical Educator

### Teacher Candidate

### Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

<b>Indicator 2.3</b>  <b>Checks for Understanding and Feedback</b>	<b>Checks for understanding:</b> <ul style="list-style-type: none"> <li>do not occur during the lesson to assess students' <b>progress</b> towards the objective(s)</li> </ul> <b>Opportunities for students to demonstrate their learning</b> <ul style="list-style-type: none"> <li>students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed.</li> </ul> <b>Student self-assessment</b> <ul style="list-style-type: none"> <li>students are not taught or expected to self-assess their work in relation to established criteria for success</li> </ul> <b>Feedback to students is:</b> <ul style="list-style-type: none"> <li>not specific or timely</li> </ul>	<b>Checks for understanding:</b> <ul style="list-style-type: none"> <li>occur during the lesson but the data is not used to <b>adjust instruction</b></li> <li>data is gathered from some but not all students</li> </ul> <b>Opportunities for students to demonstrate their learning</b> <ul style="list-style-type: none"> <li>students are given only a single opportunity to demonstrate their learning</li> <li>students are provided an opportunity to redo or be reassessed without an opportunity to relearn</li> </ul> <b>Student self-assessment</b> <ul style="list-style-type: none"> <li>students are not taught or expected to self-assess their work in relation to established criteria for success</li> </ul> <b>Feedback to students is:</b> <ul style="list-style-type: none"> <li>timely</li> <li>related to established criteria for success</li> </ul>	<b>Checks for understanding:</b> <ul style="list-style-type: none"> <li><b>occur frequently</b> and at <b>critical moments</b> throughout the lesson</li> <li>assess student <b>progress</b> towards the objective</li> <li><b>data</b> is gathered from <b>all students</b></li> <li><b>data</b> is used to <b>adjust instruction</b></li> </ul> <b>Opportunities for students to demonstrate their learning</b> <ul style="list-style-type: none"> <li>students are given multiple opportunities and options to demonstrate their learning</li> <li>reteaching is provided for students who need it</li> <li>students are given opportunities to redo and to be reassessed on assignments/tasks</li> </ul> <b>Student self-assessment</b> <ul style="list-style-type: none"> <li>students are taught and expected to self-assess their work in relation to established criteria for success</li> </ul>	<b>AND</b> <b>Student self-assessment:</b> <ul style="list-style-type: none"> <li>Students can independently self-assess and determine the steps needed to improve.</li> </ul> <b>Feedback</b> <ul style="list-style-type: none"> <li>Students are taught – and receive guided practice on – how to provide academically focused feedback to each other.</li> </ul>
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		<ul style="list-style-type: none"> <li>not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance</li> </ul>	<b>Feedback to student is:</b> <ul style="list-style-type: none"> <li>timely</li> <li>frequent</li> <li>specifically related to established criteria for success</li> <li>matched to student/s</li> <li>accompanied by a clear expectation that the student will use the feedback to revise or improve performance</li> </ul>	
<p>*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.</p> <p>**Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Blooms Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning.</p>				

Clinical Educator				Teacher Candidate				Field Instructor				
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

Performance Area #3: MAXIMIZING LEARNING: To what extent do all students retain and apply their learning with productive struggle?				
	Level 1	Level 2	Level 3	Level 4
<b>Indicator 3.1</b>  <b>Rigorous assignments</b>	<b>Assignments are:</b> <ul style="list-style-type: none"> <li>not <b>aligned</b> to the standards and lesson's objective, not <b>matched</b> to students or content, and therefore are not <b>cognitively challenging</b></li> <li>not <b>relevant</b> to the learner and do not require <b>application</b> of knowledge for real purposes</li> <li>not <b>differentiated</b> to meet students' needs</li> </ul> <p>Assignments do not require <b>application of content</b> through:</p>	<b>Assignments are:</b> <ul style="list-style-type: none"> <li><b>aligned</b> to the standards and lesson's objective, not <b>matched</b> to students or content, and therefore are not <b>cognitively challenging</b></li> <li><b>relevant</b> to the learner or require <b>application</b> of knowledge for real purposes</li> <li><b>differentiated</b> to meet groups of students' needs</li> </ul> <p>Assignments provide opportunities to <b>apply content</b> by:</p>	<b>Assignments are:</b> <ul style="list-style-type: none"> <li><b>aligned</b> to the standards and lesson's objective, <b>matched</b> to students and content, and therefore are <b>cognitively challenging</b></li> <li><b>relevant</b> to the learner and require <b>application</b> of knowledge for real purposes</li> <li><b>differentiated</b> to meet individual students' needs</li> </ul> <p>Assignments provide opportunities to <b>apply content</b> by:</p>	<b>AND</b> <ul style="list-style-type: none"> <li>Assignments provide students the opportunity to self-evaluate, reflect and share their problem-solving strategies and/or new ideas.</li> <li>Students are able to self-select from options in assignments.</li> </ul>

	<ul style="list-style-type: none"> <li>generating examples</li> <li>reviewing material</li> <li>leading discussions</li> <li>critically analyzing information</li> <li>solving problems</li> </ul>	<ul style="list-style-type: none"> <li>generating examples</li> <li>reviewing material</li> <li>leading discussions</li> <li>critically analyzing information</li> <li>solving problems</li> </ul> <p>...but many students do not engage in those opportunities.</p>	<ul style="list-style-type: none"> <li>generating examples</li> <li>reviewing material</li> <li>leading discussions</li> <li>critically analyzing information</li> <li>solving problems</li> </ul> <p>...and students engage in those opportunities.</p>	<ul style="list-style-type: none"> <li>Students apply content by developing possible solutions, addressing local or global issues, and/or develop creative approaches.</li> </ul>
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### Clinical Educator

### Teacher Candidate

### Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
Evidence												

<b>Indicator 3.2</b>  <b>Questioning and Discussion</b>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>are not <b>aligned to the objective</b></li> <li>do not follow a continuum from simple to more complex and/or concrete to abstract</li> <li>are not accompanied by <b>wait time, prompts</b> and/or <b>scaffolds</b> to help students answer questions</li> </ul> <p>Students are not expected to support response with <b>evidence and/or explanations</b>.</p> <p><b>Class discussions are not evident:</b></p> <ul style="list-style-type: none"> <li>primarily teacher talk</li> <li>students do not ask or pose their own questions</li> <li>no structures are in place that <b>promote engagement</b> in class discussions</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>are <b>aligned to the objective</b></li> <li>do not follow a <b>continuum</b> from simple to more complex and/or concrete to abstract</li> <li>are accompanied by <b>wait time but no prompts</b> and/or <b>scaffolds</b> when needed to help students answer questions</li> </ul> <p>Students are prompted to respond to questions <b>using evidence and/or explanations</b> when appropriate.</p> <p><b>Class discussions are:</b></p> <ul style="list-style-type: none"> <li>primarily between teacher and students but do not include all students</li> <li>primarily among students, but the discussion is low level</li> <li>few structures are in place that <b>promote engagement</b> by all students</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>are <b>aligned to the objective</b></li> <li>follow a <b>continuum</b> from simple to more complex and/or concrete to abstract</li> <li>are accompanied by <b>wait time, prompts</b>, and/or <b>scaffolds</b> to help students answer questions</li> </ul> <p>Students are expected to respond to questions <b>using evidence and/or explanations</b> when appropriate.</p> <p><b>Class Discussions are robust:</b></p> <ul style="list-style-type: none"> <li>primarily with student talk</li> <li>students asking questions of teacher and peers to expand on thinking</li> <li>structures in place that <b>promote engagement</b> by all students</li> </ul>	<p>AND</p> <ul style="list-style-type: none"> <li>Students engage in accountable talk* to challenge thinking, push for evidence, and/or refine arguments.</li> <li>Students initiate class discussions and peer collaboration.</li> <li>Students engage in productive academic discussions where they challenge one another's thinking.</li> <li>Students encourage one another for evidence.</li> </ul>
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<u>Professional Dispositions</u>	Rarely	Sometimes, but not consistently	Consistently	No behaviors related to this indicator observed
As an effective educator, the teacher candidate:	1	2	3	NA
<b>Professionalism 1</b> Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.				

<b>Clinical Educator</b>					<b>Teacher Candidate</b>				<b>Field Instructor</b>			
<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F

<b>Professionalism 2</b> Exhibits enthusiasm, initiative, and a positive attitude.												
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<b>Clinical Educator</b>					<b>Teacher Candidate</b>				<b>Field Instructor</b>			
<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F

<b>Professionalism 3</b> 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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<b>Clinical Educator</b>					<b>Teacher Candidate</b>				<b>Field Instructor</b>			
<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F

<b>Professionalism 4</b> 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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<b>Clinical Educator</b>					<b>Teacher Candidate</b>				<b>Field Instructor</b>			
<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F

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.

## Field Instructor

<b>Ratings</b>	<b>PC</b>	<b>MW</b>	<b>PC</b>	<b>F</b>	<b>PC</b>	<b>MW</b>	<b>PC</b>	<b>F</b>	<b>PC</b>	<b>MW</b>	<b>PC</b>	<b>F</b>
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Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
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Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately).

## Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
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Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.

Field Instructor

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC	MW	PC	F
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<b>Evidence</b>	
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