University of Delaware Teacher Candidate Special 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: Clinical Educator:
Field Instructor: School and Grade Level:
Number of Classes: 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**
Indicator 1.1 **Structures for Learning**	**Routines, procedures, and behavior expectations** ● are not taught ● are not clearly communicated, causing loss of **instructional time** **Student behavior** ● detracts from others' learning ● is not addressed	**Routines, procedures, and behavior expectations** ● are clearly communicated but are not taught to mastery ● do not match to students' needs ● require prompts that cause loss of **instructional time** **Student behavior** ● interrupts the lesson ● is addressed and improved	**Routines, procedures and behavior expectations** ● are clearly communicated, and taught to mastery, maximizing instructional time ● are matched to students' needs **Student behavior** ● is appropriate, or ● when inappropriate, is addressed effectively and does not detract from the lesson	AND ● Students take initiative to manage classroom procedures and their own behavior. ● Students prompt others to follow classroom procedures, routines and expectations.

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

| Indicator 1.2 Positive Classroom Climate | **Classroom interactions:**
● are not respectful
● students do not listen attentively, and teacher does not refocus students' attention

When working together, students:
● do not share work **responsibility**

Students:
● do not **persevere**
● are not motivated to complete quality work
● are not prompted or encouraged | **Classroom interactions:**
● teacher to student interactions are respectful
● student to student interactions are not respectful unless prompted by the teacher
● students listen attentively to teacher but not to peers
● prompting is not effective

When working together, students
● share work **responsibility**
● do not offer support to one another

Students:
● are prompted to **persevere**
● praised for their efforts to complete quality work | **Classroom interactions:**
● teacher to student interactions are respectful
● student to student interactions are respectful
● students listen attentively to teacher and peers

When working together, students:
● share work **responsibility**
● offer and receive support from one another

Students:
● **persevere**
● complete quality work
● require minimal to no prompting | AND
● Students independently use problem solving and conflict resolution skills during cooperative learning opportunities.
● Students encourage others to persevere. |

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

| Indicator 1.3 Equitable Access | **High expectations for learning and achievement** for all students are not communicated, demonstrated/modeled.

Students:
● do not have access to a **variety of tools and/or materials** to meet their needs and do not have support for learning
● are not provided **equitable* opportunities** to respond and participate and do not engage | **High expectations for learning and achievement** for all students are communicated, demonstrated/modeled but with limited impact on students.

Students:
● have access to a **variety of tools and/or materials** to meet their needs but are not encouraged to use them to support learning.
● are provided **equitable* opportunities** to respond and participate but are not encouraged to engage | **High expectations for learning and achievement** for all students are communicated, demonstrated/modeled.

Students:
● ae provided a **variety of tools and/or materials** to meet their needs and encouraged to use them to support learning
● are provided **equitable* opportunities** to respond and participate and encouraged to engage | AND
● Students take initiative to share their interests and perspectives. |

• do not share their **interests and/or perspectives** and do not accept others' interests and perspectives as worthy • do not share their interests and/or perspectives nor **build relationships and connect** to their academic work **Differences** related to background, identity, language, strengths, and challenges are not respected and affirmed.	• are not encouraged to share **their interests and/or perspectives** and to accept others' interests and perspectives are worthy • are not encouraged to share their interests and/or perspectives **to build relationships and connect** to their academic work **Differences** related to background, identity, language, strengths, and challenges are addressed inconsistently.	• are encouraged to share **their interests and/or perspectives** and to accept others' interests and perspectives are worthy • are encouraged to share their interests and/or perspectives **to build relationships and connect** to their academic work **Differences** related to background, identity, language, strengths, and challenges are respected and affirmed.	

*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**

	Level 1	**Level 2**	**Level 3**	**Level 4**
Indicator 2.1 **Objectives for Learning**	Lesson objectives are: • not **aligned** to grade-level or proficiency standard(s) • not written in **student friendly** language that state what the students should know and be able to do • not clearly **communicated** and **accessible** to students • not **revisited** throughout the lesson	Lesson objectives are: • **aligned** to grade level standards or proficiency standard(s) • not written in **student friendly** language that state what the students should know and be able to do • **accessible** but not clearly **communicated** to students • not **revisited** throughout the lesson	Lesson objectives are**:** • **aligned** to grade level or proficiency standard(s) • written in **student friendly** language that state what the students should know and be able to do • clearly **communicated** and **accessible** to students • **revisited** throughout the lesson	AND • Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.

| | Students do not **know** what they are learning or **why** it is important for them to know.

Criteria for success:
● is not **communicated** nor **explained** to students prior to beginning an assignment | Students **are able to read or describe** what they are learning but not **why** it is important for them to know.

Criteria for success:
● is not **aligned** to the objective
● is **communicated** but not **explained** to students prior to beginning an assignment | Students are able to **articulate** what they are learning and **why** it is important for them to know.

Criteria for success:
● is **aligned** to the objective
● is **communicated** and **explained** to students prior to beginning an assignment | |

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Evidence												

| **Indicator 2.2**

Learning Experiences | **Learning experiences:**
● are activities not **logically** aligned to the objective**
● are primarily **teacher led**
● are not coherently sequenced according to major concepts required to master the objective
● pacing does not provide adequate **processing time**
● include **content input** but do not include opportunities for students to **process**
● do not include an **activator** or preassessment of students' prior knowledge
● do not include a way for students to **summarize** their learning

Explanatory Devices*:
● do not support achievement of the objective | **Learning experiences:**
● are **logically**aligned to the objective**
● are primarily **teacher led**
● are coherently sequenced but pacing does not provide adequate **processing time**
● are inconsistent when **balancing content input** and opportunities for students to process
● include an **activator** that does not align with the objective
● are not based on data gathered through an activator or pre-assessment
● do not address prior misconceptions
● include a **closing activity** but the activity does not provide data that assesses student mastery of the objective

Explanatory Devices*: | **Learning experiences:**
● are **logically** aligned to the objective**
● are both **teacher and student** led/directed
● are coherently sequenced and paced according to major concepts required to master the objective with adequate **processing time**
● include a **balance of content input** and opportunities for students to **process**
● are based on an **activator** or assessment of prior knowledge and anticipation of misconceptions
● include a strategy for students to **summarize** their learning

Explanatory Devices*:
● are varied and well-chosen to match the needs of the learners
● support student achievement of the objective | AND
Learning experiences:
● Students are provided opportunities to progress at different learning rates.
● Students who finish early are engaged in meaningful learning opportunities.
● Students are provided choice in the materials they can use and in grouping arrangements. |

		● are not matched to the objective or the learning										

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<tr><td></td><td colspan="4" align="center">Clinical Educator</td><td colspan="4" align="center">Teacher Candidate</td><td colspan="4" align="center">Field Instructor</td></tr>
<tr><td>Ratings</td><td>PC</td><td>MW</td><td>PC</td><td>F</td><td>PC</td><td>MW</td><td>PC</td><td>F</td><td>PC</td><td>MW</td><td>PC</td><td>F</td></tr>
<tr><td>Evidence</td><td colspan="12"></td></tr>
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| Indicator 2.3

Checks for Understanding and Feedback | **Checks for understanding:**
● do not occur during the lesson to assess students' **progress** towards the objective(s)

Opportunities for students to demonstrate their learning
● students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed.

Student self-assessment
● students are not taught or expected to self-assess their work in relation to established criteria for success

Feedback to students is:
● not specific or timely | **Checks for understanding:**
● occur during the lesson but the data is not used to **adjust instruction**
● data is gathered from some but not all students

Opportunities for students to demonstrate their learning
● students are given only a single opportunity to demonstrate their learning
● students are provided an opportunity to redo or be reassessed without an opportunity to relearn
Student self-assessment
● students are not taught or expected to self-assess their work in relation to established criteria for success

Feedback to students is**:**
● timely
● related to established criteria for success
● not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance | **Checks for understanding:**
● **occur frequently** and at **critical moments** throughout the lesson
● assess student **progress** towards the objective
● **data** is gathered from **all students**
● **data** is used to **adjust instruction**

Opportunities for students to demonstrate their learning
● students are given multiple opportunities and options to demonstrate their learning
● reteaching is provided for students who need it
● students are given opportunities to redo and to be reassessed on assignments/tasks

Student self-assessment
● students are taught and expected to self-assess their work in relation to established criteria for success

Feedback to student is:
● timely
● frequent | AND
Student self-assessment:
● Students can independently self-assess and determine the steps needed to improve.

Feedback
● Students are taught – and receive guided practice on – how to provide academically focused feedback to each other. |

				● specifically related to established criteria for success ● matched to student/s ● accompanied by a clear expectation that the student will use the feedback to revise or improve performance								

*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.

**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.

	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**
Indicator 3.1 **Rigorous assignments**	Assignments are: ● not **aligned** to the standards and lesson's objective, not **matched** to students or content, and therefore are not **cognitively challenging** ● not **relevant** to the learner and do not require **application** of knowledge for real purposes ● not **differentiated** to meet students' needs Assignments do not require **application of content** through: ● generating examples ● reviewing material ● leading discussions	Assignments are: ● **aligned** to the standards and lesson's objective, not **matched** to students or content, and therefore are not **cognitively challenging** ● **relevant** to the learner or require **application** of knowledge for real purposes ● **differentiated** to meet groups of students' needs Assignments provide opportunities to **apply content** by: ● generating examples ● reviewing material ● leading discussions	Assignments are: ● **aligned** to the standards and lesson's objective, **matched** to students and content, and therefore are **cognitively challenging** ● **relevant** to the learner and require **application** of knowledge for real purposes ● **differentiated** to meet individual students' needs Assignments provide opportunities to **apply content** by: ● generating examples ● reviewing material ● leading discussions	AND ● Assignments provide students the opportunity to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. ● Students are able to self-select from options in assignments. ● Students apply content by developing possible solutions,

			…but many students do not engage in those opportunities.			…and students engage in those opportunities.			addressing local or global issues, and/or develop creative approaches.
● critically analyzing information ● solving problems			● critically analyzing information ● solving problems			● critically analyzing information ● solving problems			

Clinical Educator　　　　　　　　　　**Teacher Candidate**　　　　　　　　　　**Field Instructor**

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

Indicator 3.2 **Questioning and Discussion**	**Questions** ● are not **aligned to the objective** ● do not follow a continuum from simple to more complex and/or concrete to abstract ● are not accompanied by **wait time, prompts** and/or **scaffolds** to help students answer questions Students are not expected to support response with **evidence and/or explanations.** **Class discussions are not evident:** ● primarily teacher talk ● students do not ask or pose their own questions ● no structures are in place that **promote engagement** in class discussions	**Questions** ● are **aligned to the objective** ● do not follow a **continuum** from simple to more complex and/or concrete to abstract ● are accompanied by **wait time but no prompts** and/or **scaffolds** when needed to help students answer questions Students are prompted to respond to questions **using evidence and/or explanations** when appropriate. **Class discussions are:** ● primarily between teacher and students but do not include all students ● primarily among students, but the discussion is low level ● few structures are in place that **promote engagement** by all students	**Questions** ● are **aligned to the objective** ● follow a **continuum** from simple to more complex and/or concrete to abstract ● are accompanied by **wait time, prompts**, and/or **scaffolds** to help students answer questions Students are expected to respond to questions **using evidence and/or explanations** when appropriate. **Class Discussions are robust:** ● primarily with student talk ● students asking questions of teacher and peers to expand on thinking ● structures in place that **promote engagement** by all students	AND ● Students engage in accountable talk* to challenge thinking, push for evidence, and/or refine arguments. ● Students initiate class discussions and peer collaboration. ● Students engage in productive academic discussions where they challenge one another's thinking. ● Students encourage one another for evidence.

Clinical Educator　　　　　　　　　　**Teacher Candidate**　　　　　　　　　　**Field Instructor**

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

Indicator 3.3 **Academic Language and Vocabulary**	Academic Language & Vocabulary is: ● not used or used incorrectly ● not **explicitly taught** or not expected to be used/known by students Few to no opportunities are provided for students to use academic language and vocabulary. Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused.	Academic Language & Vocabulary is: ● **modeled** inaccurately or used appropriately but errors are self-corrected ● not **explicitly taught** but students are expected to know Opportunities to use academic language and vocabulary are not **authentic and rigorous.** Students are prompted to use academic language and vocabulary and are corrected when it is misused.	Academic Language & Vocabulary is: ● **modeled** accurately and appropriately ● **explicitly taught** ● expected to be used/known by students Opportunities to use academic language and vocabulary are authentic and rigorous. Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting.	AND ● Students take responsibility to help other understand academic language and vocabulary. ● Students prompt other to use academic language and vocabulary. ● Students correct peers when academic language and vocabulary is misused.

*Accountable talk requires students to further develop what others have said and demands students to use accurate knowledge that is relevant to the discussion and requires students to use appropriate evidence to defend such knowledge.

Clinical Educator				Teacher Candidate				Field Instructor			

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

Professional Dispositions As an effective educator, the teacher candidate:									Rarely 1	Sometimes, but not consistently 2	Consistently 3	No behaviors related to this indicator observed NA

Professionalism 1
Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.

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

Professionalism 2
Exhibits enthusiasm, initiative, and a positive attitude.

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

Professionalism 3
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

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

Professionalism 4
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.

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

Professionalism 5

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.

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

Professionalism 6

Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.

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

Professionalism 7

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

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

Professionalism 8

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

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

Evidence	

Special Education Specific Addendum:

As an effective educator, the teacher candidate:	Not Apparent 1	Emerging 2	Proficient 3
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.

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

As an effective educator, the teacher candidate:	Not Apparent 1	Emerging 2	Proficient 3
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.

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

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.

Clinical Educator				**Teacher Candidate**				**Field Instructor**			

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

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.

Clinical Educator				**Teacher Candidate**				**Field Instructor**			

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

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.

Clinical Educator	**Teacher Candidate**	**Field Instructor**

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