University of Delaware Teacher Candidate Multilingual Learners (MLL) Teacher 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	PC n/a	MW	PC n/a	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.

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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.	**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 provided **equitable*** opportunities to respond and participate but are not encouraged to engage • 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.

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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	**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.

	not **revisited** throughout the lesson 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*: | **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 | **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 | 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. |

	do not support achievement of the objective	assesses student mastery of the objective	support student achievement of the objective	
		Explanatory Devices*:		
		• are not matched to the objective or the learning		

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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 | **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 | 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. |

• not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance	**Feedback to student** is: • timely • frequent • 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.

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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:	**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:	**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:	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.

	• generating examples • reviewing material • leading discussions • critically analyzing information • solving problems	• generating examples • reviewing material • leading discussions • critically analyzing information • solving problems …but many students do not engage in those opportunities.	• generating examples • reviewing material • leading discussions • critically analyzing information • solving problems …and students engage in those opportunities.	• Students apply content by developing possible solutions, addressing local or global issues, and/or develop creative approaches.

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

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	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. |

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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.

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Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	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.

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Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	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 n/a	MW	PC n/a	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 n/a	MW	PC n/a	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 n/a	MW	PC n/a	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 n/a	MW	PC n/a	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 n/a	MW	PC n/a	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 n/a	MW	PC n/a	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 n/a	MW	PC n/a	F

Evidence	

MLL Teacher Education Specific Addendum (Revised 1.8.24 cb) **:**

As an effective educator, the teacher candidate:	Not Apparent Level 1	Emerging Level 2	Proficient Level 3	Exemplary Level 4
ADDENDUM 1 Plans strategies to collaborate with other educators, school personnel, and families to support multilingual learners (MLs) language and literacy development across content areas. (TESOL 3d)	Candidate does not successfully collaborate with other professionals and students' families to support their MLs' language and literacy development across content areas.	Candidate partially collaborates with other professionals and students' families to support their MLs' language and literacy development across content areas.	Candidate successfully collaborates with other professionals and students' families to support their MLs' language and literacy development across content areas.	AND - MLs demonstrate progress in accessing and applying content. - MLs actively engage in instruction that aligns with individual language proficiency levels.

	Clinical Educator				Teacher Candidate				Field Instructor			
Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
Evidence												

| ADDENDUM 2

Candidate uses and adapts relevant materials and resources, including digital resources to plan lessons, support communication with other educators, school personnel, and students, and to foster student learning of language and literacies across the content areas using evidence based practices. (TESOL 3e) | Candidate does not use or adapt relevant materials and resources, including digital resources to plan lessons, support communication with other educators, school personnel, and students, and does not foster student learning of language and literacies across the content areas. | Candidate uses and adapts relevant materials and resources, including digital resources to plan lessons, support communication with other educators, school personnel, and students, and fosters student learning of language and literacies across the content areas. However, the selected materials or adaptations of materials may not be effective, or evidence based. | Candidate successfully uses and adapts relevant materials and resources, including digital resources to plan lessons, supports communication with other educators, school personnel, and students, and fosters student learning of language and literacies across the content areas through effective, evidence based practices. | AND

- MLs demonstrate progress toward meeting a lesson's content and language objectives.
- MLs apply the content and language objectives in a way that demonstrates an understanding of the purpose of the lesson.
- MLs engage in instruction that promotes drawing upon their own language resources, including their home language so that they can negotiate meaning and engage in rigorous grade-level tasks.
- MLs make and share connections between new learning and previous learning or relevant lived experiences.
- MLs engage with peers including those of varied races, ethnicities, and cultures (as applicable), and value the perspectives that others have to offer. |
|---|---|---|---|---|

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

n/a | MW | PC

n/a | F |
| Evidence | | | | | | | | | | | | |

| ADDENDUM 3

Candidate engages in supervised teaching applying self-reflection and feedback from their cooperating teachers and supervising faculty. (TESOL 5d) | Candidate does not demonstrate engagement in self reflection and use of feedback from cooperating teachers and supervising faculty. | Candidate demonstrates partial engagement in self reflection and use of feedback from cooperating teachers and supervising faculty as evidenced in their teaching. However, enactment of feedback in teaching may have been misinterpreted or ineffectively applied. | Candidate demonstrates engagement in self reflection and use of feedback from cooperating teachers and supervising faculty as evidenced in their teaching. | AND

- MLs actively participate in class discussions, group activities, and projects using appropriate academic discourse.
- MLs apply critical thinking skills in their responses to open-ended questions, problem-solving tasks, real-world scenarios, etc.…
- MLs engage in diverse forms of assessment to demonstrate an understanding of content and language.
- MLs take risks and increase their confidence in formulating responses and offering new information and perspectives. |

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

| Ratings | PC | MW | PC | F | PC | MW | PC | F | PC

n/a | MW | PC

n/a | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Evidence | | | | | | | | | | | | |