

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

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

<p><b>Indicator 1.2</b></p> <p><b>Positive Classroom Climate</b></p>	<p><b>Classroom interactions:</b></p> <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> <p><b>When working together, students:</b></p> <ul style="list-style-type: none"> <li>do not share work responsibility</li> </ul> <p><b>Students:</b></p> <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>	<p><b>Classroom interactions:</b></p> <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> <p><b>When working together, students</b></p> <ul style="list-style-type: none"> <li>share work <b>responsibility</b></li> <li>do not offer support to one another</li> </ul> <p><b>Students:</b></p> <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>	<p><b>Classroom interactions:</b></p> <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> <p><b>When working together, students:</b></p> <ul style="list-style-type: none"> <li>share work <b>responsibility</b></li> <li>offer and receive support from one another</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>persevere</b></li> <li>complete quality work</li> <li>require minimal to no prompting</li> </ul>	<p>AND</p> <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**

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

<p><b>Indicator 1.3</b></p> <p><b>Equitable Access</b></p>	<p><b>High expectations for learning and achievement</b> for all students are not communicated, demonstrated/modeled.</p> <p>Students:</p> <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>	<p><b>High expectations for learning and achievement</b> for all students are communicated, demonstrated/modeled but with limited impact on students.</p> <p>Students:</p> <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> <li>are provided <b>equitable* opportunities</b> to respond and participate but are not encouraged to engage</li> </ul>	<p><b>High expectations for learning and achievement</b> for all students are communicated, demonstrated/modeled.</p> <p>Students:</p> <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> <li>are encouraged to share <b>their interests and/or perspectives</b> and to accept</li> </ul>	<p>AND</p> <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 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>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>	
<p>*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc.</p>				

**Clinical Educator**

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**Field Instructor**

Ratings	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	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> </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>	<ul style="list-style-type: none"> <li>not <b>revisited</b> throughout the lesson</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 n/a	MW	PC n/a	F
Evidence												

<b>Indicator 2.2</b>	<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> </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 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 assesses</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 led/directed</b></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>	<p><b>AND 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 include a way for students to <b>summarize</b> their learning</li> </ul> <p><b>Explanatory Devices*:</b></p> <ul style="list-style-type: none"> <li>do not support achievement of the objective</li> </ul>	<p>student mastery of the objective</p> <p><b>Explanatory Devices*:</b></p> <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>are varied and well-chosen to match the needs of the learners</li> <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 n/a	MW	PC n/a	F
Evidence												

<p><b>Indicator 2.3</b></p> <p><b>Checks for Understanding and Feedback</b></p>	<p><b>Checks for understanding:</b></p> <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> <p><b>Opportunities for students to demonstrate their learning</b></p> <ul style="list-style-type: none"> <li>students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed.</li> </ul> <p><b>Student self-assessment</b></p> <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> <p><b>Feedback to students is:</b></p> <ul style="list-style-type: none"> <li>not specific or timely</li> </ul>	<p><b>Checks for understanding:</b></p> <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> <p><b>Opportunities for students to demonstrate their learning</b></p> <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> <p><b>Student self-assessment</b></p> <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> <p><b>Feedback to students is:</b></p> <ul style="list-style-type: none"> <li>timely</li> <li>related to established criteria for success</li> <li>not accompanied by a clear expectation that the student will use the feedback to revise or</li> </ul>	<p><b>Checks for understanding:</b></p> <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> <p><b>Opportunities for students to demonstrate their learning</b></p> <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> <p><b>Student self-assessment</b></p> <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>	<p>AND</p> <p><b>Student self-assessment:</b></p> <ul style="list-style-type: none"> <li>Students can independently self-assess and determine the steps needed to improve.</li> </ul> <p><b>Feedback</b></p> <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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		improve their performance	<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>	
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\*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 n/a	MW	PC n/a	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</b> are: <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>	<b>Assignments</b> are: <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>	<b>Assignments</b> are: <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>	AND <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> </ul>

	Assignments do not require <b>application of content</b> through: <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>	Assignments provide opportunities to <b>apply content</b> by: <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> ...but many students do not engage in those opportunities.	Assignments provide opportunities to <b>apply content</b> by: <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> ...and students engage in those opportunities.	<ul style="list-style-type: none"> <li>Students are able to self-select from options in assignments.</li> <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**

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

<b>Indicator 3.2</b>  <b>Questioning and Discussion</b>	<b>Questions</b> <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>	<b>Questions</b> <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>	<b>Questions</b> <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, and/or 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> </ul>	<b>AND</b> <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</li> </ul>
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	<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>	<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>	<ul style="list-style-type: none"> <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>academic discussions where they challenge one another's thinking.</p> <ul style="list-style-type: none"> <li>Students encourage one another for evidence.</li> </ul>
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**Clinical Educator**

**Teacher Candidate**

**Field Instructor**

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

<b>Indicator 3.3</b>  <b>Academic Language and Vocabulary</b>	<b>Academic Language &amp; Vocabulary is:</b> <ul style="list-style-type: none"> <li>not used or used incorrectly</li> <li>not <b>explicitly taught</b> or not expected to be used/known by students</li> </ul> <p>Few to no opportunities are provided for students to use academic language and vocabulary.</p> <p>Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused.</p>	<b>Academic Language &amp; Vocabulary is:</b> <ul style="list-style-type: none"> <li><b>modeled</b> inaccurately or used appropriately but errors are self-corrected</li> <li>not <b>explicitly taught</b> but students are expected to know</li> </ul> <p>Opportunities to use academic language and vocabulary are not <b>authentic and rigorous</b>.</p> <p>Students are prompted to use academic language and vocabulary and are corrected when it is misused.</p>	<b>Academic Language &amp; Vocabulary is:</b> <ul style="list-style-type: none"> <li><b>modeled</b> accurately and appropriately</li> <li><b>explicitly taught</b></li> <li>expected to be used/known by students</li> </ul> <p>Opportunities to use academic language and vocabulary are authentic and rigorous.</p> <p>Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting.</p>	<b>AND</b> <ul style="list-style-type: none"> <li>Students take responsibility to help other understand academic language and vocabulary.</li> <li>Students prompt other to use academic language and vocabulary.</li> <li>Students correct peers when academic language and vocabulary is misused.</li> </ul>
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\*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 n/a	MW	PC n/a	F
Evidence												

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

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

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

<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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**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**

<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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**Professionalism 6**

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

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

<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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**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**

<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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**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**

<b>Ratings</b>	PC	MW	PC	F	PC	MW	PC	F	PC n/a	MW	PC n/a	F
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<b>Evidence for any dispositions</b>	
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**Middle School English Language Arts Addendum to DTGSS Evaluation**

**Addendum 1: To add to DTGSS Indicator 1.3 (Objectives for Learning)**

**Performance Area #2: Engagement in Learning: To what extent does the instruction support and engage all students?**

SPA Standard	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p><b>1.2 Understanding Learners and Learning in ELA</b></p> <p>Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners’ identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.</p>	<ul style="list-style-type: none"> <li>• Candidate inconsistently applies knowledge of adolescent learners and their identities to foster anti-racist /anti-bias instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate sometimes applies knowledge of adolescent learners and their identities to foster anti-racist/anti-bias instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently applies knowledge of adolescent learners and their identities to foster anti-racist/anti bias instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently applies knowledge of adolescent learners and their identities to foster anti-racist/anti bias instruction.</li> <li>• Candidate gathers and interprets data on individual learners’ differences to inform anti-racist anti-bias instruction</li> </ul>

**Clinical Educator**

**Teacher Candidate**

**Field Instructor**

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

**Addendum 2: To add to DTGSS Indicator 2 (Engagement in Learning)**

**Performance Area #2: Learning Experiences**

SPA Standard	Level 1: Beginning	Level 2: Developing	Level 3: Competent	Level 4: Accomplished
<p><b>2.1 Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.</b></p>	<ul style="list-style-type: none"> <li>• Candidate chooses texts that do not represent a variety of genres and traditions. There is limited evidence that candidate understands how ELA texts build on one another to accomplish ELA goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate chooses texts that sometimes represent a variety of genres and traditions. There is some evidence that candidate understands how ELA texts build on one another to accomplish ELA goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate chooses texts that represent a variety of genres and traditions and candidate uses ELA texts to build on one another to accomplish ELA goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate chooses texts that consistently represent a variety of genres and traditions and candidate uses ELA texts in sophisticated ways to build on one another to accomplish ELA goals</li> </ul>

**Clinical Educator**

**Teacher Candidate**

**Field Instructor**

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