

**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:
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
Indicator 1.1 Structures for Learning CEC 6.1., 6.2	Routines, procedures, and behavior expectations <ul style="list-style-type: none"> are not taught are not clearly communicated, causing loss of instructional time Student behavior <ul style="list-style-type: none"> detracts from others' learning is not addressed 	Routines, procedures, and behavior expectations <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> interrupts the lesson is addressed and improved 	Routines, procedures and behavior expectations <ul style="list-style-type: none"> are clearly communicated, and taught to mastery, maximizing instructional time are matched to students' needs Student behavior <ul style="list-style-type: none"> is appropriate, or when inappropriate, is addressed effectively and does not detract from the lesson 	AND <ul style="list-style-type: none"> 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	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final
Claim: The teacher (does/does not) establish clear and efficient routines, procedures, and transitions which (does/does not) maximize instructional time. Evidence Example: Evidence of routines and procedures and/or transitions for instructional groups, group work, centers.						

Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

Indicator 1.2 Positive Classroom Climate CEC 6.1, 6.2	Classroom interactions: <ul style="list-style-type: none"> are not respectful students do not listen attentively, and teacher does not refocus students' attention 	Classroom interactions: <ul style="list-style-type: none"> 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 	Classroom interactions: <ul style="list-style-type: none"> teacher to student interactions are respectful student to student interactions are respectful students listen attentively to teacher and peers 	AND <ul style="list-style-type: none"> Students independently use problem solving and conflict resolution skills during cooperative learning opportunities. Students encourage others to persevere.
	When working together, students: <ul style="list-style-type: none"> do not share work responsibility Students: <ul style="list-style-type: none"> do not persevere are not motivated to complete quality work are not prompted or encouraged 	When working together, students <ul style="list-style-type: none"> share work responsibility do not offer support to one another Students: <ul style="list-style-type: none"> are prompted to persevere praised for their efforts to complete quality work 	When working together, students: <ul style="list-style-type: none"> share work responsibility offer and receive support from one another Students: <ul style="list-style-type: none"> persevere complete quality work require minimal to no prompting 	

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Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) emphasize the importance of fostering a positive, healthy classroom climate by establishing expectations for student interactions that are respectful and caring.

Evidence Example: Evidence of Anchor Charts or other tools posted or available in the classroom that provide a **visual reference** or resource for students of what “*respect*” looks like/sounds like.

Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

Indicator 1.3 Equitable Access CEC 1.2	<p>High expectations for learning and achievement for all students are not communicated, demonstrated/modeled.</p> <p>Students:</p> <ul style="list-style-type: none"> 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 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 <p>Differences related to background, identity, language, strengths, and challenges are not respected and affirmed.</p>	<p>High expectations for learning and achievement for all students are communicated, demonstrated/modeled but with limited impact on students.</p> <p>Students:</p> <ul style="list-style-type: none"> 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 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 <p>Differences related to background, identity, language, strengths, and challenges are addressed inconsistently.</p>	<p>High expectations for learning and achievement for all students are communicated, demonstrated/modeled.</p> <p>Students:</p> <ul style="list-style-type: none"> are 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 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 <p>Differences related to background, identity, language, strengths, and challenges are respected and affirmed.</p>	<p>AND</p> <ul style="list-style-type: none"> Students take initiative to share their interests and perspectives.
	<p>*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc.</p>			

	Clinical Educator		Teacher Candidate		Field Instructor
Progress Conference P = Progressing	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable

NI = Needs Improvement							
Ratings		Midway	Final	Midway	Final	Midway	Final
Claim: The teacher(does/does not) provide equitable opportunities for all students to respond and participate in high level learning experiences.							
Evidence Example: Evidence of Wait Time (3-5 seconds before affirming, correcting or probing).							
Midway Claim and Evidence Goals:							
Final Claim and Evidence and Goals:							

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
Indicator 2.1 Objectives for Learning CEC 5.1	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> 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 <p>Students do not know what they are learning or why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> is not communicated nor explained to students prior to beginning an assignment 	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> 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 <p>Students are able to read or describe what they are learning but not why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> is not aligned to the objective is communicated but not explained to students prior to beginning an assignment 	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> 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 <p>Students are able to articulate what they are learning and why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> is aligned to the objective is communicated and explained to students prior to beginning an assignment 	<p>AND</p> <ul style="list-style-type: none"> Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.

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Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final
Claim: The teacher (does/does not) incorporate lesson objectives that are clearly communicated and revisited throughout the lesson. Evidence Example: Evidence that the teacher strategically revisits and/or refers students to the learning objective during the lesson.						
Midway Claim and Evidence Goals:						
Final Claim and Evidence and Goals:						

Indicator 2.2 Learning Experiences CEC 5.2, 5.3	Learning experiences: <ul style="list-style-type: none"> 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*: <ul style="list-style-type: none"> do not support achievement of the objective 	Learning experiences: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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*: <ul style="list-style-type: none"> are varied and well-chosen to match the needs of the learners support student achievement of the objective 	AND Learning experiences: <ul style="list-style-type: none"> 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.
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		<ul style="list-style-type: none"> are not matched to the objective or the learning 		
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	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final
Claim: The teacher (does/does not) align the learning experiences to the lesson objective.						
Evidence Example: Evidence that there is a gradual release of responsibility for students to transfer, retain and/or apply their new learning.						
Midway Claim and Evidence Goals:						
Final Claim and Evidence and Goals:						

Indicator 2.3 Checks for Understanding and Feedback CEC 4.1, 4.3.	Checks for understanding: <ul style="list-style-type: none"> do not occur during the lesson to assess students' progress towards the objective(s) Opportunities for students to demonstrate their learning <ul style="list-style-type: none"> students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed. Student self-assessment <ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success 	Checks for understanding: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	Checks for understanding: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> students are given multiple opportunities and options to demonstrate their learning reteaching is provided for students who need it 	AND Student self-assessment: <ul style="list-style-type: none"> Students can independently self-assess and determine the steps needed to improve. Feedback <ul style="list-style-type: none"> Students are taught – and receive guided practice on – how to provide academically focused feedback to each other.
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	<p>Feedback to students is:</p> <ul style="list-style-type: none"> not specific or timely 	<ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success <p>Feedback to students is:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> students are given opportunities to redo and to be reassessed on assignments/tasks <p>Student self-assessment</p> <ul style="list-style-type: none"> students are taught and expected to self-assess their work in relation to established criteria for success <p>Feedback to student is:</p> <ul style="list-style-type: none"> 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 	
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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	
<p>Progress Conference P = Progressing NI = Needs Improvement</p>	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
<p>Ratings</p>	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) assess students' progress towards the lesson objective.

Evidence Example: Evidence that **formative assessment** is used to **strategically** adjust instructional pacing, plan differentiated instruction, and monitor progress.

Midway Claim and Evidence Goals:

Final Claim and Evidence and Goals:	
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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 CEC 5.1, 5.3.	Assignments are: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems 	Assignments are: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems ...but many students do not engage in those opportunities.	Assignments are: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems ...and students engage in those opportunities.	AND <ul style="list-style-type: none"> 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, addressing local or global issues, and/or develop creative approaches.

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) provide opportunities for students to apply content to generate examples, solve problems, or critically analyze information to display greater mastery of the lesson objective.

Evidence Example 1: Evidence that students are given **multiple ways to demonstrate learning** and understanding of new content.

Evidence Example 2: Evidence of students using **academic language in analysis**.

Midway Claim and Evidence Goals:

Final Claim and Evidence and Goals:

<p>Indicator 3.2 Questioning and Discussion CEC 5.2, 5.3., 5.6.</p>	<p>Questions</p> <ul style="list-style-type: none"> 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 <p>Students are not expected to support response with evidence and/or explanations.</p> <p>Class discussions are not evident:</p> <ul style="list-style-type: none"> primarily teacher talk students do not ask or pose their own questions no structures are in place that promote engagement in class discussions 	<p>Questions</p> <ul style="list-style-type: none"> 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 <p>Students are prompted to respond to questions using evidence and/or explanations when appropriate.</p> <p>Class discussions are:</p> <ul style="list-style-type: none"> 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 	<p>Questions</p> <ul style="list-style-type: none"> 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 <p>Students are expected to respond to questions using evidence and/or explanations when appropriate.</p> <p>Class Discussions are robust:</p> <ul style="list-style-type: none"> primarily with student talk students asking questions of teacher and peers to expand on thinking structures in place that promote engagement by all students 	<p>AND</p> <ul style="list-style-type: none"> 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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	Clinical Educator		Teacher Candidate		Field Instructor
Progress Conference P = Progressing	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable

NI = Needs Improvement							
Ratings		Midway	Final	Midway	Final	Midway	Final
<p>Claim 1: The teacher (does/does not) ask high-level questions that are aligned to the lesson objective.</p> <p>Evidence Example 1: Evidence that effective questioning strategies are used to collect evidence of learning from all students in systematic ways that promote active engagement from students.</p> <p>Claim 2: The teacher (does/does not) incorporate opportunities for student-to- student/student-led discussions.</p> <p>Evidence Example 2: Evidence of Discussion Routines that clearly outline expectations and processes for whole group and/or small group discussions.</p>							
Midway Claim and Evidence Goals:							
Final Claim and Evidence and Goals:							

Indicator 3.3 Academic Language and Vocabulary CEC 3.1	Academic Language & Vocabulary is: <ul style="list-style-type: none"> not used or used incorrectly not explicitly taught or not expected to be used/known by students <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>	Academic Language & Vocabulary is: <ul style="list-style-type: none"> modeled inaccurately or used appropriately but errors are self-corrected not explicitly taught but students are expected to know <p>Opportunities to use academic language and vocabulary are not authentic and rigorous.</p> <p>Students are prompted to use academic language and vocabulary and are corrected when it is misused.</p>	Academic Language & Vocabulary is: <ul style="list-style-type: none"> modeled accurately and appropriately explicitly taught expected to be used/known by students <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>	AND <ul style="list-style-type: none"> 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.
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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	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) provide opportunities for students to use academic vocabulary in a rigorous, authentic way.

Evidence Example: Evidence that **visual supports** are provided for academic vocabulary (*photographs, pictures, actual items*).

Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

<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

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	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Professionalism 2

Exhibits enthusiasm, initiative, and a positive attitude.

	Clinical Educator	Teacher Candidate	Field Instructor
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Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Professionalism 3
Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development. (CEC 7.1, 7.2, 7.3, 7.4)

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

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. (CEC 2.1 2.2)

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

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. (CEC 1.3)

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Professionalism 6

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

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Professionalism 7

Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately). (CEC 1.1.)

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

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	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Evidence	
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Special Education Specific Addendum:

As an effective educator, the teacher candidate:	Level 1 Not Apparent	Level 2 Emerging	Level 3 Proficient	Level 4 Advanced
ADDENDUM 1 Accurately represents important content concepts (CEC 3.1, 3.2).	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.	Candidate's plans show advanced understanding of comprehensive details of the content.

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) incorporate lesson objectives that are clearly communicated and revisited throughout the lesson.						
Evidence Example: Evidence that the teacher provides a rationale for why the new learning is important by explaining the benefits of learning a concept, skill or process and how it applies to the students' lives at home, work, or school						
Midway Claim and Evidence Goals:						
Final Claim and Evidence and Goals:						

ADDENDUM 2 Uses small group/ individual instruction (including flexible grouping) and other strategies to promote access to the general education curriculum and meet the academic needs of each individual student (CEC 3.2, 5.5, 5.6)	Candidate rarely or never uses small group and individual instruction and other strategies to promote access to general education curriculum and meet student needs.	Candidate occasionally uses small group and individual instruction and other strategies to promote access to general education curriculum and meet student needs.	Candidate frequently uses small group and individual instruction and other strategies to promote access to general education curriculum and meet student needs.	Candidate frequently uses small group and individual instruction and other strategies to promote access to general education curriculum and meet student needs. Grouping decisions are data-based and evaluated for their effectiveness.
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	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) provide equitable opportunities for all students to respond and participate in high level learning experiences.						
Evidence Example: Evidence of grouping structures that support learning (Jigsaw, Turn and Talk, Pairs Check, Think-Pair-Share, etc.)						

Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

ADDENDUM Implements established guidelines for learners' behavior	Candidate does not establish and/or teach guidelines for routines and behaviors.	Candidate establishes guidelines for routines and expectations for learner behavior, but they are not clear, developmentally appropriate, or with logical consequences.	Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior, with some interventions and strategies to support individual student needs.	Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for learner behavior with logical consequences. Individual, small group, and whole class supports are established and implemented.
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	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) establish and communicate clear behavior expectations that are matched to student needs.

Evidence Example: Evidence of demonstration, modeling, practice, or reinforcement of behavior expectations.

Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

<p>ADDENDUM 4</p> <p>Plan, implement, and evaluate the effectiveness of interventions, strategies, and supports to increase positive behaviors and reduce disruptive behaviors.</p> <p>(CEC 6.3).</p>	<p>Candidate does not intervene to address behaviors that interfere with learning and safety.</p>	<p>Candidate inconsistently intervenes to support positive behaviors and to address behaviors that interfere with learning and safety.</p>	<p>Candidate consistently intervenes to support positive behaviors and addresses behaviors that interfere with learning and safety. Targeted supports are planned and implemented for individual learners.</p>	<p>Candidate consistently intervenes to support positive behaviors and addresses behaviors that interfere with learning and safety. Targeted supports are planned, implemented, and evaluated using a variety of data sources.</p>
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	Clinical Educator		Teacher Candidate		Field Instructor	
<p>Progress Conference P = Progressing NI = Needs Improvement</p>	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
<p>Ratings</p>	Midway	Final	Midway	Final	Midway	Final
<p>Claim: The teacher (does/does not) establish and communicate clear behavior expectations that are matched to student needs.</p>						
<p>Evidence Example: Evidence of demonstration, modeling, practice, or reinforcement of behavior expectations</p>						
<p>Midway Claim and Evidence Goals:</p>						
<p>Final Claim and Evidence and Goals:</p>						

<p>ADDENDUM 5</p> <p>Makes content explicit through explanation, modeling, representations, and examples (CEC 5.2, 5.3, 5.5, 5.6).</p>	<p>Candidate does not make content explicit using the strategies identified.</p>	<p>Candidate uses explanation, and examples to attempt to build learners' understanding.</p>	<p>Candidate uses representations and examples to build learners' understanding, highlights core ideas, and uses modeling and demonstrating.</p>	<p>Candidate uses representations and examples to build learners' understanding and remediate misconceptions, highlights core ideas while sidelining potentially distracting ones, and makes their thinking visible during modeling and demonstrating.</p>
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	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) align the learning experiences to the lesson objective.

Evidence Example: Evidence that the learning experiences engage students in developing the knowledge, skills, and concepts needed to understand the content.

Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

ADDENDUM 6	Candidate does not make instructional adjustments made that are relevant to the learners' responses	Candidates make instructional adjustments are related to the learners' responses, but are ineffective.	Candidates make instructional adjustments for some individuals or groups of learners that provide support needed to improve their learning.	Candidates make instructional adjustments for individuals and groups of learners that provide support needed to improve their learning.
Adjusts lessons based on learners' (CEC 1.3, 4.3).				

	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim: The teacher (does/does not) assess students' progress towards the lesson objective.

Evidence Example: Evidence that the teacher effectively uses student responses to questions to make inferences about student progress and to

adjust/continue instruction accordingly.	
Midway Claim and Evidence Goals:	
Final Claim and Evidence and Goals:	

ADDENDUM 7 Works with other professionals to plan and facilitate learning (CEC, 7.2, 7.3)	Candidate does not work effectively with other professionals.	Candidate sometimes works effectively with other professionals, but only during required times (e.g., PLC, PD, department meetings).	Candidate effectively collaborates with other professionals to plan and facilitate learning.	Candidate effectively collaborates with other professionals to plan and facilitate learning. Candidate collaborates with other professional to support language, social and emotional well-being, including specific collaboration activities with families.
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	Clinical Educator		Teacher Candidate		Field Instructor	
Progress Conference P = Progressing NI = Needs Improvement	Week 4	Week 11 if needed	Week 4	Week 11 if needed	Not Applicable	
Ratings	Midway	Final	Midway	Final	Midway	Final

Claim and Evidence Examples: The candidate communicates and meets with other professionals (e.g., Related Service Providers, Paraeducators, General Educators, Building Coordinators, etc.) to effectively plan instruction for students.						
Midway Claim and Evidence Goals:						
Final Claim and Evidence and Goals:						

<p>ADDENDUM 8</p> <p>When available, supports and uses effective strategies for paraprofessionals (CEC 7.4)</p> <p><i>Do not rate if paraprofessionals are not present.</i></p>	<p>Candidate does not effectively plan or support paraprofessionals in their setting.</p>	<p>Candidate sometimes or occasionally communicates and supports paraprofessionals.</p>	<p>Candidate clearly communicates expectations with paraprofessionals, including planning instructional activities and facilitating behavior supports.</p>	<p>Candidate clearly communicates expectations with paraprofessionals, including planning instructional activities and facilitating behavior supports and provides feedback to paraprofessionals to support their work.</p>
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	Clinical Educator		Teacher Candidate		Field Instructor	
<p>Progress Conference P = Progressing NI = Needs Improvement</p>	<p>Week 4</p>	<p>Week 11 if needed</p>	<p>Week 4</p>	<p>Week 11 if needed</p>	<p>Not Applicable</p>	
<p>Ratings</p>	<p>Midway</p>	<p>Final</p>	<p>Midway</p>	<p>Final</p>	<p>Midway</p>	<p>Final</p>
<p>Claim and Evidence Examples: The candidate regularly meets with paraprofessionals to provide direction and to identify the needs of students.</p>						
<p>Midway Claim and Evidence Goals:</p>						
<p>Final Claim and Evidence and Goals:</p>						