

University of Delaware Teacher Candidate Middle School Multilingual Learners (7 weeks) *
Capstone Clinical Experience Evaluation

In order to pass *EDUC 400: Student Teaching*

- A score of 2 or better in 7 of the 9 indicators on the DTGSS
- A score of 2 or better in all disposition indicators and content specific addendum

Teacher Candidate:
School and Grade Level:

Clinical Educator:
Number of Classes:

Field Instructor:
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.

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	Week 4 (1st 7 weeks) OR Week 11 (2nd 7 weeks)		Week 4 (1st 7 weeks) OR Week 11 (2nd 7 weeks)			
	Final		Final		Final	

Evidence Example: Evidence of routines and procedures and/or **transitions** for instructional groups, group work, centers.

Final Evidence and Goals:	CE: TC: FI:
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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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	Final		Final		Final	

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Final Evidence and Goals:	CE: TC: FI:
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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>	AND <ul style="list-style-type: none"> Students take initiative to share their interests and perspectives.
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*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc.

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	Final		Final		Final	

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Evidence Example: Evidence of routines and procedures and/or transitions for instructional groups, group work, centers.						
Final Evidence and Goals:	CE:					
	TC:					
	FI:					

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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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*: <ul style="list-style-type: none"> are not matched to the objective or the learning 	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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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 Feedback to students is: <ul style="list-style-type: none"> not specific or timely 	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 <ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success Feedback to students is: <ul style="list-style-type: none"> timely 	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 students are given opportunities to redo and to be reassessed on assignments/tasks Student self-assessment	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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		<ul style="list-style-type: none"> 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 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.

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	<p>Final</p>		<p>Final</p>		<p>Final</p>	

Evidence Example: Evidence of routines and procedures and/or **transitions** for instructional groups, group work, centers.

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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.	<p>Assignments are:</p> <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 <p>Assignments do not require application of content through:</p> <ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems 	<p>Assignments are:</p> <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 <p>Assignments provide opportunities to apply content by:</p> <ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems <p>...but many students do not engage in those opportunities.</p>	<p>Assignments are:</p> <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 <p>Assignments provide opportunities to apply content by:</p> <ul style="list-style-type: none"> generating examples reviewing material leading discussions critically analyzing information solving problems <p>...and students engage in those opportunities.</p>	<p>AND</p> <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.

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	<p>Final</p>		<p>Final</p>		<p>Final</p>	

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Final Evidence and Goals:	CE: TC:
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FI:

<p>Indicator 3.2</p> <p>Questioning and Discussion</p> <p>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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Final Evidence and

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Goals:	TC: FI:
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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.
	<p>*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.</p>			

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FI:

Professional Dispositions	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.				

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

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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)

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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)

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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. (CEC 1.3)

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Professionalism 6
Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.

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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). (CEC 1.1,)

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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.

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Professional Disposition Evidence	
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Middle School MLL Addendum to DTGSS Evaluation

As an effective educator, the teacher candidate:	Not Apparent Level 1	Emerging Level 2	Proficient Level 3	Exemplary Level 4
<p>ADDENDUM 1</p> <p>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)</p>	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.	<p>AND</p> <ul style="list-style-type: none"> MLs demonstrate progress in accessing and applying content. MLs actively engage in instruction that aligns with individual language proficiency levels.

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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

				<p>meaning and engage in rigorous grade-level tasks.</p> <ul style="list-style-type: none"> • 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.
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	Clinical Educator	Rating	Teacher Candidate	Rating	Field Instructor	Rating
<p>Progress Conference: use a “P”, “NI”, or “N/A” P = Progressing NI = Needs Improvement N/A = Not Applicable</p> <p>Final: Use number ratings from the rubric</p>	Progress Conference		Progress Conference		N/A	
	Week 4 (1 st 7 weeks) OR Week 11 (2 nd 7 weeks)		Week 4 (1 st 7 weeks) OR Week 11 (2 nd 7 weeks)			
	Final		Final		Final	

Evidence Example: Evidence of routines and procedures and/or **transitions** for instructional groups, group work, centers.

Final Evidence and Goals:	CE: TC: FI:
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ADDENDUM 3 Candidate engages in supervised teaching applying	Candidate does not demonstrate engagement in self reflection and use of feedback from cooperating teachers and supervising	Candidate demonstrates partial engagement in self reflection and use of feedback from cooperating teachers and supervising	Candidate demonstrates engagement in self reflection and use of feedback from cooperating teachers and supervising faculty as evidenced in their teaching.	AND <ul style="list-style-type: none"> • MLs actively participate in class discussions, group
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self-reflection and feedback from their cooperating teachers and supervising faculty. (TESOL 5d)	faculty.	faculty as evidenced in their teaching. However, enactment of feedback in teaching may have been misinterpreted or ineffectively applied.		<p>activities, and projects using appropriate academic discourse.</p> <ul style="list-style-type: none"> • 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.
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	Clinical Educator	Rating	Teacher Candidate	Rating	Field Instructor	Rating
<p>Progress Conference: use a “P”, “NI”, or “N/A”</p> <p>P = Progressing NI = Needs Improvement N/A = Not Applicable</p> <p>Final: Use number ratings from the rubric</p>	<p>Progress Conference</p> <p>Week 4 (1st 7 weeks) OR Week 11 (2nd 7 weeks)</p>		<p>Progress Conference</p> <p>Week 4 (1st 7 weeks) OR Week 11 (2nd 7 weeks)</p>		<p>N/A</p>	
	<p>Final</p>		<p>Final</p>		<p>Final</p>	

Evidence Example: Evidence of routines and procedures and/or **transitions** for instructional groups, group work, centers.

Final Evidence and Goals:	<p>CE:</p> <p>TC:</p> <p>FI:</p>
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