

Teacher Candidate _____

NE Clinical Practice Evaluation Rubric

For Office use only: CT/ TC/ US

Evaluator's Name: Evaluator's Role (Please Select): Cooperating Teacher (CT)
Teacher Candidate (TC)

University Supervisor (US)

Date: _____

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with _ with the student teacher's university supervisor and Dr. Drew Gerdes, Director of Student Teaching (402) 643-7128, Drew.Gerdes@cune.edu .

	Advanced	Proficient	Developing	Below Standard
<i>Uses knowledge of students to meet needs</i> Standard 1 Learner Development	Uses data/information about students and their development to adjust teaching and build on student strengths resulting in student learning. 	Uses data/information about students and their development to adjust teaching. 	Collects data/information about students and their development but does not adjust teaching. 	Lacks evidence of data/information collection and use related to students and their development.
Comments				
<i>Differentiates instruction to meet student needs</i> Standard 2 Learner Differences	Identifies students' needs for differentiation and responds with varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. 	Identifies students' needs for differentiation and responds with varied learning experiences. 	Identifies students' needs for differentiation. 	Does not identify students' needs for differentiation.
Comments				

Promotes a positive classroom environment through clear expectations Standard 3 Learning Environments	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time to include relationship building with and between students.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment to include relationship building with and between students.	Communicates and reinforces clear task and behavior expectations to students.	Attempts to communicate and reinforces clear task and behavior expectations to students.
Comments				
Uses accurate content and academic vocabulary Standard 4 Content Knowledge	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.
Comments				
Engages students in critical thinking and collaborative problem solving Standard 5a Application of Content	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	Links concepts to help students make connections in the discipline.	Does not assist students in making connections in the discipline.

Comments				
<i>Develops foundational literacy and communication skills through content</i> Standard 5b Application of Content	Engages students to utilize evidence-based literacy strategies and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	Engages students to utilize evidence-based literacy strategies and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students in developing evidence-based literacy strategies and communication skills.	Provides few opportunities for students to develop evidence-based literacy strategies and communication skills.
Comments				
<i>Uses classroom assessment</i> Standard 6a Assessment	Uses timely classroom formative and summative assessments that match objectives and inform prompt instructional decisions to guide implementation and/or adaptations of instructional strategies.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of instructional strategies.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.
Comments				

Assesses for learning Standard 6b Assessment	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support students.	Does not use student performance data and/or knowledge of students to identify interventions that support students.
Comments				
Plans for instruction Standard 7 Planning for Instruction	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments.	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.
Comments				

<i>Incorporates digital learning experiences into instruction</i> Standard 8a Instructional Strategies	Designs or adapts relevant learning experiences that incorporate digital learning experiences and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital learning experiences and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital learning experiences to stimulate interest.	Provides learning experiences that incorporate digital learning experiences infrequently or ineffectively.
Comments				
<i>Uses research-based instructional strategies</i> Standard 8b Instructional Strategies	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses strategies and poses questions.
Comments				
<i>Uses engagement to enhance learning</i> Standard 8c Instructional Strategies	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	Manages the learning environment for student engagement.	Attempts to manage the learning environment for student engagement.

Comments				
<i>Accepts critique and input regarding performance</i> Standard 9 Professional Learning and Ethical Practice	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	May resist constructive feedback or fail to implement goals to improve practice.
Comments				
<i>Conveys professional demeanor</i> Standard 10a Leadership and Collaboration	Conveys a confident, professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc) in small and large group situations to include exchanging information, and resources with families and colleagues.	Conveys a confident, professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc) in small and large group situations.	Conveys professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc) in small and large group situations.	Conveys a lack of professional decorum when interacting.

Comments

<i>Uses professional communication</i> Standard 10b Leadership and Collaboration	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings).	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.
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Comments

Summary