

## CLINICAL TEACHER/INTERN EVALUATION RUBRIC

<b>STANDARD I: Designing Instruction and Assessment</b>			
Proficient	Acceptable	Developing	Needs Improvement
<b><i>Selecting Instructional Goals and Objectives:</i></b>			
The Clinical Teacher: Selects or writes rigorous goals and objectives that are clear, relevant, and measurable and that align with state content standards.	The Clinical Teacher: Chooses goals and objectives that are clear, relevant and measurable and that align with state standards.	The Clinical Teacher: Aligns most lesson goals and objectives to state standards and objectives of lesson are clear.	The Clinical Teacher: Aligns few lesson goals and objectives to state standards and objectives of lesson are unclear.
<b><i>Designing Coherent Instruction:</i></b>			
Displays extensive knowledge of the content to design lessons which promote student learning and relates content to other subjects.	Exhibits appropriate knowledge of content to promote student learning.	Is somewhat knowledgeable of the content but needs to gain further knowledge and understanding.	Has little knowledge of the subject matter being taught which affects student learning.
Uses a wide variety of instructional materials, resources, activities and technology to design a lesson with a clearly defined structure which builds toward the objective and meets diverse learning needs.	Uses a variety of instructional materials, resources, activities and technology to design a lesson with a clearly defined structure which builds toward the objective and meets diverse learning needs.	Uses limited instructional strategies and resources which prevents the lesson from most effectively meeting the needs of diverse learners.	Fails to meet the needs of diverse learners by not varying instructional strategies and resources.
Motivates students to want to learn and maximizes learning opportunities by connecting content to students' prior knowledge, understanding, interests and real-world experiences.	Interests students in the lesson by relating the content to students' prior knowledge and understanding and interests.	Connects students to the lesson by relating the content to students' prior knowledge and understanding.	Lack of making connections to prior knowledge, interests and real world experiences causes students to become disinterested.
<b><i>Assessing Student Learning:</i></b>			
Chooses or constructs assessment instruments that are aligned with objectives and goals of lesson, and student data gained from both formal and informal assessments is analyzed to drive instruction.	Closely aligns assessment instruments with objectives and goals of lesson. Student data gained helps to drive instruction.	Mostly aligns assessment instruments with objectives and goals of lesson. Student data is used but not on the most effective level.	Non-alignment of assessment instruments with the content being taught or with the objectives causes assessment data to not be effectively usable.

<b>STANDARD II: Creating a Learning Environment</b>			
Proficient	Acceptable	Developing	Needs Improvement
<b><i>Creating an Environment of Respect and Rapport:</i></b>			
The Clinical Teacher: Models respect for all students and embraces diversity and individual differences which establishes a safe, positive, and inclusive classroom environment.	The Clinical Teacher: Models respect for all students and establishes an environment where students are also respectful of the teacher and of their fellow students.	The Clinical Teacher: Occasionally fails to address issues of disrespect; however, most students are respectful of the teacher and fellow students.	The Clinical Teacher: Fails to address issues when students are disrespectful of the teacher or of each other.
Demonstrates enthusiasm for the subject matter and communicates the importance of the instructional content. The content is related to student interests and experiences.	Demonstrates enthusiasm for the subject matter, and communicates the importance of the instructional content being introduced.	Demonstrates interest in the subject matter but does not make connections to student interests and experiences.	Is unenthusiastic about the content being taught and does not relate the content to student interests or experiences.
<b><i>Managing Classroom Procedures:</i></b>			
The Clinical Teacher: Establishes routines and procedures which primarily rely on student leadership and responsibility for effectively managing materials, supplies and technology.	The Clinical Teacher: Establishes and uses effective routines, transitions and procedures that are teacher led.	The Clinical Teacher: Establishes some routines and procedures which are effective, but additional routines and procedures need to be in place.	The Clinical Teacher: Places few classroom procedures and routines in place which leads to confusion and inefficiency with transitions and the distribution of materials.
Clearly communicates expectations for behavior by establishing a classroom behavior management plan which promotes an organized and productive learning environment. Consequences for misbehavior are clear to students and are followed consistently, impartially and fairly.	Promotes an organized and productive environment by establishing classroom rules and procedures. Consequences for misbehavior are clear to students and are followed consistently, impartially and fairly.	Most students meet expectations for behavior, but additional management strategies need to be in place and need to be followed consistently, impartially and fairly.	Lacks a behavior management system. Expectations for behavior are unclear. Learning is hampered by misbehaviors.
<b><i>Establishing an Environment for Learning Excellence:</i></b>			
The Clinical Teacher: Consistently communicates expectations of high quality work and high expectations for	The Clinical Teacher: Consistently communicates expectations of high quality work	The Clinical Teacher: Encourages students to do their best but does not communicate high expectations for achievement.	The Clinical Teacher: Fails to encourage students to produce high quality work or reach higher levels of achievement.

achievement. Quality student work is honored and shared.	and high expectations for achievement.		
Constructs a physical environment that inspires students to become engaged in learning.	Creates a physical environment which is attractive, comfortable and safe.	Classroom is safe and neat, but it does not attract student attention.	The physical environment is non-stimulating, uncomfortable, or unsafe.

<b>STANDARD III: Responsive Instruction</b>			
Proficient	Acceptable	Developing	Needs Improvement
<b>Content Knowledge:</b>			
The Clinical Teacher: Displays extensive knowledge of the content being taught and enthusiastically communicates the importance of learning the content for real-world experiences. Can provide explanations of material from various perspectives.	Displays in-depth knowledge of content being taught and conveys accurate and clear explanations.	Presents basic but factually accurate content to students.	Conveys inaccurate content knowledge on occasion and explanations are sometimes confusing to students.
<b>Communication:</b>			
Skillfully frames questions and facilitates discussions to foster active student inquiry, engage students in higher order thinking, and encourage all students to become active participants in the learning process.	Asks questions that engage students in higher order thinking and leads discussions that promote student engagement.	Asks questions that help to keep students focused; however, questions are lower order questions that do not engage students in higher order thinking.	Allows little time for student engagement through questioning and discussion.
Uses correct grammar in written documents and in oral language and uses language that is student appropriate. Communicates with reluctant students.	Uses correct grammar in written documents and oral language.	Makes few grammatical errors in written documents and oral language.	Makes evident grammatical errors in both oral and written communications.
<b>Student Engagement:</b>			
Utilizes strategies and resources to promote engaged learning and adjusts instruction to maintain engagement.	Uses effective strategies and resources to promote engaged learning.	Needs to develop additional strategies and resources to keep students engaged throughout the lesson.	Provides few opportunities for student participation in the lesson causing the students to become disengaged,

<b>Differentiation:</b>			
Differentiates instruction by using a wide variety of instructional strategies which aligns methods and techniques to student needs.	Differentiates instructions by varying instructional strategies.	Needs to develop additional instructional strategies in order to meet the learning needs of all students.	Uses little differentiation to meet student needs.
Makes adjustments to instruction based on on-going assessment of student understanding. Students receive feedback which is immediate and constructive.	Sometimes makes adjustments to instruction based on on-going assessment. Students receive immediate feedback.	Sometimes makes adjustments to instruction based on on-going assessment, but teacher needs more training in using data collected from formal and informal assessments. Students receive some feedback.	Seldom makes adjustments to the lesson based on on-going assessment. Students receive little effective feedback.
Presents a lesson with a clearly defined structure around which activities are built where instructional time is maximized by managing activities and transitions in an organized and productive manner.	Schedules and manages class time to maximize learning time.	At times, poor transitions or poor management of time during classroom activities causes a loss of instructional time.	Lesson activities are often uncompleted because of time mismanagement including transitions and interruptions.

<b>STANDARD IV: Professional Roles and Responsibilities</b>			
Proficient	Acceptable	Developing	Needs Improvement
<b>Program Responsibilities:</b>			
The Clinical Teacher: Seeks out feedback from supervisor and mentor and modifies practices according to suggestions in order to enhance professional skills and knowledge.	The Clinical Teacher: Is open to suggestions for improvement from mentor and supervisor and modifies practices accordingly.	The Clinical Teacher: Is open to suggestions for improvement from mentor and supervisor but sometimes has difficulty in initiating change.	The Clinical Teacher: Does not welcome feedback from mentor and supervisor and makes few changes in teaching practices due to feedback.
Works productively with supervisor and mentor by keeping them aware of any issues that might need to be addressed in order to prevent future problems and to enhance professional performance.	Contacts mentor and supervisor about issues after they occur and brings solutions to the table.	Informs mentor and supervisor of issues that occur but depends upon them to help in solving the problem.	Does not inform mentor and supervisor when issues occur which leads to larger issues.

Takes responsibility for keeping up with due dates of assignments and turns all assignments in on time including requested lesson plans.	Completes all assignments and lesson plans in a timely manner.	Must be reminded that assignments and lesson plans are due.	Submits assignments after the due date, usually toward the end of the semester. Sometimes does not submit lesson plans.
<b><i>Professional Practices:</i></b>			
Demonstrates knowledge of legal and ethical guidelines, and those guidelines guide behavior.	Follows legal and ethical guidelines.	Needs to be reminded, on occasion, of situations where legal and ethical guidelines need to be followed.	Does not follow all legal and ethical guidelines.