

Nebraska Clinical Evaluation Rubric

Please complete this Nebraska Clinical Evaluation as the **midterm** and **final** evaluation. Comments are required unless there has not yet been an occasion to observe or demonstrate the standard, then please leave an N/A as the comment.

* Required

Student Teacher's Name: *

Evaluator's Name: *

Date of evaluation: *

 

Evaluator's Role: *

- ☐ Cooperating Teacher
- ☐ College Supervisor
- ☐ Student Teacher

Student teacher - are you in the Para-to-Teacher Program? *

- ☐ Yes
- ☐ No

Evaluator's email address *

Endorsement/Major #1 (ex: Elementary Ed K-8, Math 6-12, Special Ed K-12, etc.) *

Select the answer to each question in the survey 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 David Perkins, Director of Field Experiences at dperkins@csc.edu.

Standard 1

Learner Development
InTASC 1; CAEP 1.1

Uses knowledge of students to meet needs

Advanced (4). Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.

Proficient (3). Uses data about students and their development to adjust teaching.

Developing (2). Collects data about students and their development but does not adjust teaching.

Below Standard (1). Lacks evidence of data collection and use related to students and their development.

*

☐ 4

☐ 3

☐ 2

☐ 1

☐ N/A

Comments: *

Standard 2

Learner Differences

InTASC 2; CAEP 1.1

Differentiates instruction to meet student needs

Advanced (4) Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.

Proficient (3) Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences

Developing (2) Identifies students' needs for differentiation

Below Standard (1) Does not Identify students' needs for differentiation

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 3

Learning Environments

InTASC 3; CAEP 1.1

Promotes a positive classroom environment through clear expectations

Advanced (4). Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.

Proficient (3). Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.

Developing (2). Communicates and reinforces clear task and behavior expectations to students.

Below Standard (1). Attempts to communicate and reinforces clear task and behavior expectations to students.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 4

Content Knowledge

InTASC 4; CAEP 1.1

Uses accurate content and academic vocabulary

Advanced (4). 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.

Proficient (3). Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.

Developing (2). Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.

Below Standard (1). Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 5

Application of Content

InTASC 5; CAEP 1.1

Engages students in critical thinking and collaborative problem solving.

Advanced (4) Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.

Proficient (3) Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.

Developing (2) Links concepts to help students make connections in the discipline.

Below Standard (1) Does not assist students in making connections in the discipline.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 5

Application of Content

InTASC 5; CAEP 1.1

Develops literacy and communication skills through content

Advanced (4) Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.

Proficient (3) Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.

Developing (2) Engages students in developing literacy and communication skills.

Below Standard (1) Provides few opportunities for students to develop literacy and communication skills. *

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 6

Assessment

InTASC 6; CAEP 1.1

Uses classroom assessment

Advanced (4) Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.

Proficient (3) Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.

Developing (2) Uses classroom formative and summative assessments that match objectives and inform instructional decisions.

Below Standard (1) Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. *

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 6

Assessment

InTASC 6; CAEP 1.1

Assesses for learning

Advanced (4) 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.

Proficient (3) Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.

Developing (2) Uses student performance data and knowledge of students to identify interventions that support students.

Below Standard (1) Does not use student performance data and/or knowledge of students to identify interventions that support students. *

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 7

Planning for Instruction

InTASC 7; CAEP 1.1

Plans for instruction

Advanced (4) 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.

Proficient (3) Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.

Developing (2) Sequences learning experiences linked to the learning objectives, performance tasks and assessments.

Below Standard (1) Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 8

Instructional Strategies

InTASC 8; CAEP 1.1

Incorporates digital tools into instruction

Advanced (4) Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

Proficient (3) Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

Developing (2) Provides relevant learning experiences that incorporate digital tools to stimulate interest.

Below Standard (1) Provides learning experiences that incorporate digital tools infrequently or ineffectively.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 8

Instructional Strategies

InTASC 8; CAEP 1.1

Uses research-based instructional strategies

Advanced (4) 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.

Proficient (3) Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.

Developing (2) Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.

Below Standard (1) Uses strategies and poses questions.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 8

Instructional Strategies

InTASC 8; CAEP 1.1

Uses engagement to enhance learning.

Advanced (4) 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.

Proficient (3) Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.

Developing (2) Manages the learning environment for student engagement.

Below Standard (1) Attempts to manage the learning environment for student engagement.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 9

Professional Learning and Ethical Practice

InTASC 9; CAEP 1.1

Accepts critique and input regarding performance

Advanced (4) Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.

Proficient (3) Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.

Developing (2) Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.

Below Standard (1) May resist constructive feedback or fail to implement goals to improve practice.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 10

Leadership and Collaboration

InTASC 10; CAEP 1.1

Conveys professional demeanor

Advanced (4) Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.

Proficient (3) Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.

Developing (2) Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.

Below Standard (1) Conveys a lack of professional decorum when interacting.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Standard 10

Leadership and Collaboration

InTASC 10; CAEP 1.1

Uses professional communication

Advanced (4) 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).

Proficient (3) Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.

Developing (2) Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.

Below Standard (1) Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.

*

- ☐ **Advanced (4)**
- ☐ **Proficient (3)**
- ☐ **Developing (2)**
- ☐ **Below Standard (1)**
- ☐ **N/A**

Comments: *

Please indicate the **grade** that you believe the teacher intern earned while experiencing the classroom experience. *

- ☐ **A - Advanced** – The student candidate demonstrates a broad and deep understanding of the knowledge or skill under observation. The candidate initiates multiple opportunities for implementation of the knowledge or skill and seeks wide pupil participation via varied and active modes of engagement. You would want your child or relative to be taught by this teacher.
- ☐ **B - Proficient** – The student candidate demonstrates adequate understanding of the knowledge or skill under observation. The candidate initiates opportunities for implementation of the knowledge or skill by many pupils. A few modes of educational engagement are used. This candidate would be an adequate educator.
- ☐ **C - Developing** – The student candidate demonstrates a minimal understanding of the knowledge or skill under observation. The candidate initiates single opportunities for implementation of the knowledge or skill. The candidate demonstrates a teacher centered idea of education and does not seek wide pupil participation. Passive teacher-directed modes of learning are exhibited. At the current level of development you would not want your child or relative to be taught by this teacher.
- ☐ **D - Below Standard**– This candidate exhibits a distinct lack of understanding of the educational process. Serious deficiencies in the knowledge, skills and dispositions to be a teacher are apparent. This candidate should be counseled about their choice of teaching as a career.

Strengths, Weaknesses and Improvements

What were the strengths of the CSC intern while they were student teaching in your classroom?

What were the weaknesses or struggles of the CSC intern while they were student teaching in your classroom?

What areas of improvement does the Education Department need to address in order to better prepare our future teachers? Please include specific examples/reasons for the desired improvement(s) and ideas for how to address the improvements if possible.

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