Nebraska Clinical Practice Evaluation Rubric

	Advanced	Proficient	Developing	Below Standard
Uses knowledge of students to meet needs **Standard 1** Learner Development InTASC 1; AAQEP 1.d	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; AAQEP 1.d	Uses data about students and their development to adjust teaching. InTASC 1; AAQEP 1.d	Collects data about students and their development but does not adjust teaching. InTASC 1; AAQEP 1.d	Lacks evidence of data collection and use related to students and their development. InTASC 1; AAQEP 1.d
Comments:				
Differentiates instruction to meet student needs **Standard 2** Learner Differences InTASC 2; AAQEP 1.b; AAQEP 1.c	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. InTASC 2; AAQEP 1.b; AAQEP 1.c	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; AAQEP 1.b; AAQEP 1.c	Identifies students' needs for differentiation. InTASC 2; AAQEP 1.b; AAQEP 1.c	Does not Identifies students' needs for differentiation. InTASC 2; AAQEP 1.b; AAQEP 1.c
Comments:				
Promotes a positive classroom environment through clear expectations **Standard 3** Learning Environments InTASC 3; AAQEP 1.e	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; AAQEP 1.e	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; AAQEP 1.e	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; AAQEP 1.e	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; AAQEP 1.e

Comments:				
Uses accurate content and academic vocabulary **Standard 4** Content Knowledge InTASC 4; AAQEP 1.a	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. InTASC 4; AAQEP 1.a	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; AAQEP 1.a	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; AAQEP 1.a	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; AAQEP 1.a
Comments:				
Engages students in critical thinking and collaborative problem solving **Standard 5** Application of Content InTASC 5; AAQEP 1.a; AAQEP 1.b	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; AAQEP 1.a; AAQEP 1.b	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 5; AAQEP 1.a; AAQEP 1.b	Links concepts to help students make connections in the discipline. InTASC 5; AAQEP 1.a; AAQEP 1.b	Does not assist students in making connections in the discipline. InTASC 5; AAQEP 1.a; AAQEP 1.b
Comments:				
Develops literacy and communication skills through content **Standard 5** Application of Content InTASC 5; AAQEP 1.a; AAQEP 1.b	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; AAQEP 1.a; AAQEP 1.b	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; AAQEP 1.a; AAQEP 1.b	Engages students in developing literacy and communication skills. InTASC 5; AAQEP 1.a; AAQEP 1.b	Provides few opportunities for students to develop literacy and communication skills. InTASC 5; AAQEP 1.a; AAQEP 1.b
Comments:				

| Uses classroom assessment

Standard 6
Assessment
InTASC 6; AAQEP 1.d	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. InTASC 6; AAQEP 1.d	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; AAQEP 1.d	Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; AAQEP 1.d	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; AAQEP 1.d
Comments:				
Assesses for learning

Standard 6
Assessment
InTASC 6; AAQEP 1.d | 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. InTASC 6; AAQEP 1.d | Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; AAQEP 1.d | Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; AAQEP 1.d | Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; AAQEP 1.d |
| Comments: | | | | |
| Plans for instruction

Standard 7
Planning for Instruction
InTASC 7; AAQEP 1.a; AAQEP 1.b | 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. InTASC 7; AAQEP 1.a; AAQEP 1.b | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; AAQEP 1.a; AAQEP 1.b | Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; AAQEP 1.a; AAQEP 1.b | Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; AAQEP 1.a; AAQEP 1.b |
| Comments: | | | | |
| Incorporates digital tools into instruction | Designs or adapts relevant learning experiences that incorporate digital tools and | Provides relevant learning experiences that incorporate digital tools and resources to | Provides relevant learning experiences that incorporate digital tools to stimulate interest. | Provides learning experiences that incorporate digital tools infrequently or ineffectively. |

Standard 8 Instructional Strategies InTASC 8; AAQEP 1.a; AAQEP 1.b	resources to promote student learning and creativity. InTASC 8; AAQEP 1.a; AAQEP 1.b	promote student learning and creativity. InTASC 8; AAQEP 1.a; AAQEP 1.b	InTASC 8; AAQEP 1.a; AAQEP 1.b	InTASC 8; AAQEP 1.a; AAQEP 1.b
Comments:				
Uses research-based instructional strategies **Standard 8** Instructional Strategies InTASC 8; AAQEP 1.a; AAQEP 1.b	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. InTASC 8; AAQEP 1.a; AAQEP 1.b	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; AAQEP 1.a; AAQEP 1.b	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; AAQEP 1.a; AAQEP 1.b	Uses strategies and poses questions. InTASC 8; AAQEP 1.a; AAQEP 1.b
Comments:				
Uses engagement to enhance learning **Standard 8** Instructional Strategies InTASC 8; AAQEP 1.a; AAQEP 1.b	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. InTASC 8; AAQEP 1.a; AAQEP 1.b	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; AAQEP 1.a; AAQEP 1.b	Manages the learning environment for student engagement. InTASC 8; AAQEP 1.a; AAQEP 1.b	Attempts to manage the learning environment for student engagement. InTASC 8; AAQEP 1.a; AAQEP 1.b
Comments:				
Accepts critique and input regarding performance **Standard 9** Professional Learning and Ethical Practice InTASC 9; AAQEP 1.f	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; AAQEP 1.f	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; AAQEP 1.f	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; AAQEP 1.f	May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; AAQEP 1.f
Comments:				

Conveys professional demeanor **Standard 10** Leadership and Collaboration InTASC 10; AAQEP 1.f	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. InTASC 10; AAQEP 1.f	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; AAQEP 1.f	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; AAQEP 1.f	Conveys a lack of professional decorum when interacting. InTASC 10; AAQEP 1.f
Comments:				
Uses professional communication **Standard 10** Leadership and Collaboration InTASC 10; AAQEP 1.e; AAQEP 1.f	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). InTASC 10; AAQEP 1.e; AAQEP 1.f	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; AAQEP 1.e; AAQEP 1.f	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; AAQEP 1.e; AAQEP 1.f	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; AAQEP 1.e; AAQEP 1.f
Comments:				

The expectation is that teacher candidates will be at a 3.0 average (LiveText score of 45 points/75%) on the NE clinical practice rubric by the end of the semester. Any candidate at or below a 2.8 average at midterm will have additional supports added to assist in their success. Both the university supervisor's score and the cooperating teacher's score will be used to calculate this average.