

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:			<u> </u>	<u> </u>
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

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 vocabular, 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	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and	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	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

Standard 6 Assessment InTASC 6; AAQEP 1.d Uses student performance data and knowledge of students to identify interventions at support and/or advance learning. InTASC 6; AAQEP 1.d Uses student performance data and knowledge of students to identify interventions at a positively impact tearning. InTASC 6; AAQEP 1.d Standard 7 Planning for instruction Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to grow experiences inflaced to the learning objectives, performance tasks and assessments. InTASC 7; AAQEP 1.a; AAQEP 1.b Sequences learning experiences inflaced to the learning obje			Г	T	1
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	creativity. InTASC 8; AAQEP 1.a; AAQEP 1.b	1.b	1.b
e of evidence- U	Uses evidence–based strategies	Uses evidence–based strategies	Uses strategies and poses
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ent for student le personal en g strategies pritunities for as and	Organizes and manages the earning environment for student engagement using strategies that provide opportunities for students to process and erticulate new knowledge.	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
ly, res and so to improve in	mprove practice. InTASC 9;	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
	to improve i	to improve practice. InTASC 9;	to improve practice. InTASC 9; to improve practice. InTASC 9;

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	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.	Conveys a lack of professional decorum when interacting. InTASC 10; AAQEP 1.f
	opportunities in the school and/or community. InTASC 10; AAQEP 1.f		InTASC 10; AAQEP 1.f	
Comments:				
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Uses professional communication	Demonstrates professional oral, written and electronic communication, responds to	Demonstrates professional oral, written and electronic communication, responds to	Demonstrates professional oral, written and electronic communication, responds to	Demonstrates unprofessional oral, written and/or electronic communication and/or
Standard 10 Leadership and Collaboration InTASC 10; AAQEP 1.e; AAQEP 1.f	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	people, problems and crises effectively. InTASC 10; AAQEP 1.e; AAQEP 1.f	people, problems and crises effectively with additional assistance. InTASC 10; AAQEP 1.e; AAQEP 1.f	responds to people, problems and crises ineffectively. InTASC 10; AAQEP 1.e; AAQEP 1.f
Comments:				1

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.