

# Mid-Term/Final Clinical Evaluation Rubric

	Unsatisfactory	Basic	Proficient	Score/Level
1a-1. Knowledge of content and the structure of the discipline	In planning and practice, candidate makes content errors or does not correct errors made by P-12 students.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another.	
1a-2. Knowledge of prerequisite relationships (What do the P-12 students already know and are able to do?)	Candidate's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	
1a-3. Knowledge of content-related pedagogy	Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Candidate's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the P-12 students.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	
1b-1. Knowledge of child and adolescent development	Candidate displays little or no knowledge of the developmental characteristics of the age group.	Candidate displays partial knowledge of the developmental characteristics of the age group.	Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	
1b-2. Knowledge of the learning process	Candidate sees no value in understanding how P-12 students learn and does not seek such information.	Candidate recognizes the value of knowing how P-12 students learn, but this knowledge is limited or outdated.	Candidate's knowledge of how P-12 students learn is accurate and current. Candidate applies this knowledge to the class as a whole and to groups of P-12 students.	
1b-3. Knowledge of P-12 students' skills, knowledge, and language proficiency	Candidate displays little or no knowledge of P-12 students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Candidate recognizes the value of understanding P-12 students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Candidate recognizes the value of understanding P-12 students' skills, knowledge, and language proficiency and displays this knowledge for groups of P-12 students.	
1b-4. Knowledge of P-12 students' interests and	Candidate displays little or no knowledge of P-12 students' interests or cultural heritage	Candidate recognizes the value of understanding P-12 students' interests and	Candidate recognizes the value of understanding P-12 students' interests and	

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cultural heritage	and does not indicate that such knowledge is valuable.	cultural heritage but displays this knowledge only for the class as a whole.	cultural heritage and displays this knowledge for groups of P-12 students.	
1b-5. Knowledge of P-12 students' special needs	Candidate displays little or no understanding of P-12 students' special learning or medical needs or why such knowledge is important.	Candidate displays awareness of the importance of knowing P-12 students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Candidate is aware of P-12 students' special learning and medical needs.	
1c-1. Value, sequence, and alignment	Objectives represent low expectations for P-12 students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Objectives represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most objectives represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	
1c-2. Clarity	Objectives are either not clear or are stated as activities, not as student learning. Objectives do not permit viable methods of assessment.	Objectives are only moderately clear or consist of a combination of objectives and activities. Some objectives do not permit viable methods of assessment.	All the instructional objectives are clear, written in the form of student learning. Most suggest viable methods of assessment.	
1c-3. Balance	Objectives reflect only one type of learning (e.g., factual knowledge, reasoning skills, social skills, communication skills, etc.) and only one discipline or strand.	Objectives reflect several types of learning (e.g., factual knowledge, reasoning skills, social skills, communication skills, etc.), but Candidate has made no attempt at coordination (within target discipline) or integration (with other disciplines).	Objectives reflect several different types of learning (e.g., factual knowledge, reasoning skills, social skills, or communication skills, etc.) and opportunities for coordination (within target discipline).	
1c-4. Suitability for diverse learners	Objectives are not suitable for the class or are not based on any assessment of student needs.	Most of the objectives are suitable for most of the P-12 students in the class based on global (rather than individual student) assessments of student learning.	Most of the objectives are suitable for all P-12 students in the class and are based on evidence of student proficiency. However, the needs of some individual P-12 students may not be accommodated (noting that those legally required must be accommodated).	
1d-1. Resources for classroom use	Candidate is unaware of resources for classroom use available through the school or district.	Candidate displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Candidate displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	
1d-2. Resources to extend content knowledge and	Candidate is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Candidate displays awareness of resources to enhance content and pedagogical knowledge available through the school or	Candidate displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	

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pedagogy		district but no knowledge of resources available more broadly.		
1d-3. Resources for P-12 students	Candidate is unaware of resources for P-12 students available through the school or district.	Candidate displays awareness of resources for P-12 students available through the school or district but no knowledge of resources available more broadly.	Candidate displays awareness of resources for P-12 students available through the school or district and some familiarity with resources external to the school and on the Internet.	
1e-1. Learning activities	Learning activities (including those that are technology-based) are not suitable to P-12 students or to instructional objectives and are not designed to engage P-12 students in active intellectual activity.	Only some of the learning activities (including those that are technology-based) are suitable to P-12 students or to the instructional objectives. Some represent a moderate cognitive challenge, but with no differentiation for different P-12 students.	All of the learning activities (including those that are technology-based) are suitable to P-12 students or to the instructional objectives, and most represent significant cognitive challenge, with some differentiation for different groups of P-12 students.	
1e-2. Instructional materials and resources	Materials and resources (including technology) are not suitable for P-12 students and do not support the instructional objectives or engage P-12 students in meaningful learning.	Some of the materials and resources (including technology) are suitable to P-12 students, support the instructional objectives, and engage P-12 students in meaningful learning.	All of the materials and resources (including technology) are suitable to P-12 students, support the instructional objectives, and are designed to engage P-12 students in meaningful learning.	
1e-3. Instructional groups	Instructional groups do not support the instructional objectives and offer no variety.	Instructional groups partially support the instructional objectives, with an effort at providing some variety.	Instructional groups are varied as appropriate to the P-12 students and the different instructional objectives.	
1e-4. Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic (is not uniform). Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	
1f-1. Post assessment congruence with instructional objectives	Assessment procedures are not congruent with instructional objectives.	Some of the instructional objectives are assessed through the proposed approach, but many are not.	All the instructional objectives are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of P-12 students.	
1f-2. Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	

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1f-3. Design of formative assessments	Candidate has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional objectives.	Candidate has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	
1f-4. Use for planning	Candidate has no plans to use assessment results in designing future instruction.	Candidate plans to use assessment results to plan for future instruction for the class as a whole.	Candidate plans to use assessment results to plan for future instruction for groups of P-12 students.	
2a-1. Candidate interaction with P-12 students	Candidate interaction with at least some P-12 students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the P-12 students. P-12 students exhibit disrespect for the Candidate.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for P-12 students' cultures. P-12 students exhibit only minimal respect for the Candidate.	Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the P-12 students. P-12 students exhibit respect for the Candidate.	
2a-2. Student interactions with other P-12 students	Student interactions are characterized by conflict, sarcasm, or put-downs.	P-12 students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	
2b-1. Importance of the content	Candidate or P-12 students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the P-12 students	Candidate conveys genuine enthusiasm for the content, and P-12 students demonstrate consistent commitment to its value.	
2b-2. Expectations for learning and achievement	Instructional objectives, activities and assignments, and classroom interactions convey low expectations for at least some P-12 students.	Instructional objectives, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional objectives, activities and assignments, and classroom interactions convey high expectations for most P-12 students.	
2b-3. Student pride in work	P-12 students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	P-12 students minimally accept the responsibility to do good work but invest little of their energy into its quality	P-12 students accept the Candidate's insistence on work of high quality and demonstrate pride in that work.	
2c-1. Management of instructional groups	P-12 students not working with the Candidate are not productively engaged in learning.	P-12 students in only some groups are productively engaged in learning while unsupervised by the Candidate.	Small-group work is well organized, and most P-12 students are productively engaged in learning while unsupervised by the Candidate.	
2c-2. Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments	Only some transitions are efficient, resulting in some loss of instructional time	Transitions occur smoothly, with little loss of instructional time.	

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2c-3. Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	
2c-4. Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	
2c-5. Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	
2d-1. Expectations	No standards of conduct appear to have been established, or P-12 students are confused as to what the standards are.	Standards of conduct appear to have been established, and most P-12 students seem to understand them.	Standards of conduct are clear to all P-12 students.	
2d-2. Monitoring of student behavior	Student behavior is not monitored, and Candidate is unaware of what the P-12 students are doing.	Candidate is generally aware of student behavior but may miss the activities of some P-12 students.	Candidate is alert to student behavior at all times.	
2d-3. Response to student misbehavior	Candidate does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Candidate attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Candidate response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	
2e-1. Safety and accessibility	The classroom is unsafe, or learning is not accessible to some P-12 students.	The classroom is safe, and at least essential learning is accessible to most P-12 students.	The classroom is safe, and learning is equally accessible to all P-12 students	
2e-2. Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the Candidate makes poor use of physical resources	Candidate uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Candidate uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	
3a-1. Expectations for learning	Candidate's purpose in a lesson or unit is unclear to P-12 students.	Candidate attempts to explain the instructional purpose, with limited success.	Candidate's purpose for the lesson or unit is clear, including where it is situated within broader learning	
3a-2. Directions and procedures	Candidate's directions and procedures are confusing to P-12 students.	Candidate's directions and procedures are clarified after initial student confusion.	Candidate's directions and procedures are clear to P-12 students.	
3a-3. Explanations of content	Candidate's explanation of the content is unclear or confusing or uses inappropriate language	Candidate's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Candidate's explanation of content is appropriate and connects with P-12 students' knowledge and experience.	

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3a-4. Use of oral and written language	Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving P-12 students confused.	Candidate's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the P-12 students' ages or backgrounds.	Candidate's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the P-12 students' ages and interests.	
3b-1. Quality of questions	Candidate's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession	Candidate's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the Candidate's questions are of high quality. Adequate time is provided for P-12 students to respond	
3b-2. Discussion techniques	Interaction between Candidate and P-12 students is predominantly recitation style, with the Candidate mediating all questions and answers.	Candidate makes some attempt to engage P-12 students in genuine discussion rather than recitation, with uneven results.	Candidate creates a genuine discussion among P-12 students, stepping aside when appropriate.	
3b-3. Student participation	A few P-12 students dominate the discussion.	Candidate attempts to engage all P-12 students in the discussion, but with only limited success.	Candidate successfully engages all P-12 students in the discussion.	
3c-1. Activities and assignments	Activities and assignments (including those that are technology-based) are inappropriate for P-12 students' age or background. P-12 students are not mentally engaged in them.	Activities and assignments (including those that are technology-based) are appropriate to some P-12 students and engage them mentally, but others are not engaged.	Most activities and assignments (including those that are technology-based) are appropriate to P-12 students, and almost all P-12 students are cognitively engaged in exploring content.	
3c-2. Grouping of P-12 students	Instructional groups are inappropriate to the P-12 students or to the instructional objectives.	Instructional groups are only partially appropriate to the P-12 students or only moderately successful in advancing the instructional objectives of the lesson.	Instructional groups are productive and fully appropriate to the P-12 students or to the instructional purposes of the lesson.	
3c-3. Instructional materials and resources	Instructional materials and resources (including technology) are unsuitable to the instructional purposes or do not engage P-12 students mentally.	Instructional materials and resources (including technology) are only partially suitable to the instructional purposes, or P-12 students are only partially mentally engaged with them.	Instructional materials and resources (including technology) are suitable to the instructional purposes and engage P-12 students mentally.	
3c-4. Structure and pacing	he lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	
3d-1. Assessment criteria	P-12 students are not aware of the criteria and performance standards by which their work will be evaluated.	P-12 students know some of the criteria and performance standards by which their work will be evaluated.	P-12 students are fully aware of the criteria and performance standards by which their work will be evaluated.	

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3d-2. Monitoring of student learning	Candidate does not monitor student learning in the curriculum.	Candidate monitors the progress of the class as a whole but elicits no diagnostic information.	Candidate monitors the progress of groups of P-12 students in the curriculum, making limited use of diagnostic prompts to elicit information.	
3d-3. Feedback to P-12 students	Candidate's feedback to P-12 students is of poor quality and not provided in a timely manner.	Candidate's feedback to P-12 students is uneven, and its timeliness is inconsistent.	Candidate's feedback to P-12 students is timely and of consistently high quality.	
3d-4. Student self-assessment and monitoring of progress	P-12 students do not engage in self-assessment or monitoring of progress.	P-12 students occasionally assess the quality of their own work against the assessment criteria and performance standards.	P-12 students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	
3e-1. Lesson adjustment	Candidate adheres rigidly to an instructional plan, even when a change is clearly needed.	Candidate attempts to adjust a lesson when needed, with only partially successful results.	Candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	
3e-2. Response to P-12 students	Candidate ignores or brushes aside P-12 students' questions or interests.	Candidate attempts to accommodate P-12 students' questions or interests, although the pacing of the lesson is disrupted.	Candidate successfully accommodates P-12 students' questions or interests.	
3e-3. Persistence	When a student has difficulty learning, the Candidate either gives up or blames the student or the student's home environment.	Candidate accepts responsibility for the success of all P-12 students but has only a limited repertoire of instructional strategies (including those that are technology-based) to draw on.	Candidate persists in seeking approaches for P-12 students who have difficulty learning, drawing on a broad repertoire of strategies (including those that are technology-based).	
4a-1. Accuracy	Candidate does not know whether a lesson was effective or achieved its instructional objectives, or Candidate profoundly misjudges the success of a lesson.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional objectives were met.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives and can cite general references to support the judgment.	
4a-2. Use in future teaching	Candidate has no suggestions for how a lesson could be improved another time the lesson is taught.	Candidate makes general suggestions about how a lesson could be improved another time the lesson is taught.	Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	
4b-1. Student completion of assignments	Candidate's system for maintaining information on student completion of assignments is in disarray.	Candidate's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Candidate's system for maintaining information on student completion of assignments is fully effective.	
4b-2. Student progress in learning	Candidate has no system for maintaining information on student progress in learning, or the system is in disarray.	Candidate's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Candidate's system for maintaining information on student progress in learning is fully effective.	

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4b-3. Noninstructional records	Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.	Candidate's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Candidate's system for maintaining information on noninstructional activities is fully effective.	
4c-1. Information about the instructional program	Candidate provides little or no information about the instructional program to families.	Candidate participates in the school's activities for family communication but offers little additional information.	Candidate provides frequent information to families, as appropriate, about the instructional program.	
4c-2. Information about individual P-12 students	Candidate provides minimal information to families about individual P-12 students, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family concerns about P-12 students.	Candidate adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Candidate communicates with families about P-12 students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	
4c-3. Engagement of families in the instructional program	Candidate makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Candidate makes modest and partially successful attempts to engage families in the instructional program.	Candidate's efforts to engage families in the instructional program are frequent and successful.	
4d-1. Relationships with colleagues	Candidate's relationships with colleagues are negative or self-serving.	Candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	
4d-2. Involvement in a culture of professional inquiry	Candidate avoids participation in a culture of inquiry, resisting opportunities to become involved.	Candidate becomes involved in the school's culture of inquiry when invited to do so.	Candidate actively participates in a culture of professional inquiry.	
4d-3. Service to the school	Candidate avoids becoming involved in school events.	Candidate participates in school events when specifically asked.	Candidate volunteers to participate in school events, making a substantial contribution.	
4d-4. Participation in school and district projects	Candidate avoids becoming involved in school and district projects.	Candidate participates in school and district projects when specifically asked.	Candidate volunteers to participate in school and district projects, making a substantial contribution.	
4e-1. Enhancement of content knowledge and pedagogical skill	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in professional activities to a limited extent when they are convenient.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	



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4e-2. Receptivity to feedback from educators	Candidate resists feedback on teaching performance from either supervisors or more experienced educators.	Candidate accepts, with some reluctance, feedback on teaching performance from both supervisors and experienced educators.	Candidate welcomes feedback from educators when made by supervisors or when opportunities arise through professional collaboration.	
4e-3. Service to the profession	Candidate makes no effort to share knowledge with others or to assume professional responsibilities.	Candidate finds limited ways to contribute to the profession.	Candidate participates actively in assisting other educators.	
4f-1. Integrity and ethical conduct	Candidate displays dishonesty in interactions with colleagues, P-12 students, and the public.	Candidate is honest in interactions with colleagues, P-12 students, and the public.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, P-12 students, and the public.	
4f-2. Service to P-12 students	Candidate is not alert to P-12 students' needs.	Candidate's attempts to serve P-12 students are inconsistent.	Candidate is active in serving P-12 students.	
4f-3. Advocacy	Candidate contributes to school practices that result in some P-12 students being ill served by the school.	Candidate does not knowingly contribute to some P-12 students being ill served by the school.	Candidate works to ensure that all P-12 students receive a fair opportunity to succeed.	
4f-4. Decision making	Candidate makes decisions and recommendations based on self-serving interests.	Candidate's decisions and recommendations are based on limited though genuinely professional considerations.	Candidate maintains an open mind and participates in team or departmental decision making.	
4f-5. Compliance with school and district regulations	Candidate does not comply with school and district regulations.	Candidate complies minimally with school and district regulations, doing just enough to get by.	Candidate complies fully with school and district regulations.	