NEBRASKA
DEPARTMENT OF EDUCATION

Nebraska Clinical Practice Rubric

Teacher Candidate: _____   For Office use only: CT/ TC/ US

Evaluator's Name: _____

Evaluator's Role: _____

Date: _____

Select the cell in each row, 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 the coordinator of field experiences.

	Below Standard	**Developing**	**Proficient**	**Advanced**
Uses knowledge of students to meet needs **Standard 1** Learner Development (CAEP 2022 R1.1; InTASC 1)	Lacks evidence of data collection and use related to students and their development.	Collects data about students and their development but does not adjust teaching.	Uses data about students and their development to adjust teaching.	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.
Differentiates instruction to meet student needs **Standard 2** Learner Differences (CAEP 2022 R1.1; InTASC 2)	Does not identify students' needs for differentiation.	Identifies students' needs for differentiation.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.	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.
Promotes a positive classroom environment through clear expectations **Standard 3** Learning Environments (CAEP 2022 R1.1; InTASC 3)	Attempts to communicate and reinforces clear task and behavior expectations to students.	Communicates and reinforces clear task and behavior expectations to students.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.
Uses accurate content and academic vocabulary **Standard 4** Content Knowledge (CAEP 2022 R1.2; InTASC 4)	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.	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.

Engages students in critical thinking and collaborative problem solving **Standard 5** Application of Content (CAEP 2022 R1.2; InTASC 5)	Does not assist students in making connections in the discipline.	Links concepts to help students make connections in the discipline.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.
Develops literacy and communication skills through content **Standard 5** Application of Content (CAEP 2022 R1.2; InTASC 5)	Provides few opportunities for students to develop literacy and communication skills.	Engages students in developing literacy and communication skills.	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.
Uses classroom assessment **Standard 6** Assessment (CAEP 2022 R1.3; InTASC 6)	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.	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.
Assesses for learning **Standard 6** Assessment (CAEP 2022 R1.3; InTASC 6)	Does not use student performance data and/or knowledge of students to identify interventions that support students.	Uses student performance data and knowledge of students to identify interventions that support students.	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	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.
Plans for instruction **Standard 7** Planning for Instruction (CAEP 2022 R1.3; InTASC 7)	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	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.

Incorporates digital tools into instruction **Standard 8** Instructional Strategies (CAEP 2022 R1.3; InTASC 8)	Provides learning experiences that incorporate digital tools infrequently or ineffectively.	Provides relevant learning experiences that incorporate digital tools to stimulate interest.	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
Uses research-based instructional strategies **Standard 8** Instructional Strategies (CAEP 2022 R1.3; InTASC 8)	Uses strategies and poses questions.	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	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.
Uses engagement to enhance learning **Standard 8** Instructional Strategies (CAEP 2022 R1.3; InTASC 8)	Attempts to manage the learning environment for student engagement.	Manages the learning environment for student engagement.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	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.
Accepts critique and input regarding performance **Standard 9** Professional Learning and Ethical Practice (CAEP 2022 R1.4; InTASC 9)	May resist constructive feedback or fail to implement goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.
Conveys professional demeanor **Standard 10** Leadership and Collaboration (CAEP 2022 R1.4; InTASC 10)	Conveys a lack of professional decorum when interacting.	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 confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.	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.
Uses professional communication **Standard 10** Leadership and Collaboration (CAEP 2022 R1.4; InTASC 10)	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.	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).