Clinical Experiences Evaluation Rubric

<table>
<thead>
<tr>
<th>Name of Teacher Candidate:</th>
<th>Evaluation Window: Beginning to Mid-term dates:</th>
<th>Institution:</th>
<th>OR Mid-term to Final dates:</th>
<th>Evaluated by Host Teacher:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1 Not Proficient</th>
<th>2 Limited Proficiency</th>
<th>3 Proficient</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Little indication that the teacher candidate considers students’ backgrounds, interests and skill levels when working with students in small groups or whole class.</td>
<td>□ In cooperation with the host teacher, designs learning opportunities for small groups or whole class that build upon students’ diverse backgrounds, interests and skill levels even though it may be inconsistent at times.</td>
<td>□ In cooperation with the host teacher, designs learning opportunities for small groups or whole class that build upon students’ diverse backgrounds, interests and skill levels.</td>
<td>□ In cooperation with the host teacher, designs learning opportunities for small groups or whole class that build upon students’ diverse backgrounds, interests and skill levels.</td>
</tr>
<tr>
<td>□ Does not address students in a respectful manner.</td>
<td>□ Treats all students with respect.</td>
<td>□ Treats all students with respect.</td>
<td>□ Treats all students with respect.</td>
</tr>
</tbody>
</table>

| 2.1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. [Supports and contributes to the learning environment] | □ Does not show initiative to practice strategies that foster appropriate standards of behavior. | □ Within a small group setting, implements strategies that foster appropriate standards of behavior. | □ Within a small group setting, implements strategies that foster appropriate standards of behavior. |
| PTC: 1A, 1B; DIV: 5.1 Score: | □ Within a small group setting, practices strategies that foster appropriate standards of behavior. | □ Within a small group setting, implements strategies that foster appropriate standards of behavior. | □ Within a small group setting, implements strategies that foster appropriate standards of behavior. |

| 2.4. Fostering appropriate standards of behavior that support a productive learning environment for all students. | □ Does not identify or utilize the host teacher’s assessment strategies to monitor student progress. | □ Identifies the host teacher’s assessment strategies but does not consistently use them to monitor student progress. | □ Uses the host teacher’s assessment strategies to monitor student progress. |
| PTC: 3A, 3B, 3D PDK: 2.1, 2.2; DIV: 5.1 Score: | □ Identifies the host teacher’s assessment strategies but does not consistently use them to monitor student progress. | □ Identifies the host teacher’s assessment strategies but does not consistently use them to monitor student progress. | □ Identifies the host teacher’s assessment strategies but does not consistently use them to monitor student progress. |

| 3.4. Selecting appropriate assessment strategies to monitor ongoing student progress. | □ Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. | □ Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. | □ Provides feedback to students about the quality of their work/performance that is specific and accurate. |
| PTC: 4C PDK: 2.4; INT: 3.2 Score: | □ Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. | □ Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. | □ Provides feedback to students about the quality of their work/performance that is specific and accurate. |

| 4.7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. | □ Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. | □ Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. | □ Provides feedback to students about the quality of their work/performance that is specific and accurate. |
| PTC: 2E PDK: 2.4 | □ Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. | □ Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. | □ Provides feedback to students about the quality of their work/performance that is specific and accurate. |
### 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning.

**PTC: 5E; PRF: 6.1**

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<tr>
<td>Not Proficient</td>
<td>□ Demonstrates a pattern of unprofessional behavior.</td>
<td>□ Sometimes demonstrates an unprofessional behavior even though the behavior may not put students at immediate risk.</td>
<td>□ Demonstrates a pattern of professional behavior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ No evidence of continuous engagement and reflection</td>
<td>□ Engages in reflection and self-evaluation to enhance his/her understandings of content, pedagogical skills, and resources.</td>
<td>□ Engages in reflection and self-evaluation to enhance his/her understandings of content, pedagogical skills, resources and the impact of his/her actions on student learning.</td>
<td></td>
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### 6.3 & 6.4 Collaborating with colleagues … to examine … instructional strategies and curricula [to support student learning].

**PTC: 5B; PRF: 6.1**

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<tr>
<td>Not Proficient</td>
<td>□ Does not engage in dialogue with the host teacher to examine instructional strategies to support student learning.</td>
<td>□ Engages sporadically in dialogue with the host teacher to examine instructional strategies to support student learning.</td>
<td>□ Engages in regular dialogue with the host teacher to examine instructional strategies to support student learning.</td>
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### 6.11 Conducting themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators.

**PTC: 5A-5E**

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<tbody>
<tr>
<td>Not Proficient</td>
<td>□ Does not conduct himself/herself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators.</td>
<td>□ Adequately conducts himself/herself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators.</td>
<td>□ Conducts himself/herself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators.</td>
<td></td>
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**Overall Comments:**

**Note:** This rubric has 7 indicators. In order to receive credit in clinical experiences, candidates must have no score of 1 in any of the indicators.