

Field Experience/Clinical Practice
Evaluation

Teaching Assignment:

Placement (Circle One): 1 2 Grade Level:

Certification Program/Teaching Field:

Circle One: EC-4 4-8 8-12 EC-12

District/Building:

Date: _____
Candidate's Name: _____ SID #: _____
Faculty Responsible for Collection: _____

CATEGORY	EXEMPLARY 3	ACCEPTABLE 2	UNACCEPTABLE 1	SCORE
Assessment	The candidate pre-assesses and uses data to guide planning, objectives and activities. The candidate uses authentic, ongoing assessment during instruction and encourages self-assessment and indicates an appreciation of individual variation. The candidate utilizes post-assessment data to plan for future learning. Technological resources such as data charts, graphs, lists , etc. are evidenced.	Pre-assessment, ongoing assessment and post assessment are used to guide instruction. Candidate indicates an awareness of individual variation. Assessment data is recorded using technology .	There is little or no evidence of pre, post and ongoing assessment. Plans are not based on assessment data and there is no recognition of individual differences. Little or no technological resources are used.	
Appropriate Instructional Planning	The candidate plans developmentally appropriate and creative activities, creates well structured and varied lesson plans , utilizes Texas statewide curriculum , promotes critical, reflective, and creative thinking, continuously evaluates student achievement using a variety of assessments , and promotes students' use of self-assessment . The candidate offers instructional opportunities that are adapted to diverse learners and English language learners. Technology is incorporated as appropriate for the lesson.	The candidate plans appropriate activities, creates acceptable lesson plans which include all components of the lesson , uses TEKS in planning, and evaluates student achievement. The candidate offers instructional opportunities that are adapted to diverse learners and English language learners.	The candidate's planning is not complete and useable. The candidates does not use TEKS in planning and delivery of instruction. There is no clear relationship between objectives and activities. Little or no evaluation of student achievement is evidenced.	
Positive Classroom Environment/Climax	The candidate demonstrates respect for diversity/individual differences , promotes respectful and productive interactions among students , communicates importance of content, uses time effectively (i.e. students not off-task, disruptive), and maintains safe and productive physical environment , (i.e. materials accessible, physical arrangement allows safe movement and facilitates learning).	The candidate is aware of diversity/individual differences , promotes appropriate interactions among students, usually uses time effectively and usually maintains safe, productive physical environments. Materials are usually accessible. The physical arrangement is appropriate.	The candidate does not display awareness or respect for individual differences in a consistent manner, does not use time effectively or maintain safe, productive physical environments. There is a lack of organization regarding materials and physical arrangement of the classroom.	
Responsive Instructional Communication	The candidate communicates very effectively, uses accurate and appropriate language which includes verbal, nonverbal and written (i.e. conveys meaning clearly), exhibits highly effective interpersonal skills , extends students' thinking (i.e. through discussion, inquiry, problem-solving, critical & creative thinking), utilizes effective questioning strategies , engages students in learning, creates actively engaging lessons using a variety of materials, resources and technology, links content to prior knowledge , sets appropriate lesson pace , engages all students , encourages students' self-motivation , and provides appropriate and immediate feedback to students, promotes students ability to use feedback, bases feedback on high expectations for all students, demonstrates flexibility and responsiveness , responds appropriately to various learning situations (i.e. lack of student engagement, unanticipated opportunities), ensures students' success through alternative instructional approaches. The candidate effectively communicates with parents, colleagues, and others .	The candidate's communication (verbal, nonverbal and written) with students is appropriate regarding language and interpersonal skills . Evidence of use of some of the following is evident: higher level thinking, inquiry, problem-solving, critical thinking and effective questioning strategies. The candidate adequately creates lessons which engage the students in learning, using materials, resources, and technology. Lessons link content to prior knowledge , are paced appropriately, engage all students, encourage self-motivation, and provide feedback to students. The candidate is developing the abilities to respond to various learning situations (i.e. lack of student engagement, unanticipated opportunities.) The candidate effectively communicates with parents, colleagues, and others.	The candidate's communication with students does not convey clear meanings, does not exhibit effective interpersonal skills and does not extend students' thinking. There is little or no evidence of effective questioning strategies. Lessons lack appropriate student engagement, effective planning, use of various resources, student self-motivation, and/or feedback. The candidate does not demonstrate flexibility and responsiveness to various learning situations.	

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Professional Behavior/Advocacy	The candidate consistently uses appropriate communication with students: 1. non verbal (i.e. avoids improper body language/gestures) 2. verbal (i.e. no profanity, avoids slang) 3. written (i.e. accurate and clear) The candidate promotes professionalism through appropriate dress/appearance , interacts and collaborates appropriately with staff and other educators, works productively with supervisors and mentors to enhance professional knowledge and skills (i.e. accepts constructive criticism and implements suggestions), interacts and collaborates appropriately with parents, community members, and others , uses knowledge of legal and ethical guidelines to guide behavior in education-related settings, and complies with state, university, district and campus policies . Additionally the candidate displays a desire to become an active and contributing member of the profession and professional organizations and to advocate for all children and youth.	The candidate uses appropriate communication with students: 1. non verbal (i.e. avoids improper body language/gestures) 2. verbal (i.e. no profanity, avoids slang) 3. written (i.e. accurate and clear) The candidate displays professionalism through appropriate dress/appearance, interaction with staff, and other educators , works productively with supervisors and mentors. Accepts constructive criticism , usually implements suggestions , interacts appropriately with all parents and community members , and complies with state and university, district and campus policies , and is interested in professional organizations .	The candidate does not communicate professionally with students (non verbally, verbally, or written.) The candidate's professionalism is not reflected in dress/appearance, interactions with other staff and educators, or does not work productively with supervisors and mentors. The candidate does not interact appropriately with parents or community members or does not display knowledge of legal, ethical guidelines related to the state, university, or district/campus policies.	
Impact on PK-12 Learning	Learning profiles are well-developed, complete, and accurate. The candidate evaluates how each individual and subgroup has performed on each objective/outcome and compiles the data for analysis and evaluation . Candidate utilizes technology in the creation of data tables, charts, graphs, etc. to identify needs of all learners and to plan future assessment . The candidate can document and explain student outcomes and clearly shows impact on PK-12 learning by assessing outcomes and the degree of growth . The candidate's reflective analysis is based on data and is accurate and insightful indicating continuous planning for professional growth . The candidate modifies his/her own growth and learning based on the reflection of student learning.	After examining pre and post assessments , the candidate provides evidence in the form of data tables, charts, graphs, etc. The candidate provides reflective analysis showing impact on the learning of all PK-12 learners. Learning profiles gives accurate and complete information based on data . The candidate provides data for the achievement of sub-groups, whole-groups and for individual students. The candidate demonstrates willingness to learn and improve.	The candidate provides limited data on the achievement of the objectives. Analysis of data is either not evident, inaccurate, incomplete or based on impression rather than data. Minimal or no evidence of the need to continue professional learning and growth.	
			TOTAL RUBRIC SCORE	
			OVERALL TOTAL SCORE	
			3 = Exemplary 2 = Acceptable 1 = Unacceptable	
Comments:		Suggestions for Improvement:		
Signatures:				
Principal or Mentor Teacher		Student Teacher/PBIC Intern		
University Mentor		Date		