CLINICAL TEACHING GRADER LESSON RUBRIC

Clinical Teacher _____

Semester/Year_____

District/Campus _____

Grade Level_____

Mentor Teacher_____

Subject/Title_____

Adapted from Texas Teacher Evaluation & Support System (T-TESS) a system design by educators to support teaches in their professional growth. Permission given by Tim Regal, TEA.

	Distinguished	Accomplished	Proficient	Developing	Improvement needed	
Domain 1: Planning - <within the lesson plan> Instructional planning includes:						
Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. **Standards Basis:** 1A, 1B, 3A, 3B, 3C **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes						
Standards & Alignment: The clinical teacher designs and organizes lessons which include standards alignment, developmental sequence, and diverse learning styles to achieve student expectations through best practices.						
● Lesson goals and objectives are aligned with TEKS						

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● *Learning objective is stated in measurable terms and all activities are aligned.*					
● Activities are relevant and sequential to student learning					
● Materials are appropriate for diversity of learners					
● Appropriate time for lesson activities and closure is provided					
● Lesson content correlates to goals for future learning					
● Technology is integrated when appropriate and/or applicable					

DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:	ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:	PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning Includes:	DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:	IMPROVEMENT NEEDED Instructional Planning Includes:
• All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: ○ are logically sequenced ○ are relevant to students' prior understanding and real-	• All measurable goals aligned to state content standards. • All activities, materials and assessments that: ○ are sequenced ○ are relevant to students' prior understanding ○ integrate other disciplines	• All goals aligned to state content standards. • All activities, materials and assessments that: ○ are sequenced ○ are relevant to students ○ provide appropriate	• Most goals aligned to state content standards. • Most activities, materials and assessments that: ○ are sequenced ○ sometimes provide appropriate	• Few goals aligned to state content standards. • Few activities, materials and assessments that: ○ are sequenced ○ rarely provide time for lesson and lesson closure

world applications ○ integrate and reinforce concepts from other disciplines ○ provide appropriate time for student work, student reflection, lesson and lesson closure ○ deepen understanding of broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	○ provide appropriate time for student work, lesson and lesson closure ○ reinforce broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. Integration of technology to enhance mastery of goal(s).	time for lesson and lesson closure ○ fit into the broader unit and course objectives are appropriate for diverse learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	• Lessons where few objectives are aligned and sequenced to the lesson's goal.

Dimension 1.2
Data and Assessment:
The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis:
1B, 1F, 2B, 2C, 5A, 5B,
5C, 5D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

Data & Assessment: The clinical teacher uses multiple forms of assessment to monitor student understanding of goals and objectives, analyzes the data to drive instruction, and plans future learning accordingly.					
● Formal and informal assessment tools to monitor and measure student progress *(formative and post assessments)*					
● Consistent, immediate feedback to students, families, and other school personnel as needed to communicate student expectations while maintaining confidentiality					
● Assessment data used to plan developmentally appropriate activities and strategies *(pre-assessment)*					

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● Formal and informal assessments	● Formal and informal assessments to	● Formal and informal assessments to	● Formal and informal assessments to	● Few formal and informal assessments

to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. • Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide	monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. • Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and	monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	monitor progress of most students. • Timely feedback to students and families. Utilization of multiple sources of student data.	to monitor student progress. • Few opportunities for timely feedback to students or families. Utilization of few sources of student data.

instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	to monitor teaching strategies and behaviors in relation to student success.			

Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students. **Standards Basis:** 1A, 1B, 1C, 2A, 2B, 2C **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data						

Knowledge of Students: Using researched based practices and through knowledge of student backgrounds, the clinical teacher ensures academic achievement and social-emotional development focusing on all students' individual needs.

● Lessons connect to prior learning and background experiences of all students					
● Lessons consider differentiation of learning and gaps in content knowledge, diverse life experiences, and assumed skills of all students					

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• All lessons that connect to students' prior knowledge, experiences, interests and future learning	• All lessons that connect to students' prior knowledge, experiences and future learning	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address	• Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths

expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	strengths and gaps in background knowledge, life experiences and skills of all students.	strengths and gaps in background knowledge, life experiences and skills of most students.	and gaps in background knowledge, life experiences and skills of few students.

Dimension 1.4 Activities:
The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

Activities: The clinical teacher develops plans including differentiation of researched based practices facilitating student learning through higher order thinking strategies and promotes student engagement through clear, concise communication.

● Higher order thinking questioning techniques promote critical thinking discussions						
● Cooperative learning groups based upon student needs and activity goals						
● Learning groups facilitate student roles and responsibilities						
● Activities, resources, technology connections, and other instructional materials are aligned with lesson goals and objectives						

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• Opportunities	• Questions	• Questions	• Questions that	• Encourages

for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and	that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to	that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	instructional purposes, are varied and appropriate to ability levels of students.			

Dimension 1.5 Evaluation of Student Learning						
Evaluation of Student Learning and Teacher Reflection: The clinical teacher develops a report demonstrating the knowledge of student learning and self-reflection.						
● Analysis of all assessment data was included in the report.						
● A plan for remediating students who did not master the content was included.						
● Quality of report demonstrated professionalism						
● Evidence of teaching reflection						
● Quality of report demonstrated good use of language mechanics and grammar						

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT

Rare for In-service Teachers. Evaluation of student learning includes:	Rare for Teaching Candidates Evaluation of student learning includes	Expectation level for middle to end of Clinical Teaching Evaluation of student learning includes	Expectation for pre and beginning Clinical Teachers Evaluation of student learning includes	**NEEDED** Evaluation of student learning includes
• Specific assessment data was reported. • • Analysis of student learning is grounded in assessment results tied directly to the achievement of objective. • The activity(ies) suggested are logical and would clearly offer either solid enrichment or	• Specific assessment data was reported. • Analysis of student learning is grounded in assessment results tied directly to the achievement of objective. • The activity(ies) suggested are logical and would clearly offer either solid enrichmen	• Specific assessment data was reported. • • The report is an accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes. • Analysis of student learning tied directly to the assessment and achievement of	• The student learning analysis somewhat communicates the effects of instruction on student learning. • Analysis of student learning is loosely connected to the assessment results. • The activity(ies) suggested are only somewhat logical and would only somewhat enrich or remediate the students' learning with regard to the lesson's	• Does not clearly communicate the effects of instruction on student learning. • Analysis of student learning is not grounded in assessment results tied directly to the achievement of the objective. • Assessment is anecdotal only; quantitative and qualitative data are not used to evaluate individual and/or whole-class achievement. • The recommendati

remediation regarding the lesson's goal(s). • The teacher candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching, and assessing students' knowledge and skills will impact future teaching. • Self-assessment, along with feedback from one's cooperating teaching, university supervisor, university faculty are evident in the reflective essay.	t or remediation regarding the lesson's goal(s). • The teacher candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching, and assessing students' knowledge and skills will impact future teaching. • Self-assessment, along with feedback from one's cooperating teaching, university supervisor, university faculty	objective. • The activity(ies) suggested are logical and could offer either solid enrichment or remediation regarding the lesson's goal(s). • The teacher candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching, and assessing students' knowledge and skills will impact future	goal(s). • The teacher candidate creates a list of activities rather than a reflection of teaching and learning. • Some spelling and grammatical errors are made which are distracting to the reader and interfere with comprehension	on suggested are inappropriate and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s). • The teacher candidate does not reflect on insights concerning the process of planning, teaching, and assessing students' knowledge, skills. • There are many spelling and grammatical errors that interfere with the reader's comprehension

• No spelling and grammatical errors are made. •	are evident in the reflective essay. • No spelling and grammatical errors are made	teaching. • Few or no spelling and grammatic al errors are made		