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	m design by educators	to s					profe	ssional grow	th. Perm	nission give	en by Tin	n Regal,
		Distinguished	Accomplished	Proficient	Developing	Improvement needed						
Domain 1: Planning - <within lesson="" plan="" the=""> Instructional planning in Dimension 1.1 Standards and Alignment: The teacher design</within>		nize	d. s	eau	entia	ı						
lessons that reflect best practice, align with standards and ar				•								
Standards Basis: 1A, 1B, 3A, 3B, 3C												
Potential Sources of Evidence: Conferences and conversations with the teacher; formal obs artifacts; student growth processes	servations and wal	kthr	oug	shs;	class	room						
Standards & Alignment: The clinical teacher designs a standards alignment, developmental sequence, and divexpectations through best practices.	-											
Lesson goals and objectives are aligned with TE	EKS											

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

	world	o provide	time for lesson	time for	 Lessons where
	applications	appropriate time	and lesson	lesson and	few objectives
0	U	for student work,	closure	lesson closure	are aligned
	and	lesson and lesson	o fit into the	 Lessons 	and sequenced
	reinforce	closure	broader unit	where	to the lesson's
	concepts	o reinforce	and course	most	goal.
	from other	broader unit	objectives are	objectives	
	disciplines	and course	appropriate for	are	
0		objectives	diverse	aligned	
	appropriate time	are vertically	learners.	and	
	for student work,	aligned to	All objectives	sequenced	
	student reflection,	state	aligned to the	to the	
	lesson and lesson	standards	lesson's goal.	lesson's	
	closure	 are appropriate 	 Integration of 	goal.	
0		for diverse	technology		
	understanding	learners	when		
	of broader unit	 All objectives 	applicable.		
	and course	aligned and			
	objectives	logically			
0	are vertically	sequenced to			
	aligned to state	the lesson's			
	standards	goal.			
0	are appropriate	Integration of			
	for diverse	technology to			
	learners	enhance			
• O	bjectives aligned	mastery of			
ar	nd logically	goal(s).			
se	equenced to the				
le	sson's goal,				
pr	roviding relevant				
ar	nd enriching				
ex	ktensions of the				
le	sson				
• In	tegration of				
	echnology to				
	nhance				
m	astery of				
	oal(s).				
	· /	l .	L		

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

<u>Data & Assessment:</u> 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) 			

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT
Rare for In-service	Rare for Teaching	Expectation	Expectation for	NEEDED
Teachers.	Candidates	level for middle	pre and	Instructional Planning
Instructional Planning	Instructional Planning	to end of	beginning	Includes:
Includes:	Includes:	Clinical	Clinical	
		Teaching	Teachers	
		Instructional Planning	Instructional Planning	
		Includes:	Includes:	
Formal and	Formal and	Formal and	Formal and	Few formal
informal	informal	informal	informal	and informal
assessments	assessments to	assessments to	assessments to	assessments

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

instructional	to monitor		
strategies and	teaching		
goals to meet	strategies and		
student needs	behaviors in		
while	relation to		
maintaining	student		
confidentially.	success.		
 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.			

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				

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT
Rare for In-service	Rare for Teaching	Expectation	Expectation for	NEEDED
Teachers.	Candidates	level for	pre and	Instructional Planning
Instructional Planning	Instructional Planning	middle to	beginning	Includes:
Includes:	Includes:	end of	Clinical	
		Clinical	Teachers	
		Teaching	Instructional Planning	
		Instructional Planning	Includes:	
		Includes:		
 All lessons that connect to students' prior knowledge, experiences, 	 All lessons that connect to students' prior knowledge, experiences 	 All lessons that connect to students' prior knowledge and experiences. 	 Most lessons that connect to students' prior knowledge and experiences. 	 Few lessons that connect to students' prior knowledge and experiences.
interests and future learning	and future learning	 Adjustments to address 	 Adjustments to address 	 Adjustments to address strengths

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

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

<u>Activities:</u> 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 			

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT
Rare for In-	Rare for Teaching	Expectation	Expectation for pre	NEEDED
service Teachers.	Candidates	level for	and beginning	Instructional Planning Includes:
Instructional Planning	Instructional Planning	middle to	Clinical Teachers	
Includes:	Includes:	end of	Instructional Planning Includes:	
		Clinical		
		Teaching		
		Instructional Planning		
		Includes:		
 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	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	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	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	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
real-world application	on the needs of all students	students. • All students	understanding their	of their individual
groups based on the needs	both group and individual	their individual	roles within	instructional
and allows for	All students	groups.	 Activities, 	resources,
'	their individual	resources, technology	technology and/or	and/or instructional
accountability. • The ability for	roles within instructional groups and	and instructional materials that	instructional materials that are mostly	materials misaligned to instructional
all students to set goals, reflect on,	facilitates opportunities for student	are all aligned to instructional	aligned to instructional purposes.	purposes.
evaluate and hold each	input on goals and outcomes	purposes.	purposes.	
other accountable within	of activities. • Activities, resources,			
instructional groups.	technology and			
 Activities, resources, technology 	instructional materials that are all aligned			
and	to			

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

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

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

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