

Junior Clinic Placement Midterm Evaluation Spring Semester

Name of Clinic Student: _____

Clinic Teacher/Leader: _____

PDC (School Name): _____

School District: _____

Clinic Student's Target Certification Area: _____

Directions:

The following rubric is a summative evaluation for juniors in their spring clinic placement. Clinic teachers are expected to complete this assessment in collaboration with the teacher candidate. Assessment feedback to teacher candidates regarding the skills, knowledge and dispositions they are developing and applying is a critical aspect of their teacher preparation and, therefore, **it is extremely important that the teacher candidates are included in this evaluation process.** A forum needs to be created in which teacher candidates are able to dialogue about their evaluations and seek clarification. **Please do NOT fill out these evaluation rubrics in isolation, but include the teacher candidate in the process.**

Interpretation Guide:

The target area for a successful clinic placement experience is *number 2, "meets expectations."* Therefore, the overall goal is for the student to receive a score of at least 16 points when all categories are totaled. The "Exceeds Expectations" category is describing outcomes that encourage everyone to envision the trajectory that students are on as they journey toward their fulltime student teaching in the spring of the senior year. If a student receives 10 points, that student will need to meet with his/her clinic teacher, the course instructor and the appropriate advisor in order to design an Action Plan.

Totaled Score: _____

Clinic Teachers – it is helpful to provide additional comments or questions regarding the student's clinic experience:

Clinic Teacher Signature

Date

Clinic Student Signature

Date

Clinic Teachers: For each of the performance categories, indicate whether the student “needs work,” “meets expectations,” or “exceeds expectations” by checking the corresponding box marked with a score of 1, 2, or 3.

	Needs Work	Meets Expectations	Exceeds Expectations
Demonstrates responsibility & professionalism	<p>Does not consistently demonstrate professional conduct and/or appearance. Does not consistently act as a positive role model.</p> <p>Is not always consistent in responsibility or following through on commitments.</p> <p style="text-align: center;">1</p>	<p>Demonstrates professional conduct and appearance and understands the responsibility of being a role model.</p> <p>Is generally consistent in responsibility and following through on commitments.</p> <p style="text-align: center;">2</p>	<p>Consistently demonstrates professional conduct and appearance. Uses status as role model as a positive influence.</p> <p>Highly consistent in responsibility and following through on commitments made.</p> <p style="text-align: center;">3</p>
Understands the content to be taught	<p>Plans instruction that contains errors in content or reflects limited knowledge of the content to be taught. Student errors may not be corrected.</p> <p style="text-align: center;">1</p>	<p>Plans instruction that is accurate in content and that demonstrates a growing understanding of the central concepts, skills, and questions of the subject matter.</p> <p style="text-align: center;">2</p>	<p>Plans instruction that shows an accurate, thorough, and broad understanding of the content. Consistently and coherently connects lesson goals to understanding larger concepts and acquiring related academic skills.</p> <p style="text-align: center;">3</p>
Exhibits a growing awareness of student needs and classroom diversity	<p>Shows little understanding of how culture, social background, institutional, and personal factors affect educational success and student achievement.</p> <p>Does not demonstrate any knowledge of strategies for accommodating the diverse needs of students within the classroom.</p> <p style="text-align: center;">1</p>	<p>Shows a developing understanding of how culture, social background, institutional, and personal factors affect educational success and student achievement.</p> <p>Demonstrates a growing knowledge of strategies for accommodating the diverse needs of students within the classroom.</p> <p style="text-align: center;">2</p>	<p>Recognizes and adapts to the social, cultural, institutional and personal experiences of students and demonstrates an adept knowledge of how to use those experiences to help students develop academically and socially.</p> <p>Demonstrates a knowledge of and comfort with the use of strategies for accommodating and responding to the diverse needs of students within the classroom.</p> <p style="text-align: center;">3</p>
Supports student self-regulation and positive behaviors	<p>Does not communicate clear expectations for behavior, or does not apply them fairly or consistently.</p> <p>Does not recognize or seek to understand causes of behavior.</p> <p style="text-align: center;">1</p>	<p>Generally communicates clear expectations for behavior and applies them fairly and consistently.</p> <p>Seeks to understand causes of behavior and considers this information in deciding how to respond.</p> <p style="text-align: center;">2</p>	<p>Communicates and applies clear expectations for behavior that promote democratic values for fairness, responsibility, mutual respect, and cooperation.</p> <p>Actively seeks to understand causes of behavior and thoughtfully considers this information in response.</p> <p style="text-align: center;">3</p>

	1	2	3
Supports a positive learning environment by establishing rapport	Responses to and interactions with students are minimal, negative, or inappropriate for the age of the students.	Responses to and interactions with students demonstrate fairness, acceptance, and interest, and are appropriate for the age of the students.	Meets all previously stated expectations. Celebrates and values difference and builds upon diversity to enrich student learning in age-appropriate ways.
	1	2	3
Uses effective verbal and non-verbal communication techniques	Does not communicate clearly or audibly; visuals and/or non-verbal cues do not support communication Spoken and/or written language frequently contains grammatical and/or syntactical errors.	Communicates clearly and audibly; visuals and/or non-verbal cues support effective communication. Spoken and written language is generally grammatically and syntactically correct.	Communicates clearly and audibly; verbal, visual, and non-verbal communication enhances student learning. Spoken and written language is consistently grammatically and syntactically correct.
	1	2	3
Takes responsibility for professional growth	Rarely uses reflection as a tool for evaluating teaching or learning. Displays limited evidence of being a self-motivated learner. Is dependent on others for direction and/or is resistant to constructive feedback or suggestions.	Regularly uses reflection as a tool for self-assessment and goal setting for self and students. Shows evidence of being a self-motivated learner by seeking feedback and actively pursuing professional growth opportunities.	Meets all previously stated expectations. Also uses reflection and discussion with colleagues as a way to engage in creative problem solving about classroom issues and concerns. Takes advantage of changing situations as opportunities to grow.
	1	2	3
Attends clinic placement/school-related events as scheduled	Attends clinic placement/school-related experiences less than 44 hours per semester.	Attends clinic placement/school-related experiences at least 44 hours per semester.	Attends clinic placement/school-related experiences more than 44 hours per semester.
	1	2	3

Please recommend one or two tasks that the teacher candidate can accomplish in order to grow as an educator (*for example – the teacher candidate should review the APA classroom management module at the following link: <http://www.apa.org/ed/schools/cpse/activities/class-management.aspx>*)

1. _____

2. _____