

Nebraska Clinical Practice Evaluation (Student Teaching Experience)

Name of Teacher Candidate: _____ Date of Evaluation: _____ Endorsement Area: _____

Name of College/Univ Supervisor: _____ Name of Cooperating Teacher/Mentor: _____

Directions: Please indicate your rating of the teacher candidate's ability to **effectively demonstrate** each standard, including qualitative comments to support your ratings. Use the following performance descriptors to complete the evaluation:

- Consistent** The teacher candidate consistently demonstrates the Standard.
- Frequent** The teacher candidate frequently demonstrates the Standard.
- Occasional** The teacher candidate occasionally demonstrates the Standard.
- Rare** The teacher candidate rarely demonstrates the Standard.

Guidelines <http://www.education.ne.gov/EducatorPrep/IHE/ClinicalExperienceEvaluation/Guidelines-Examples.pdf>

Standards*	Consistent	Frequent	Occasional	Rare
Standard 1: Student Development				
<i>Standard 1.1: The teacher candidate understands how students grow and develop.</i>				
<i>Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</i>				
<i>Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.</i>				
Standard 2: Learning Differences.				
<i>Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.</i>				
<i>Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.</i>				
Standard 3: Learning Environments				
<i>Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.</i>				
<i>Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.</i>				
<i>Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.</i>				
Standard 4: Content Knowledge				
<i>Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</i>				
<i>Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.</i>				
<i>Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.</i>				
Standard 5: Application of Content				
<i>Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.</i>				
<i>Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>				

Standards *	Consistent	Frequent	Occasional	Rare
Standard 6: Assessment				
<i>Standard 6.1: The teacher candidate understands multiple methods of assessment.</i>				
<i>Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making.</i>				
Standard 7: Planning for Instruction				
<i>Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.</i>				
<i>Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.</i>				
<i>Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.</i>				
Standard 8: Instructional Strategies				
<i>Standard 8.1: The teacher candidate understands a variety of instructional strategies.</i>				
<i>Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.</i>				
<i>Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.</i>				
Standard 9: Professional Learning and Ethical Practice				
<i>Standard 9.1: The teacher candidate engages in ongoing professional learning.</i>				
<i>Standard 9.2: The teacher candidate models ethical professional practice.</i>				
<i>Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.</i>				
<i>Standard 9.4: The teacher candidate models professional dispositions for teaching.</i>				
Standard 10: Leadership and Collaboration				
<i>Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.</i>				
<i>Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.</i>				
Standard 11: Impact on Student Learning and Development				
<i>Standard 11.1: The teacher candidate works to positively impact the learning and development for all students.</i>				
Standard 12: Professional Dispositions				
<i>Standard 12.1: The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm.</i>				
<i>Standard 12.2: The teacher candidate demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.</i>				
<i>Standard 12.3: The teacher candidate practices good judgment, flexibility, problem-solving skills, professional communication and organization.</i>				

Standards *	Consistent	Frequent	Occasional	Rare
<i>Standard 12.4: The teacher candidate maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.</i>				

*Evaluation standards listed are based on Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011.

Comments (if any)

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