

### KSC Clinical Assessment Rubric

		<b>Needs Improvement (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<b>Planning and Preparing Instruction</b>	<i>Knowledge of Students and School Context</i>	Minimal knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage	Accurate knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage	Thorough understanding of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage
	<i>Knowledge of Content &amp; Associated Pedagogy</i>	Many content errors; does not clarify student errors or misconceptions	Basic content knowledge; basic associated pedagogical knowledge	Solid content knowledge; pedagogical practice reflects best practice
	<i>Instructional Goals/ Activities/ Assessments/ Learning Outcomes</i>	Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes	Goals clear & standards-based; suitable activities; assessment congruent w/ goals; appropriate learning outcomes met	Clear standards-based goals; wide variety of appropriate activities; assessment congruent with goals and clear criteria for students; multiple appropriate learning outcomes met
	<i>Respect/Rapport</i>	Allows for disrespectful environment: student-teacher or student-student interaction is negative, demeaning, or age inappropriate	Fosters environment of respect: appropriate student-teacher and student-student interactions evident	Creates pervasive environment of respect: exemplary student-teacher and student-student interactions evident
<b>Creating a Learning Environment</b>	<i>Managing Routines &amp; Procedures</i>	Time lost due to inefficiency; unnecessary time spent on non-instructional activities	Efficient; minimal loss of time on non-instructional activities	Organized routines; systems in place for efficiently handling non-instructional activities
	<i>Managing Student Behavior</i>	Minimal standards of conduct; student behavior not monitored; response to misbehavior inconsistent; safety of students compromised	Standards of conduct established; aware of and responsive to misconduct; safety of all students assured	Standards of conduct established with student collaboration; alert and responsive to all student behaviors; safety of all students assured
<b>Instruction</b>	<i>Activating &amp; Maintaining Engagement</i>	No agenda available or inconsistent use of agenda; little or no prior knowledge activated; minimal questioning techniques; few students involved/focused; lack of enthusiasm for content	Agenda visible and referenced; prior knowledge activated; enthusiasm for content; variety of questioning techniques; most students involved; maintains student focus	Consistent use of complete & clear agenda; prior knowledge of all students activated; enthusiasm for content; broad variety of questioning strategies; all students involved; commanding presence
	<i>Flexibility/Responsiveness</i>	Rigid or unresponsive to student questions and/or needs; inadequate feedback	Accommodation of student needs evident; appropriate feedback offered	Lesson adjusted as needed to meet all student needs; high quality, consistent feedback that fosters interaction
	<i>Activities</i>	Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality; activities not relevant to content/standards	Variety of activities utilizing quality instructional materials/resources; activities relevant to content/standards	Wide variety of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards
	<i>Pacing &amp; Timing</i>	Untimely start of class; no planned transitions; no adjustment of lesson flow; no closure	Class generally begins on time; some transitions; relatively smooth lesson flow; inconsistent use of closure	Class begins on time; effective transitions; seamless lesson flow; consistent lesson closures
<b>Professional Responsibility</b>	<i>Clear &amp; Accurate Communication with All Audiences</i>	Unclear, inappropriate or inaccurate written or oral communication that is not clearly directed to a specific audience	Audible, legible, appropriate language for a specific audience; clarifications readily available	Clear, appropriate, and accurate written and oral language directed to a specific audience
	<i>Professional Interactions &amp; Pursuit of Professional Development</i>	Relationships w/colleagues are negative or self-serving; no involvement in school activities; little or no professional development activities; unprofessional appearance/demeanor	Cordial relationships w/colleagues; participates in school activities when asked; participates in some convenient professional development activities; generally professional appearance/demeanor	Supportive/cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional development; consistent professional appearance/demeanor
	<i>Use of Technology</i>	Little or minimal use of technology in the classroom	Some use of technology in instruction	Embraces technology as an instructional tool; instructs students in the use of technology and designs activities employing technology
	<i>Reflective Practice</i>	Effectiveness of instruction not articulated or is unclear as to changes needed in instruction	Generally accurate impression of lesson effectiveness; makes a few general suggestions for change	Accurately assesses lesson effectiveness and cites specific examples; makes specific suggestions for improvements for instruction and learning