

EARLY CLINICAL RUBRIC – EDCO 200/201/202

Assessment Outcome	Below Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	Please include evidence in the <u>“add” comment option</u> so we can identify specific requirements for growth.	Short notes in the “add” comment option provide candidates details on what they are doing well and areas in which to improve.	Short notes in the “add” comment option provide candidates details regarding how they are meeting expectations.	(This level does NOT carry additional points , but signifies behaviors that go “above and beyond.” <u>Please describe specific actions in comments box.</u>)
INSTRUCTION and ENVIRONMENT				
Teacher candidate establishes and maintains positive interactions with learners. <i>InTASC 2; SCTS 4.0 – Environment (Respectful Culture)</i>	TC exhibits difficulty relating to P-12 learners resulting in strained or tense interactions.	TC interacts in an appropriate manner with learners although still may not be completely comfortable in the classroom setting.	TC interacts in a positive, appropriate manner with all learners.	TC seeks out a variety of students with whom to interact and engages with them using knowledge of the student to develop rapport.
The teacher candidate recognizes the diverse needs of individual learners. <i>CAEP 1.4; SCTS 4.0 – Instruction (Teacher Knowledge of Students)</i>	TC struggles with or fails to recognize learners have diverse needs.	TC recognizes individual learners have individual needs. Listens to and attempts to use teacher-suggested strategies.	TC attempts to meet the diverse needs of learners and discusses such needs with host teacher with some ideas for strategies.	TC uses research-based strategies that directly align with student need (based on data) and content to differentiate lesson, strategy, and/or material.
PROFESSIONALISM and DISPOSITION				
Teacher candidate interacts with host teacher and other school/community member in a professional manner. <i>InTASC 10</i>	TC behaves in disrespectful, inappropriate, or impolite manner. May display abruptness or entitlement disposition that impedes developing professional relationships.	TC displays growing confidence as a teacher and is developing positive dispositions such as poise, composure, and the ability to have professional discussions.	TC conducts self in a respectful manner in the school structure. TC acknowledges expertise and follows guidance of the host teacher while appropriately participating in professional discussions.	TC seeks opportunities to collaborate and communicate with the host teacher and other school or community members as frequently as needed.
Teacher candidate utilizes standard English in verbal communications with school/community member and P-12 learners.	TC verbal communication contains multiple errors that interfere with teaching, learning, and professional communication.	TC verbal communication contains errors in standard usage that may interfere with teaching or professional communication.	TC uses standard English in verbal communication with school/community members and P-12 learners.	NOT AVAILABLE FOR SELECTION
Teacher candidate utilizes standard English in written communication with school/community member and P-12 learners.	TC written communication contains multiple errors that interfere with teaching, learning, and professional communication.	Written products for school community/parents or P-12 learners contain errors in writing conventions that may interfere with teaching or professional communication.	Written products for school community/parents or P-12 learners demonstrate adequate organization, sentence structure, grammar, capitalization, and spelling.	NOT AVAILABLE FOR SELECTION
Teacher candidate adheres to the university and school/district rules and the Standards of Conduct for South Carolina Educators. <i>InTASC 9</i>	TC violates school, district, or university rules and/or Standards of Conduct.	NOT AVAILABLE FOR SELECTION	TC conduct conforms to the expectations for the school/district and university and the Standards of Conduct for South Carolina Educators.	NOT AVAILABLE FOR SELECTION

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<p>Teacher candidate exhibits professional responsibility by arriving on time, fulfilling required field hours, and ensuring proper documentation of early clinical activities.</p> <p><i>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</i></p>	<p>TC is late, inadequately or inaccurately documents field hours and activities, and/or fails to notify host teacher in a timely fashion regarding absence or reparation of missed time.</p>	<p>TC showing improvement in timeliness and preparation. While TC may have been late 1-2 times or needed a reminder to complete required documentation/paperwork, the TC shows commitment to growth.</p>	<p>TC arrives on time and documents time spent in field through established systems. TC communicates with host teacher when an absence occurs and is flexible when re-scheduling missed time to meet the needs of the host teacher.</p>	<p>NOT AVAILABLE FOR SELECTION</p>
<p>Teacher candidate exhibits professional responsibility by being prepared to engage in early clinical practice.</p> <p><i>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</i></p>	<p>TC arrives to clinical experience often disorganized and ill-prepared for planned activities.</p>	<p>TC is prepared for most clinical activities. Host teacher maintains the lead for asking to see materials/activities in advance to ensure appropriateness.</p>	<p>TC has materials prepared prior to clinical experience, shares with host teacher in advance without prompting, and arrives ready to engage in clinical activities.</p>	<p>TC exhibits an authentic desire to work with students/host teacher during each visit through preparation of student-centered, standards-based lessons/activities.</p>
<p>Teacher candidate accepts constructive feedback provided by the host teacher.</p> <p><i>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</i></p>	<p>TC displays argumentative, oppositional, or defensive behavior when given feedback.</p>	<p>TC remains quiet when receiving feedback and may not have confidence to discuss, but does use non-verbals such as eye contact and head nodding to indicate engagement.</p>	<p>TC is receptive to constructive feedback and responds appropriately through clarifying questions and/or future ideas.</p>	<p>TC incorporates the feedback in reflection and utilizes in future practice; seeks advice from the host teacher and/or other professionals</p>