

**Clinical Evaluation Continuum
Unit Data Aggregation
2011-2012**

Rubric Row	University Supervisor Ratings											Cooperating Teacher Ratings										
	N	Mean	NOTO	U		B		A		T		N	Mean	NOTO	U		B		A		T	
				N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
1a. Establishes, monitors, and enforces expectations for student behavior.	212	5.87	0	0	0%	0	0%	14	7%	198	93%	188	5.63	0	0	0%	0	0%	35	19%	153	81%
1b. Plans and implements procedures and routines that support student learning.	212	5.86	0	0	0%	0	0%	15	7%	197	93%	188	5.78	0	0	0%	0	0%	21	11%	167	89%
1c. Uses space to promote learning.	212	5.84	0	0	0%	0	0%	17	8%	195	92%	188	5.76	1	0	0%	1	1%	20	11%	166	89%
1d. Uses time effectively.	212	5.79	0	0	0%	0	0%	22	10%	190	90%	188	5.74	0	0	0%	1	1%	22	12%	165	88%
1e. Communicates and models fair and respectful treatment of all.	212	5.94	0	0	0%	0	0%	6	3%	206	97%	188	5.83	0	0	0%	0	0%	16	9%	172	91%
1f. Promotes social development and group responsibility.	212	5.88	0	0	0%	0	0%	13	6%	199	94%	188	5.79	0	0	0%	1	1%	18	10%	169	90%
1g. Effectively communicates and works with support personnel, families, and volunteers.	212	5.64	5	0	0%	0	0%	37	18%	170	82%	188	5.66	4	0	0%	1	1%	29	16%	154	84%

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				N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
2a. Demonstrates knowledge of subject matter content and student development.	212	5.85	0	0	0%	0	0%	16	8%	196	92%	188	5.79	0	0	0%	2	1%	16	9%	170	90%
2b. Uses instructional strategies, resources, and technologies to make learning accessible for all students.	212	5.85	0	0	0%	0	0%	16	8%	196	92%	188	5.80	1	0	0%	2	1%	15	8%	170	91%
2c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.	212	5.82	0	0	0%	0	0%	19	9%	193	91%	188	5.79	0	0	0%	2	1%	16	9%	170	90%
2d. Organizes curriculum and instructional sequences to support student understanding of content.	212	5.80	0	0	0%	0	0%	21	10%	191	90%	188	5.68	0	0	0%	1	1%	28	15%	159	85%
2e. Prepares instructional options to provide flexibility in changing situations.	212	5.83	1	0	0%	0	0%	18	9%	193	91%	188	5.69	1	0	0%	2	1%	25	13%	160	86%
2f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	212	5.52	8	0	0%	0	0%	49	24%	155	76%	188	5.56	14	0	0%	1	1%	36	21%	137	79%

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				N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
3a. Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences.	212	5.71	0	0	0%	0	0%	31	15%	181	85%	188	5.65	1	0	0%	3	2%	27	14%	157	84%
3b. Connects students' prior knowledge, life experience, and interests with learning goals.	212	5.86	0	0	0%	0	0%	15	7%	197	93%	188	5.71	1	0	0%	2	1%	23	12%	162	87%
3c. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives.	212	5.80	1	0	0%	0	0%	21	10%	190	90%	188	5.72	1	0	0%	2	1%	22	12%	163	87%
3d. Employs educational practices such as problem-solving and critical thinking that make content meaningful.	212	5.81	2	0	0%	1	0%	18	9%	191	91%	188	5.70	0	0	0%	2	1%	24	13%	162	86%
3e. Communicates an ethic of caring, commitment and high expectations for all students.	212	5.93	0	0	0%	0	0%	7	3%	205	97%	188	5.86	0	0	0%	1	1%	11	6%	176	94%
3f. Develops appropriate rapport with students	212	5.92	0	0	0%	0	0%	8	4%	204	96%	188	5.84	0	0	0%	2	1%	11	6%	175	93%

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				N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
4a. Creates and explains criteria for assessing student work.	212	5.76	1	0	0%	0	0%	25	12%	186	88%	188	5.68	0	0	0%	2	1%	26	14%	160	85%
4b. Collects and uses data from multiple sources to assess student learning.	212	5.72	0	0	0%	0	0%	30	14%	182	86%	188	5.65	1	0	0%	4	2%	25	13%	158	84%
4c. Involves and guides all students in assessing and reflecting on their own learning.	212	5.62	2	0	0%	0	0%	40	19%	170	81%	188	5.60	0	0	0%	1	1%	36	19%	151	80%
4d. Uses assessment data to profile student learning and guide instruction .	212	5.69	2	0	0%	0	0%	33	16%	177	84%	188	5.62	0	0	0%	3	2%	30	16%	155	82%
4e. Communicates with students, families, and other audiences about student progress.	212	5.66	3	0	0%	0	0%	36	17%	173	83%	188	5.66	10	0	0%	1	1%	28	16%	149	84%
4f. Analyzes and reflects on student assessment data to improve instructional practice.	212	5.76	3	0	0%	0	0%	25	12%	184	88%	188	5.69	2	0	0%	2	1%	25	13%	159	85%

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				N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
5a. Exhibits a commitment to professional standards associated with their areas of expertise.	212	5.90	1	0	0%	0	0%	11	5%	200	95%	188	5.86	3	0	0%	1	1%	11	6%	173	94%
5b. Supports learning environments that encourage the academic, social, and professional growth of all students.	212	5.89	0	0	0%	0	0%	12	6%	200	94%	188	5.83	0	0	0%	1	1%	14	7%	173	92%
5c. Recognizes the importance of the social context of schooling.	212	5.92	0	0	0%	0	0%	9	4%	203	96%	188	5.80	0	0	0%	1	1%	17	9%	170	90%
5d. Collaborates with parents and other relevant parties.	212	5.56	1	0	0%	0	0%	46	22%	165	78%	188	5.52	9	0	0%	3	2%	37	21%	139	78%
5e. Has high expectations for all students.	212	5.91	0	0	0%	0	0%	10	5%	202	95%	188	5.87	0	0	0%	0	0%	12	6%	176	94%
5f. Takes other perspectives into account.	212	5.87	0	0	0%	1	0%	12	6%	199	94%	188	5.84	0	0	0%	2	1%	11	6%	175	93%
5g. Adheres to professional code of ethics in decision making.	212	5.91	1	0	0%	0	0%	9	4%	202	96%	188	5.85	1	0	0%	2	1%	10	5%	175	94%
5h. Engages in reflective practice.	212	5.92	0	0	0%	0	0%	9	4%	203	96%	188	5.82	1	0	0%	3	2%	11	6%	173	93%
5i. Demonstrates integrity	212	5.94	0	0	0%	0	0%	6	3%	206	97%	188	5.93	0	0	0%	1	1%	5	3%	182	97%

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5j. Accepts responsibility	212	5.86	0	0	0%	1	0%	13	6%	198	93%	188	5.76	0	1	1%	4	2%	12	6%	171	91%
5k. Shows initiative	212	5.87	0	0	0%	0	0%	14	7%	198	93%	188	5.73	0	0	0%	3	2%	19	10%	166	88%
5l. Demonstrates commitment to chosen professional role.	212	5.92	0	0	0%	0	0%	8	4%	204	96%	188	5.84	0	0	0%	2	1%	11	6%	175	93%
5m. Exhibits sound judgment	212	5.87	0	0	0%	0	0%	14	7%	198	93%	188	5.88	0	0	0%	1	1%	9	5%	178	95%
5n. Accepts constructive criticism	212	5.84	0	0	0%	1	0%	15	7%	196	92%	188	5.87	0	0	0%	3	2%	6	3%	179	95%
5o. Models appropriate assertiveness.	212	5.85	0	0	0%	0	0%	16	8%	196	92%	188	5.69	0	0	0%	3	2%	23	12%	162	86%

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