

UNO Educational Leadership - Clinical Supervision Project Rubric

Criteria	Unacceptable (Points: 0-6)	Acceptable (Points 7-8)	Target (Points 9-10)
PRE-PLANNING 10 points (10%)	Candidate had less than 5 pre-planned questions to guide the pre-conference	Candidate prepared 5 thoughtful questions which encouraged the teacher to share information about their teaching practice.	Candidate prepared more than 5 thoughtful questions which encouraged a fluid and informative conversation about their teaching practice.
PRE-CONFERENCE Scored from Audio Tape (60 Points) (20%)	Audio tape was not of sufficient quality to allow listener to hear or understand the conversation or provided less than adequate information/data for the observation.	Audio tape quality allowed the listener to hear and understand the conversation between the teacher and observer with minimal disruption and provided needed data for the observation.	Audio tape quality allowed the listener to hear and understand the conversation between the teacher and observer with no problems and provided essential data for the observation.
	Candidate did not use planned questions or did not assist teacher in identifying a clear focus for the observation.	Candidate used planned questions appropriately and demonstrated sincerity in assisting teacher in defining a clear focus area for the observation	Candidate used planned questions to guide a conversation about the teaching practice and supported teacher in defining a clear focus area for the observation.
	Candidate did not adequately explain the appropriate observation technique and the data that would be collected to assist the teacher in the identified area of focus for the observation.	Candidate adequately explained an appropriate observation technique and the data that would be collected to assist the teacher in the identified area of focus for the observation.	Candidate thoroughly explained one or more possible observation techniques and thoroughly clarified the data to be collected to assist the teacher in the identified area of focus for the observation.
	Candidate did not use appropriate conferencing skills to engage the teacher in a conversation about the planned observation.	Candidate used appropriate conferencing skills that engaged the teacher in a conversation about the planned observation.	Candidate was confident and fluent in the use of appropriate conferencing skills to engage the teacher in a conversation about the planned observation.
	Candidate failed to identify and/or clarify the specific data that would be collected or how that data would be analyzed.	Candidate identified and clarified the specific data to be collected and discussed how this data would be analyzed.	Candidate identified and clarified the specific data to be collected, discussed how this data would be analyzed and how this could improve teaching.
	Candidate's use of supervisory style was inappropriate.	Candidate used appropriate supervisory style in discussing the teacher's practice.	Candidate used appropriate supervisory style which encouraged teacher to engage in productive conversation.
	OBSERVATION Data Collection and Analysis 40 points (20%)	Candidate appropriately used the selected observation technique to complete an observation that was less than 30 minutes.	Candidate appropriately used the selected observation technique to complete a 30 minute classroom observation
	Candidate's notes and description of classroom	Candidate took appropriate notes and described classroom	Candidate took detailed notes with comprehensive

	events were not detailed or did not relate to the purpose of the observation.	events as they related to the purpose of the observation	description of events as they related to the purpose of the observation
	Candidate did not collect sufficient or appropriate data to analyze.	Candidate collected sufficient and appropriate data relative to the selected observation technique	Candidate collected sufficient and appropriate data relative to the technique and noted additional information that would be helpful in the analysis and/or post-conference.
	Candidate was unable to identify any areas of strength or weakness.	Candidate was able to accurately analyze the collected data to identify areas of strength and areas for improvement.	Candidate analyzed the data, identified area(s) or strength and area(s) for improvement and used additional observation notes to support these areas.
DATA REVIEW AND OBSERVATION SUMMARY 20 points (20%)	Candidate did not collect sufficient data to make an analysis and draw conclusions relative to instructional practices, classroom management or other issues.	Candidate reviewed sufficient data and analyzed it to identify the teacher's strengths and weaknesses of instructional practices, classroom management or other issues.	Candidate reviewed sufficient data, reflected on it and accurately analyzed the data to identify and categorize the strengths and weaknesses of instructional practices, classroom management or other issues.
	Candidate's observation summary was poorly written and feedback was not focused on data analysis for improving student learning or no questions developed to guide the post conference..	Candidate's observation summary was well written, providing the raw data and a summary of what the data can tell the teacher about teaching and learning and lists possible recommendations for improvement.	Candidate's observation summary was comprehensive; providing the raw data and an analysis of what the data can tell the teacher about teaching and learning, and made recommendations based on best practices for improving student learning were presented.
POST-CONFERENCE 40 Points (20%)	Did not prepare or poorly prepared the post-conference questions focused on prompting teacher to reflect on teaching processes.	Prepared post-conference questions that were used to prompt the teacher to reconstruct events of the teaching and to reflect on the focus they established in the pre-conference.	Prepared post-conference questions that were used to prompt the teacher to reconstruct events of teaching , reflect on these and engage in conversation on the focus established in the pre-conference.
	Candidate had no plan or had developed an inadequate plan for ongoing growth and development predicated on the data analysis and discussion in the post conference.	Candidate developed a working plan for ongoing growth and development, predicated on data analysis and discussion in the post-conference.	Candidate developed a working plan for ongoing growth and development predicated on data analysis and discussion in the post conference and sets date for a follow-up observation.
	Candidate did not use appropriate conferencing skills.	Candidate used appropriate conferencing skills.	Candidate was fluent in the use of conferencing skills.
	Candidate's use of supervisory style was	Candidate used appropriate supervisory style in discussing	Candidate used appropriate supervisory style which

	inappropriate.	the teacher's practice.	encouraged teacher to engage in productive conversation.
SUMMARY and REFLECTION 10 points (10%)	No conclusion and/or reflection or the conclusion and reflection were not of sufficient quality to communicate what was learned and what could be done to improve the next observation and conference opportunity.	Written report includes a conclusion and reflection on what was learned through this experience and what could be done to improve the next observation/conferencing opportunity.	Written report includes a well thought-out conclusion and reflection on what was learned and how future observations and conferences could be improved.