|  |
| --- |
| **Clinical Teaching Observation # \_\_\_\_\_** |
| Candidate: | Faculty Field Supervisor: |
| School: | Subject: |
| Cooperating Teacher/Host Teacher/Mentor: | Pre-Conference Date (mm/dd/yy):Observation Date (mm/dd/yy):Post Conference Date (mm/dd/yy): |
| Duration (in minutes): | Observation Context: [ ] In Person observation in a classroom setting |
|  | Co-Teaching Strategy Observed: *Check all that apply*[ ] Station Teaching [ ] Parallel Teaching [ ] Alternative Teaching [ ] Combination [ ] NA/Solo Teach |

*The Teacher Candidate Evaluation Rubric is aligned with the Texas Teacher Evaluation and Support System (T-TESS).* [*Here*](https://teachfortexas.org/Resource_Files/Evaluation_Process/T-TESS_Rubric-Working_Copy.pdf) *is a link to a copy of the T-TESS Rubric Containing all domains, dimensions, descriptors, and performance levels, which can be downloaded.*

**Proficiency Ratings\*: 1 = Improvement Needed 2 = Developing 3 = Proficient NA = Not Applicable**

**\*Ratings are based on the preponderance of evidence. Evidence in this form is based on the Proficient performance level.**

*NOTE: Gray highlights indicate areas in which the Clinical Teacher or Resident has little control and/or responsibility; therefore, no rating is required in these areas.*

|  |
| --- |
| **Domain 1: Planning** |
| **Dimensions**  | **1****Improvement Needed** | **2****Developing** | **3****Proficient** | **NA** |
| **1.1 Standards and Alignment**: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.* All goals are aligned to state content standards.
* All activities, materials, and assessments that:
	+ are sequenced.
	+ are relevant to students.
	+ Provide appropriate time for lesson and lesson closure.
	+ Fit into the broader unit and course objectives.
	+ are appropriate for diverse learners.
* All objectives aligned to the lesson’s goal.
* Integration of technology when applicable.
 |  |  |  |  |
| **1.2 Data & Assessment**: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.* Formal and informal assessments to monitor progress of all students.
* Consistent feedback to students, families, and other school personnel while maintaining confidentiality.
* Analysis of student data connected to specific instructional strategies.
 |  |  |  |  |
| **1.3 Knowledge of Students:** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.* All lessons that connect to students’ prior knowledge and experiences.
* Adjustments to address strengths and gaps in background knowledge, life experiences, and skills of all students
 |  |  |  |  |
| **1.4 Activities:** The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement* Questions that encourage all students to engage in complex, higher-order thinking.
* Instructional groups based on the needs of all students.
* All students understand their roles within instructional groups.
* Activities, resources, technology, and instructional materials aligned to instructional purposes.
 |  |  |  |  |

**\*Domain 1 Required Evidence and Feedback:** *Upload the originally submitted lesson plan.*

**Field Supervisor Pre-Conference Lesson Plan Feedback:**

|  |
| --- |
| **Domain 1 Area of Reinforcement:** What parts of this lesson plan are well developed, and why? |
| **Domain 1 Area of Refinement:** What parts of this lesson plan require further attention, and why? |
| **Recommendations:** Suggestions and resources to help improve Areas of Refinement |

|  |
| --- |
| **Domain 2: Instruction** |
| **Dimensions**  | **1****Improvement Needed** | **2****Developing** | **3****Proficient** | **NA** |
| **2.1 Achieving Expectations:** The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.* Sets academic expectations that challenge all students.
* Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
* Addresses student mistakes and follows through to ensure student mastery.
* Provides students opportunities to take initiative of their own learning.
 |  |  |  |  |
| **2.2 Content Knowledge and Expertise:** The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.* Conveys accurate content knowledge in multiple contexts.
* Integrates learning objectives with other disciplines.
* Anticipates possible student misunderstandings.
* Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).
* Accurately reflects how the lesson fits within the structure of the discipline and the state standards
 |  |  |  |  |
| **2.3 Communication:** The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.* Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
* Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
* Provides explanations that are clear and uses verbal and written communication that is clear and correct.
* Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
* Uses probing questions to clarify and elaborate learning.
 |  |  |  |  |
| **2.4 Differentiation:** The teacher differentiates instruction, aligning methods and techniques to diverse student needs.* Adapts lessons to address individual needs of all students.
* Regularly monitors the quality of student participation and performance.
* Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
* Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
 |  |  |  |  |
| **2.5 Monitor and Adjust**: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.* Consistently invites input from students in order to monitor and adjust instruction and activities.
* Adjusts instruction and activities to maintain student engagement.
* Monitors student behavior and responses for engagement and understanding.
 |  |  |  |  |

|  |
| --- |
| **Domain 2 Evidence -** Evidence related to this domain that cites educational practices observed- specific student and teacher words, actions, etc.\* |
| **Domain 2 Comments -** |

|  |
| --- |
| **Domain 3: Learning Environment** |
| **Dimensions**  | **1****Improvement Needed** | **2****Developing** | **3****Proficient** | **NA** |
| **3.1 Classroom Environment, Routines, and Procedures:** The teacher organizes a safe, accessible and efficient classroom.* All procedures, routines and transitions are clear and efficient.
* Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
* The classroom is safe and organized to support learning objectives and is accessible to most students.
 |  |  |  |  |
| **3.2 Managing Student Behavior:** The teacher establishes, communicates and maintains clear expectations for student behavior.* Consistently implements the campus and/or classroom behavior system proficiently.
* Most students meet expected classroom behavior standards.
 |  |  |  |  |
| **3.3 Classroom Culture:** The teacher leads a mutually respectful and collaborative class of actively engaged learners.* Engages all students in relevant, meaningful learning.
* Students work respectfully individually and in groups.
 |  |  |  |  |

|  |
| --- |
| **Domain 3 Evidence -** Evidence related to this domain that cites educational practices observed-specific student and teacher words, actions, etc.\* |
| **Domain 3 Comments -**  |

|  |
| --- |
| **Domain 4: Professional Practices and Responsibilities** |
| **Dimensions**  | **1****Improvement Needed** | **2****Developing** | **3****Proficient** | **NA** |
| **4.1 Professional Demeanor and Ethics:** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.* Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
* Meets all professional standards (e.g., attendance, professional appearance and behaviors).
* Advocates for the needs of students in the classroom.
 |  |  |  |  |
| **4.2 Goal Setting:** The teacher reflects on his/her practice.* Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
* Meets all professional goals resulting in improvement in practice and student performance.

  |  |  |  |  |
| **4.3 Professional Development:** The teacher enhances the professional community.* Engages in professional development activities (e.g., TXST seminars, campus professional learning)
* Collaboration and planning with CT, grade level, or subject level team

T-TESS Language for reference only: Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. |  |  |  |  |
| **4.4 School Community Involvement:** The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.* Contacts parents/guardians regularly regarding students’ academic and social/emotional growth.
* Actively participates in all school outreach activities
* Communicates the mission, vision and goals of the school to students, colleagues, parents and families.
 |  |  |  |  |

|  |
| --- |
| **Domain 4 Summary, Comments, and Suggestions** - Summative comments and suggestions specific to this domain.\* |

**Field Supervisor Post** **Observation Coaching Conference Feedback: Overall Observation Summary**

|  |
| --- |
| **Area(s) of Reinforcement -** Address at least one area in which the candidate excels-strength(s). Cite evidence, *connect to T-TESS rubric descriptors/language, and explain impact on student learning.*  |
| **Area(s) of Refinement -** Address no more than two areas in which the candidate can improve. Cite evidence, *connect to T-TESS rubric descriptors/language, and explain impact on student learning.*  |
| **Candidate Goals for Next Observed Lesson *(i.e. informal observation)* based on this feedback.**  |
| **Supervisor Recommendations:** Offer 2-3 specific suggested ideas or next steps for the candidate to take to develop knowledge and skill in the identified area(s) for refinement. |