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| **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.*

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| **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:**

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| **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 |

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| **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. |  |  |  |  |

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

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| **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. |  |  |  |  |

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

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| **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. |  |  |  |  |

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

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

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| **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. |