

FORMAL OBSERVATION FORM **Clinical Teaching, Residency, and Internship**

This Word document is a working copy for supervisors. (The **observation report** with the performance data and comments **must be entered in the electronic record.**)

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: <i>Check all that apply</i> ☐ 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](#) 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**

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

Dimensions	1 Improvement Needed	2 Developing	3 Proficient
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.			

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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 *

Dimensions	1 Improvement Needed	2 Developing	3 Proficient
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			

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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 - *

Dimensions	1 Improvement Needed	2 Developing	3 Proficient
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.			

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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 - *

Dimensions	1 Improvement Needed	2 Developing	3 Proficient
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.			

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

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. *