

Clinical Teacher Formal Observation

DATE: _____ START TIME: _____ END TIME: _____ GRADE LEVEL: _____

CLINICAL TEACHER: _____ CAMPUS: _____

COOPERATING TEACHER: _____

EVALUATOR: _____ EVALUATOR EMAIL: _____

Indicate Evaluator's Title: University Supervisor _____ Cooperating Teacher _____

The following clinical teacher formal observation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Use Not Applicable (NA) when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: ****Distinguished** **Accomplished** ***Proficient** **Developing** ****Needs Improvement**

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NA

DOMAIN 1: PLANNING - Evidence is apparent in the instructional lesson plan and classroom observations.						
<i>Standards & Alignment: The clinical teacher designs well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</i>						
<ul style="list-style-type: none"> • Measurable goals and lesson objectives are aligned to state content standards (TEKS) 						
<ul style="list-style-type: none"> • Uses appropriate lesson plan format 						
<ul style="list-style-type: none"> • Instructional materials, resources, technology and activities are prepared and ready to use 						
<i>Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</i>						
<ul style="list-style-type: none"> • Uses formal and informal assessments to monitor progress of all students 						
<i>Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.</i>						
<ul style="list-style-type: none"> • Lesson connects to student prior knowledge/experiences and future learning 						

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DOMAIN 2: INSTRUCTION – Evidence is apparent in classroom instruction and classroom.						
<i>Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>						
<ul style="list-style-type: none"> • Begins with appropriate introduction 						
<ul style="list-style-type: none"> • Sets clear academic and behavior expectations 						
<i>Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i>						
<ul style="list-style-type: none"> • Conveys accurate content knowledge 						
<ul style="list-style-type: none"> • Presents information in appropriate sequence 						
<ul style="list-style-type: none"> • Engages students in relevant, meaningful, and active learning 						
<ul style="list-style-type: none"> • Evaluates and provides feedback on student progress during instruction 						
<ul style="list-style-type: none"> • Uses a variety of teaching strategies 						
<ul style="list-style-type: none"> • Maintains appropriate pace 						

• Provides for application										
• Closes instruction appropriately										
Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.										
• Provides explanations that are clear										
• Uses verbal and written communication that is clear and correct										
• Uses probing questions to clarify, elaborate learning										
Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.										
• Adapts lesson to address individual needs of all students.										
• Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.										
Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.										
• Monitors student behavior and responses for engagement and understanding										

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DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom and learning culture.										
Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom.										
• All procedures, routines and transitions are clear and efficient.										
Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior.										
• Manages student behavior effectively (redirects disruptive behaviors/reinforces desired behaviors)										
Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.										
• Uses strategies to motivate students										
• Teacher -student interactions demonstrate caring and respect for one another										

DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES – Evidence is available in debriefs/conferences, and daily interaction with others.										
Professional Demeanor & Ethics: The clinical teacher meets Lubbock Christian University and 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 professional standards (e.g., attendance, professional appearance and behaviors).										
Goal Setting: The teacher reflects on his/her practice.										
• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback										
Professional Development: The teacher enhances the professional community.										
• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities										

REFLECTION:

Clinical teacher's strengths: _____

Clinical teacher's areas of improvement: _____

Goals: _____

Clinical Teacher Signature: _____

University Supervisor Signature: _____