

Formal Clinical Teacher Evaluation

Observation Regular Midterm Final Start Time 9:55 Duration	_: <u>5</u> 5	_
Lesson Observer: La Cooperating Teacher University Supervisor		
Clinical Teacher Browden Smith Year 2018 Semester -	all 🔽 S	pring
Clinical Teacher Boundar Smith Year 2018 Semester Date 2-27-18 Observation Start Time 9:50 End Time 40:55 Duration	<u>: 55</u>	<u>-</u>
Conferences: Pre-Conference Date Start Time End Time Duration	:	_
Post-Conference Date Start Time End Time Duration		
Cooperating Teacher School School Subject/Grade LNJ Grade	77	_
Cooperating Teacher Grade Subject/Grade End Grade	PE	
Evaluator GEN Bridge Signature Grand		
The following clinical teacher evaluation form is divided into four domains as adopted by the State Board of Education. T are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Please complete the form by ch appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.	each don	nain
SCALE: *1=Needs Improvement 2=Developing *3=Proficient		
* Requires written COMMENTS specifying observed, shared or recorded evidence if scoring 1 or 2. Proficient is the goal.		T
Needs	Developing	Proficient
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DOMAIN 1: PLANNING – Evidence is apparent in the lesson plan.		
1.1 Standards and Alignment: The teacher designs, organizes and implements clear, well-organized, sequential lesson	c that refl	lect
best practice, align with standards and are appropriate for diverse learners.	s triat ren	CCI
1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages analyzes student data to inform instruction.	and	
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of le social-emotional development and achievement for all students.	arning,	
All lessons connect to student prior knowledge and experiences	T	V
All lessons adjust for student strengths and gaps in background knowledge, life experiences and skills		V
1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achie	vement.	
Questions encourage all students to engage in complex, higher order thinking		V,
Instructional groups based on student needs		1
All students understand individual roles within instructional groups	-	1
Activities, resources, technology, instructional materials aligned to instructional purposes		V
COMMENTS:		_
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Ac	DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom. chieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-		
_	notional success.		
	Evidence that most students demonstrate mastery of objective		
-	Addresses students mistakes and follows through to ensure student mastery		
-	Provides student opportunity to take initiative of their own learning		
_	Conveys accurate content knowledge		
-	Integrates learning objectives with other disciplines		
	Anticipates possible student misunderstandings		
_	Accurately reflects how lesson fits within structure of discipline and TEKS		
	 Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based) 		
	Uses probing questions to clarify, elaborate learning		
	 Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts 		
	Asks remember, understand and apply level questions focusing on lesson objective and provoking questions		
	Provides explanations that are clear		
	Uses verbal and written communication that is clear and correct		
	Establishes classroom practices that provide for most students to communicate effectively with their teacher		
	and their peers		
	Adapts lesson to address individual needs of all students		
_	Regularly monitors quality of student participation and performance		
	 Recognizes when students become confused or disengaged and responds to student learning or socio- emotional needs 		
_	Provides differentiated instructional methods and content to ensure students have opportunity to master		
	what is being taught		
-	Utilizes input from student in order to monitor and adjust instruction and activities		
	Monitors student behavior and responses for engagement and understanding		
	 Adjusts instruction and activities to maintain student engagement and appropriate pacing of instruction for time management 		
2	DMMENTS This was our parachute lesson. Drawson ble to integrate science and other academic prince sto the lesson. He asked students to "Observe" the a the parachute. And asked them to predict how move.	uas Hey Hey	ls
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DOMAIN 3: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.	
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	1
Students actively participate in groups, manage supplies and equipment with very limited teacher direction	V
Classroom is safe and organized to support learning objectives and is accessible to most students	V
3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior	evior.
Consistently implements the campus and/or classroom behavior management system of monitoring, positive reinforcements of appropriate behavior, and appropriate responses to disruptive behavior in a proficient manner	V
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	V
Students work respectfully, individually and in groups	V
DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES 4.1 Professional Demeanor and Ethics: The teacher meets HBU and district expectations for attendance, professional apper decorum, procedural, ethical, legal and statutory responsibilities. • Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators	earance,
Meets all professional standards (e.g., attendance, professional appearance and behaviors)	-
Advocates successfully for the needs of students in the classroom	V
4.2 Goal Setting: The teacher reflects on his/her practice.	1.7
Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback	V
Meets all professional goals resulting in improvement in practice and student performance The template and the professional community.	I V
4.3 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	✓
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community mem	bers in the
school, district and community through effective communication and outreach.	
Communicates the mission, vision and goals of the school to students, colleagues, parents and families	V
Contacts parents/guardians regularly regarding students' academic and social/emotional growth	V
Actively participates in all school outreach activities	V
COMMENTS:	

FLECTION Sical teacher's greatest strength. Brandon excels as a teacher and interact with struct in a fun + engaging way aintaining control of the classroom. He is also able to change and enhance a less like nacessary.	
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