

Formal Clinical Teacher Evaluation

Observation 🗆 Regular 🗆 Midterm 🗀 Final Start Time End Time Duration			
Lesson Observer: 🗏 Cooperating Teacher 🗌 University Supervisor 🗌 Clinical Teacher			
Clinical Teacher Brandson Smith Year 2018 Semester	Fall Fall	. I Snr	rina
Date Z-12-18 Observation Start Time 10.60 End Time 11:60 Duration		<i>.</i>	
Conferences: Pre-Conference Date Start Time End Time Duration			
Post-Conference Date Start Time End Time Duration _			
District Alief 180 School Outley			-
District Alief 180 School Outley Cooperating Teacher Glenn Pointages Subject/Grade PE K-4		<u>. , , , , , , , , , , , , , , , , , , ,</u>	
Evaluator Signature			
The following clinical teacher evaluation form is divided into four domains as adopted by the State Board of Education Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions of the clinical teachers have the knowledge and skills to teach in Texas public schools. Please complete the form appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.	tion. The within ea	se dom	ains ain
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.			
	Needs Improvement	Developing	Proficient
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	lessons	that refl	ect
best practice, align with standards and are appropriate for diverse learners.		d	
1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then me analyzes student data to inform instruction.	mages a	ina	
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high leve social-emotional development and achievement for all students.	ls of lea	rning,	
All lessons connect to student prior knowledge and experiences			
 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 achievemen	ıt.	T	1./
Questions encourage all students to engage in complex, higher order thinking			$\frac{V}{V}$
Instructional groups based on student needs All the death and individual tales within instructional groups.			1/
All students understand individual roles within instructional groups Activities, resources, technology, instructional materials aligned to instructional purposes		V	ľ
COMMENTS: Great use of modifications per each gro level. Cerson fits the needs of each age group	de		

•	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	
	IMENTS Warm ups wagrated math (SKID counting). Lesson Students on or Knowledge founds in prior classes. Give	i tol
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10	insed between Steps to check for understanding and.	A. C. C. C. C.
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	Needs Improvement	Developing	Proficient
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 class	sroom.	/	
All procedures, routines and transitions are clear and efficient			
Students actively participate in groups, manage supplies and equipment with very limited teacher direction			
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 stud	lent beh	avior.	
 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 			
Most students meet expected classroom behavior standards			V
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learner	rs.		
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 Demeanor and Ethics: The teacher meets HBU and district expectations for attendance, professional Demeanor and Ethics: The teacher meets HBU and district expectations for attendance, professional Demeanor and Ethics:	onal ap	pearand	e,
decorum, procedural, ethical, legal and statutory responsibilities.			1 /
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators			V_
Meets all professional standards (e.g., attendance, professional appearance and behaviors)			V.
Advocates successfully for the needs of students in the classroom			IV
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			$\perp \!$
Meets all professional goals resulting in improvement in practice and student performance			IV
4.3 Professional Development: The teacher enhances the professional community.	1		*
Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.		-11 -1	V
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members and community through effective communication and outreach.	s in the s	cnooi, di	SUICT
Communicates the mission, vision and goals of the school to students, colleagues, parents and families	NA		
Contacts parents/guardians regularly regarding students' academic and social/emotional growth	NA		1
Actively participates in all school outreach activities		\overline{V}	
COMMENTS:			

REFLECTION
Clinical to have built a year and
Clinical teacher's greatest strength Clinical teacher has built a very good relationship with the soudents, He Mountains a Good balance between fun and entertaining, and disciplinary. He is definitely the cool coach
relationship with the Students, The Maintains a Good baconice
between fun and entertaining, who disciplinary. He is definiting
the cool coach
Francisco bie "PE Voice" and Respine control
Clinical teacher's greatest challenge
Clinical teacher's greatest challenge Finding his "PE Voice", and Keeping control

Eleva Bridges Print Name Print Name	Signature Signature	2 - /3 - /8 Date
Print Name	Signature 0	Date
Print Name	Bn ds was	2 - /3 - /8 Date
Eleva Bridges Print Name	Bridge CA Signature	2 - /3 - /8 Date
Glenn Bridges	GBn dg w	2-/3-18
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