

Formal Clinical Teacher Evaluation

Observation Regular Midterm Final Start Time _____ End Time _____ Duration _____ :

Lesson Observer: Cooperating Teacher University Supervisor Clinical Teacher

Clinical Teacher Brandon Smith Year 2018 Semester Fall Spring

Date 2-12-18 Observation Start Time 10:00 End Time 11:00 Duration 1 : 00

Conferences: Pre-Conference Date _____ Start Time _____ End Time _____ Duration _____ :
Post-Conference Date _____ Start Time _____ End Time _____ Duration _____ :

District Alief ISD School Outlet

Cooperating Teacher Glenn Bridges Subject/Grade PE K-4

Evaluator _____ Signature [Signature]

The following clinical teacher evaluation 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. Please complete the form by checking the appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation/evaluation.

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
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DOMAIN 1: PLANNING – Evidence is apparent in the lesson plan.			
<i>1.1 Standards and Alignment: The teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</i>			
<i>1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</i>			
<i>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.</i>			
• All lessons connect to student prior knowledge and experiences			✓
• All lessons adjust for student strengths and gaps in background knowledge, life experiences and skills			✓
<i>1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</i>			
• Questions encourage all students to engage in complex, higher order thinking			✓
• Instructional groups based on student needs			✓
• All students understand individual roles within instructional groups			✓
• Activities, resources, technology, instructional materials aligned to instructional purposes		✓	

COMMENTS: Great use of modifications per each grade level. Lesson fits the needs of each age group

		Needs Improvement	Developing	Proficient
DOMAIN 2: INSTRUCTION – Evidence is apparent in instruction and classroom.				
<i>Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>				
2.1	• 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			✓
2.2	• 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)			✓
	• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers			
2.3	• 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			
2.4	• 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			
2.5	• 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			

COMMENTS Warm ups integrated math (skip counting). Lesson touched on students prior knowledge taught in prior classes. Gave students an opportunity to turn + talk about their favorite dance and why? Paused between steps to check for understanding and mastery during the dances.

Great job!

REFLECTION

Clinical teacher's greatest strength *Clinical teacher has built a very good relationship with the students. He maintains a good balance between fun and entertaining, and disciplinary. He is definitely the cool coach!*

Clinical teacher's greatest challenge *Finding his "PE Voice", and keeping control during transitioning.*

