# HBU
HOUSTON BAPTIST
UNIVERSITY

## Formal Clinical Teacher Evaluation

Observation ☐ Regular ☐ Midterm ☐ Final    Start Time _9:30_ End Time _11:00_ Duration ___1_:_30_

Lesson Observer: ■ Cooperating Teacher ☐ University Supervisor ☐ Clinical Teacher

Clinical Teacher _Brandon Smith_ Year _2018_ Semester ☐ Fall ☑ Spring

Date _4.10.18_ Observation Start Time _9 30_ End Time _11:00_ Duration ___1_:_30_

Conferences:   Pre-Conference Date _____ Start Time _____ End Time _____ Duration ___:___
               Post-Conference Date _4/10/18_ Start Time _11:00_ End Time _11:15_ Duration ___:_15_

District _Alief ISD_ School _Alief Early College High School_

Cooperating Teacher _Marianne Davies_ Subject/Grade _Physical Education 9-12_

Evaluator _Marianne Davies_ Signature _M Davies_

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 |
|---|---|---|---|
| **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 reflect best practice, align with standards and are appropriate for diverse learners. | | | |
| 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. | | | |
| 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 appropriate to student prior knowledge and experiences | | | ✓ |
| • All lessons account for student strengths and gaps in background knowledge, life experiences and skills | | | ✓ |
| • The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. | | | |
| • 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: _Lesson plans are thorough and turned in on time._
_Adapts well to "Change in plans" ie: EOC testing_

## DOMAIN 2: INSTRUCTION – *Evidence is apparent in instruction and classroom.*

*Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.*

| | | Needs Improvement | Developing | Proficient |
|---|---|---|---|---|
| **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) | | | ✓ |
| **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

Great hints – "Keep your back straight so you don't lose balance."

Good job getting all kids involved in the conversation.

Great modifications for the different abilities and you gave them the choice to use them or not. That empowers them w/o fear of not being able to do something

Awesome encouragement for our "thicker" kids. You make them want to try.

| | 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 classroom. | | | |
| • 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 | | | ✓ |
| **3.2 Managing Student Behavior:** The teacher establishes, communicates and maintains clear expectations for student behavior. | | | |
| • 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 | | | ✓ |
| **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 | | | ✓ |

COMMENTS

You have created a very comfortable environment and they know you care about them.

5th period- great job demanding attention. You have created a "teacher in control" environment and therefore the kids responded well when you told them to put their phones down.

| | Needs Improvement | Developing | Proficient |
|---|---|---|---|
| **DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES** | | | |
| **4.1 Professional Demeanor and Ethics:** The teacher meets HBU 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 all professional standards (e.g., attendance, professional appearance and behaviors) | | | ✓ |
| • Advocates successfully 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. | | | |
| • 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 members 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 | | | |
| • Contacts parents/guardians regularly regarding students' academic and social/emotional growth | | | N/A |
| • Actively participates in all school outreach activities | | | N/A |

COMMENTS: Brandon has done a great job signing in and out and following building procedures. He also jumps in for extra duties.

**REFLECTION**

Clinical teacher's greatest strength

- Continuing to build relationships that make out our kids want to try and/or participate.

Clinical teacher's greatest challenge

I would suggest trying to tie things into every day activities or other classes; use their discussion for introductions to activities.

For example -

When Kimberly said, "My tooth hurt so bad I didn't know what to do!"

"I'm glad your here today because I'm going to teach you something you can do at home."

Recommendations/Next Steps/Goals

Continue to be creative with activity time.
I love the yoga idea!
Dont hesitate trying new things!

| | Print Name | Signature | Date |
|---|---|---|---|
| **Cooperating Teacher** | Marianne Davies | M Davies | 4.10.2018 |
| **University Supervisor** | Heather M | Heather Morrison | 4/10/18 |
| **Clinical Teacher** | Brandon Smith | | 04/10/2018 |