HBU
HOUSTON BAPTIST
UNIVERSITY

Formal Clinical Teacher Evaluation

Observation ☑ Regular ☐ Midterm ☐ Final   Start Time _10:00_ End Time _11:00_ Duration ___1:00___

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

Clinical Teacher __BRANDON SMITH__   Year _18_ Semester ☐ Fall ☑ Spring

Date _3/5/18_ Observation Start Time __10:00__ End Time __11:00__ Duration ___1:00___

Conferences: Pre-Conference Date _3/3/18_ Start Time _____ End Time _____ Duration _Email_
Post-Conference Date _3/5/18_ Start Time _11:00_ End Time _11:10_ Duration ___0:10___

School __OUTLEY ES__

District __ALIEF ISD__   Subject/Grade _2ND_

Cooperating Teacher __GLEN BRIDGES__   Signature __Heather M____

Evaluator __Heather Morrison__

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 connect to student prior knowledge and experiences			
• All lessons adjust for student strengths and gaps in background knowledge, life experiences and skills		✓	
1.4 Activities: 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 connects to other activities and teamwork (social domain) and_

23

Clinical Teaching Packet

	Needs Improvement	Developing	Proficient

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
+ Gave both verbal directions and had "teamwork" written on the board
+ Asked students "How do I ride a bike?"
✗ Students demonstrated bike grip
+ Demonstrated and had student repeat "over hand grip" with the parachute
✗ Students gripped parachute with OHG
+ "What did you observe the things do in the parachute"
✗ All students appeared to master over hand grip
✗ Students excited with activity but still listening for directions
+ "What was the most important part of todays lesson"
✗ Student "teamwork"

	Needs Improvement	Developing	Proficient

DOMAIN 3: LEARNING ENVIRONMENT – *Evidence is apparent in the classroom.*

	Needs Improvement	Developing	Proficient
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 _*Students entered quietly, started warm up_
followed auditory directions
* Students were respectful of safe space
for activity
+ lesson emphasized teamwork, student
working together
* Students worked respectively in large group
* Students raised their hands to speak
+ Gave rules/directions for each activity

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

	Needs Improvement	Developing	Proficient
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			✓
• Actively participates in all school outreach activities			

COMMENTS: _____

25

Clinical Teaching Packet

REFLECTION

Clinical teacher's greatest strength _INTEGRATING FEEDBACK FROM STUDENTS WITH PROBING QUESTIONS, VOCABULARY, DEMONSTRATION (STUDENT)_

Clinical teacher's greatest challenge _VOICE / DIRECTIONS WHEN CORRECTING BEHAVIOR. TRY TO SHOW DISAPPOINTMENT NOT FRUSTRATION._

- I SURE WOULD LIKE TO TELL (TEACHER, CLASSROOM) WE ALL FOLLOWED DIRECTIONS TODAY BUT SOME OF US...

commendations/Next Steps/Goals

PREPARE FOR NEXT PLACEMENT
- THINK ABOUT ADJUSTMENT
TO STUDENT BEHAVIORS, ATTITUDES
AND SKILLS AT HIGHER LEVEL

University Supervisor _Heather Morrison_   Signature _____   Date _3/5/18_
                        Print Name

Clinical Teacher _Brandon Smith_   Signature _____   Date _03/5/18_
                   Print Name

27