

## Formal Clinical Teacher Evaluation

Formal Clinical Toda  Observation Regular Midterm Final Start Time 6:60 End Time 11:00 Duration 1:00  Observation Regular University Supervisor Clinical Teacher  Semester Fall Spring	
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3/5/18 Observation Start Time	
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Conferences:  Pre-Conference Date 3/3/18 Start Time Post-Conference Date 3/5/18 Start Time School 0/7/EY  Cooperating Teacher 15/0 Subject/Grade Subject/Grade Signature  Evaluator Signature  Signature  Fig. 15 Subject State Board of Education. These domains as adopted by the State Board of Education. These domains and Responsibilities. The Dimensions within each domain and Professional Practice and Responsibilities. The Dimensions within each domain and Professional Practice and Responsibilities. The Dimensions within each domain and Professional Practice and Responsibilities. The Dimensions within each domain and Professional Practice and Responsibilities. The Dimensions within each domain and Professional Practice and Responsibilities. The Dimensions within each domain and Professional Practice and Responsibilities.	
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POMAIN 1: PLANNING - Evidence is appearable, sequential lessons traction	
1.1 Standards and Alignment: The teacher designs, organizes and implements clear, well-age to the standards and are appropriate for diverse learners.  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 learning, and proven practices, the teacher ensures high levels of learning, and proven practices, the teacher ensures high levels of learning, and proven practices, the teacher ensures high levels of learning, and proven practices, the teacher ensures high levels of learning, and proven practices, the teacher ensures high levels of learning.	
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Needs Improvement Developing Proficient

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- Addresses students mistakes and follows through to ensure student mastery - Provides student opportunity to take initiative of their own learning - Corveys accurate content knowledge - Integrates learning objectives with other disciplines - Anticipates possible student misunderstandings - Accurately reflects how leason fits within structure of discipline and TEKS - Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based) - Verse 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 tesson 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 - Recognizes when students become confused or disengaged and responds to student learning or socio Recognizes when students become confused or disengaged and responds to student learning or socio Recognizes when students brouchers of disengaged and responds to student learning or socio Recognizes when students brouchers of disengaged and responds to student learning or socio Recognizes when students brouchers of disengaged and responds to student have opportunity to master - what is object to the students of disengaged and responds to student learning or socio entolonal needs - Provides differentiated instructional methods and content to ensure students have opportunity to master what is object to the student in order to monitor and adjust instruction and activities - Provides differentiated instructions and adjust instruction and activities - Provides differentiated instructions and activities - Monitors student behavior and responses for enga	Evidence that most students demonstrate mastery of objective		1
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DOMAIN 2: INSTRUCTION - Evidence is apparent in instruction and classroom.

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lassroom Environment, Routines and Procedures.  All procedures, routines and transitions are clear and efficient  Students actively participate in groups, manage supplies and equipment with very limited teacher direction students actively participate in groups, manage supplies and equipment with very limited teacher direction.			1	<u> </u>
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All procedures, routines and transitions are even.  Students actively participate in groups, manage supplies and equipment with very limited to students. Students actively participate in groups, manage supplies and is accessible to most students. Classroom is safe and organized to support learning objectives and is accessible to most students. Classroom is safe and organized to support the teacher establishes, communicates and maintains clear expectations for standarding Student Behavior: The teacher establishes, communicates and maintains clear expectations for standarding students. The teacher establishes are considered to the support of the	udent b	enavioi	<del></del>	-
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