

## UD Clinical Teaching Formative Assessment Classroom Observation # \_\_\_\_\_

UD Clinical Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Begin Time: \_\_\_\_\_ End Time: \_\_\_\_\_

UD Field Supervisor: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Total Number of Students in Class: \_\_\_\_\_ Girls: \_\_\_\_\_ Boys: \_\_\_\_\_

Principal: \_\_\_\_\_ District: \_\_\_\_\_

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	1	2	3	4	5	NA	EVIDENCE
<b>Domain I: Planning [Assessed During Pre-Conference]</b>							
<b>1.1 Standards and Alignment.</b> The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners. Standards Basis: 1A, 1B, 3A, 3B, 3C. Expectations in this dimension include							
a. Goals aligned with state content standards							
b. All activities, materials, and assessments are relevant to students							
c. All activities, materials, and assessments provide appropriate time for lesson and lesson closure							
d. All activities, materials, and assessments fit into the broader unit and course objectives							
e. All activities, materials, and assessments are appropriate for diverse learners							
f. All objectives are aligned to the lesson's goal.							
g. Integration of technology when applicable.							
h. Lesson plan was submitted <b>before</b> observation.							Attach lesson plan to this document

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<b>1.2 Data and Assessment.</b> The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D. Expectations in this dimension include								
a. Formal and informal assessments to monitor progress of all students.								
b. Consistent feedback to students, families, and other school personnel while maintaining confidentiality.								
c. Analysis of student data connected to specific instructional strategies.								
<b>1.3 Knowledge of Students.</b> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C. Lesson plan submitted offers explicit evidence of								
a. Connection to students' prior knowledge and experiences								
b. Adjustment to address strengths and gaps in background knowledge, life experiences, and skills of all students.								
<b>1.4 Activities.</b> The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. Standards Basis: 1B, 1C, 1D, 1E. Lesson plan submitted offers explicit evidence of								
a. Questions that promote all students to engage in complex, higher order thinking								Examples of higher order questions a. _____ b. _____ c. _____
d. Instructional groups based on the needs of all students								
e. Information so that all students understand their individual roles within instructional groups.								
f. Activities, resources, technology, and instructional materials aligned with instructional purposes								
<b>Domain II: Instruction [Assessed During Post-Conference]</b>								

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<b>2.1 Achieving Expectations.</b> The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B. During the class, the student teacher shows evidence that he/she								
a.	Sets academic expectations that challenge all students							
b.	Persists with the lesson until there is evidence that most students demonstrate mastery of the objective							_____% of students mastered objective Does this coincide with assessment data analysis? _____
c.	Addresses student mistakes and follows through to ensure student mastery							
d.	Provides students opportunities to make choices relevant to their own learning							What choices were given to students?
<b>2.2 Content Knowledge and Expertise.</b> The teacher uses content and pedagogical expertise to execute lessons aligned with state standards, related content, and student needs. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C. During the class, the student teacher shows evidence that he/she								
a.	Conveys accurate content knowledge in multiple contexts.							Number of content mistakes _____
b.	Integrates learning objectives with other disciplines							
c.	Anticipates possible student misunderstandings							
d.	Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, research-based)							Types of thinking used by students:  a. _____ b. _____
e.	Accurately reflects how the lesson fits within the structure of the discipline and the state standards							
<b>2.3 Communication.</b> The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. Standards Basis: 1D, 1E, 2A, 3A, 4D. During the class, the student teacher shows evidence that he/she								

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a. Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.								
b. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.								
c. Provides explanations that are clear and uses verbal and written communication that is clear and correct.								
d. Asks remember, understand, and apply level questions that focus on the objective of the lesson and provoke discussion.								
e. Uses probing questions to clarify and elaborate learning.								
f. Asks higher-order thinking questions								Examples of higher-order thinking questions embedded in lesson. 1. _____ 2. _____
g. The effective use of instructional time, including the balancing of wait time with various questioning techniques								Type of questions _____  Average wait time _____
<b>2.4 Differentiation.</b> The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D. During the class, the student teacher shows evidence that he/she								
a. Adapts lessons to address individual needs of all students.								
b. Regularly monitors the quality of student participation and performance								Technique(s) used to monitor participation and performance. 1. _____ 2. _____ 3. _____
c. Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.								

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d. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.								
<b>2.5 Monitor and Adjust.</b> The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D. The student teacher shows evidence that he/she								
a. Consistently invites input from students to monitor and adjust instruction and activities								
b. Adjusts instruction and activities to maintain student engagement								What adjustments are made?
c. Monitors student behavior and responses for engagement and understanding.								What checks for student understanding are used?
<b>Domain III: Learning Environment [Assessed During Pre-Conference and/or Post-Conference]</b>								
<b>3.1 Classroom Environment, Routines and Procedures.</b> The teacher organizes a safe, accessible and efficient classroom. Standards Basis: 1D, 4A, 4B, 4C, 4D. The student teacher shows evidence of								
a. Using procedures, routines, and transitions that are clear and effective.								
b. Giving students opportunities to actively participate in groups, manage supplies and equipment with very little teacher direction.								
c. Maintaining a safe classroom organized to support learning objectives and is accessible to most students.								
<b>3.2 Managing Student Behavior.</b> The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D. The student teacher								
a. Consistently implements the campus and/or classroom behavior system in a proficient way								
b. Manages the classroom so that most students meet expected classroom behavior standards								
<b>3.3 Classroom Culture.</b> The teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D. The student teacher								

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a. Engages all students in relevant, meaningful learning								
b. Guides students to work respectfully individually and in collaborative groups								
<b>Domain IV: Professional Practices and Responsibilities [Assessed During Pre-Conference and/or Post-Conference]</b>								
<b>4.1 Professional Demeanor and Ethics.</b> The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. Standards Basis: 6B, 6C, 6D. The student teacher								
a. Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators								
b. Meets all professional standards relevant to attendance								
c. Meets all professional standards relevant to appearance								
d. Meets all professional standards relevant to behavior (e.g. cell phone, social media, language, interactions with students)								
e. Advocates for the needs of all students								
<b>4.2 Goal Setting.</b> The teacher reflects on his/her practices. Standards Basis: 5D, 6A, 6B. The student teacher								
a. Sets both short- and long-term professional goals based on self-assessment, reflection, and supervisor feedback.								
b. Meets all professional goals resulting in improvement to practice and student performance (based on either self-assessment or university supervisor / cooperating teacher feedback).								
c. Submits timely and insightful reflections based on university supervisor requirements.								
<b>4.3 Professional Development.</b> The teacher enhances the professional community. Standards Basis: 3A, 6A, 6B, 6C. During the student teaching semester, the student teacher								

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a. Collaboratively practices in all scheduled and/or recommended professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.								
b. Seeks resources to foster knowledge and skills								
c. Addresses goals from university supervisor								
<b>4.4 School Community Involvement.</b> The teacher demonstrates leadership with students, colleagues and community members in the school, district and community through effective communication and outreach. Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D. The student teacher								
a. Works with the cooperating teacher to contact parents in support of students' academic and social/emotional growth								
b. Actively participates in school outreach activities								
c. Communicates the mission, vision and goals of the school to students, colleagues, parents, and families.								
d. Engages in school related activities (e.g., PTA meetings, sporting events, academic competitions, drama/music performances)								

**Pre-Conference:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

What should students know and be able to do by the end of the lesson?

What will the teacher and students be doing to show progress toward mastery of the objectives?

How will the teacher know that students have mastered the objectives?

**Post-Conference:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Which **two (2)** dimensions of the rubric were evident teaching strengths (reinforcement)? Please identify and justify.



Which **two (2)** dimensions of the rubric were evident areas of teaching needing growth? Please identify and explain.

Goals/Recommendations/Comments:

The university supervisor and student teacher have met and agreed to the above stated reinforcement, refinement, and goal(s)/recommendation(s):

UD Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

UD Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_