

## Clinical Teacher Evaluation Report

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Check One: 1 2 3 4  
*(Observations totaling less than 45 minutes will not be accepted)*

Semester and Year: \_\_\_\_\_

Clinical Teacher: \_\_\_\_\_

Clinical Teacher's Signature: \_\_\_\_\_

District and Campus: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Subject: \_\_\_\_\_

Evaluator (*Print Name*): \_\_\_\_\_

*Evaluator Signature*: \_\_\_\_\_

Evaluator's Title: University Field Supervisor \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

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 use this form as the summative evaluation of the Clinical teacher's performance to date, by checking the appropriate box. Use "Not Applicable (NA)" when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: **\*\*Distinguished**    **Accomplished**    **\*Proficient**    **Developing**    **\*\*Needs Improvement**

\* Proficient is the goal.

\*\* Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished

	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>DOMAIN 1: PLANNING</b> - <i>Evidence is apparent in the instructional lesson plan and classroom observations.</i>						
<b>1.1 Standards &amp; Alignment:</b> <i>The Clinical Teacher designs, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</i>						
• All measurable goals and lesson objectives are aligned to state standards						
• All activities, materials and assessments are sequenced						
• All activities, materials and assessments are relevant to students						
• All activities, materials and assessments provided appropriate time for lesson and lesson closure						
• All activities, materials and assessments fit into broader unit and course objectives						
• All activities, materials and assessments are appropriate for diverse learners						
• Integrated technology as applicable and appropriate						
<b>1.2 Data &amp; Assessment:</b> <i>The Clinical Teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</i>						
• Formal and informal assessments to monitor progress of all students						
• Substantive, specific and timely feedback to students, (families and other school personnel, while maintaining confidentiality						
• Analysis of student data connected to specific instructional strategies						
<b>1.3 Knowledge of Students:</b> <i>Through knowledge of students and proven practices, the Clinical 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 to student strengths and gaps in background knowledge, life experiences and skills for all students						
<b>1.4 Activities:</b> <i>The Clinical 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 needs of all students						
• All students understand their individual roles within instructional groups						
• Activities, resources, technology, instructional materials align to instructional purposes						

**DOMAIN 1 - COMMENTS:**

**Record key points of pre-conference with candidate. \***

DOMAIN 2 : INSTRUCTION - Evidence is apparent in classroom instruction and classroom.	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>2.1 Achieving Expectations:</b> <i>The Clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>						
<ul style="list-style-type: none"> <li>• Sets academic expectations that challenge all students</li> <li>• Evidence that most students demonstrate mastery of the objective</li> <li>• Addresses student mistakes and follows through to ensure student mastery</li> <li>• Provides students opportunities to take initiative of their own learning</li> </ul>						
<b>2.2 Content Knowledge &amp; Expertise:</b> <i>The Clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i>						
<ul style="list-style-type: none"> <li>• Conveys accurate content knowledge in multiple contexts</li> <li>• Integrates learning objectives with other disciplines</li> <li>• Anticipates possible student misunderstandings</li> <li>• Accurately reflects how lesson fits within structure of discipline and State standards (TEKS)</li> <li>• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative &amp; research-based)</li> </ul>						
<b>2.3 Communication:</b> <i>The Clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort</i>						
<ul style="list-style-type: none"> <li>• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers</li> <li>• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts</li> <li>• Provides explanations that are clear</li> <li>• Uses verbal and written communication that is clear and correct</li> <li>• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions</li> <li>• Uses probing questions to clarify, elaborate learning</li> </ul>						
<b>2.4 Differentiation:</b> <i>The Clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.</i>						
<ul style="list-style-type: none"> <li>• Adapts lesson to address individual needs of all students</li> <li>• Regularly monitors quality of student participation and performance</li> <li>• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs.</li> <li>• Provides differentiated instructional methods and content to ensure students have an opportunity to master what is being taught</li> </ul>						
<b>2.5 Monitor &amp; Adjust:</b> <i>The Clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</i>						
<ul style="list-style-type: none"> <li>• Utilizes input from students in order to monitor and adjust instruction and activities</li> <li>• Monitors student behavior and responses for engagement and understanding</li> <li>• Adjusts instruction and activities to maintain student engagement</li> </ul>						

**COMMENTS:**

DOMAIN 3 : LEARNING ENVIRONMENT - <i>Evidence is apparent in the classroom and learning culture</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>3.1 Classroom Environment, Routines &amp; Procedures:</b> <i>The Clinical teacher organizes a safe, accessible and efficient classroom.</i>						
<ul style="list-style-type: none"> <li>All procedures, routines and transitions are clear and efficient.</li> <li>Students actively participate in groups and manage supplies and equipment with very limited teacher direction</li> <li>Classroom is safe and organized to support learning objectives and is accessible to most students.</li> </ul>						
<b>3.2 Managing Student Behavior:</b> <i>The Clinical teacher establishes, communicates and maintains clear expectations for student behavior</i>						
<ul style="list-style-type: none"> <li>Consistently implements the campus and/or classroom behavior system proficiently.</li> <li>Most students meet expected classroom behavior standards.</li> </ul>						
<b>3.3 Classroom Culture:</b> <i>The Clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.</i>						
<ul style="list-style-type: none"> <li>Engages all students in relevant, meaningful learning.</li> <li>Students work respectfully individually and in groups.</li> </ul>						

**COMMENTS:**

DOMAIN 4 : PROFESSIONAL PRACTICES AND RESPONSIBILITIES - <i>Evidence is available in debriefs/conferences, and daily interaction with others.</i>	Not Applicable	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<b>4.1 Professional Demeanor &amp; Ethics:</b> <i>The Clinical teacher meets UTRGV and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</i>						
<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets all professional standards (e.g., attendance, professional appearance and behaviors).</li> <li>Advocates for the needs of students in the classroom.</li> </ul>						
<b>4.2 Goal Setting:</b> <i>The Clinical teacher reflects on his/her practice.</i>						
<ul style="list-style-type: none"> <li>Sets short-and long-term professional goals based on self-assessment, reflection and supervisor feedback</li> <li>Meets all professional goals resulting in improvement in practice and student performance</li> </ul>						
<b>4.3 Professional Development:</b> <i>The Clinical teacher enhances the professional community</i>						
<ul style="list-style-type: none"> <li>Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities</li> </ul>						
<b>4.4 School Community Involvement:</b> <i>The Clinical teacher demonstrates leadership with students, colleagues, &amp; community members in the school, district and community through effective communication &amp; outreach.</i>						
<ul style="list-style-type: none"> <li>Communicates the mission, vision &amp; goals of the school to students, colleagues, parents &amp; families</li> <li>Actively participates in all school outreach activities</li> </ul>						

**COMMENTS:**

REFLECTION:

Clinical Teacher's greatest strength:

Clinical Teacher's greatest challenge:

Recommendations/Next Steps/Goals:

**Record key points of post-conference with candidate. \***

**Overall, the observation was (check one): \***      \_\_\_\_\_ Successful      \_\_\_\_\_ Unsuccessful

*This Clinical Teacher Evaluation Report is aligned to the Texas Teacher Evaluation and Support System (T-TESS). For a complete copy of the T-TESS Rubric containing all domains, dimensions, descriptors, and performance levels, download the rubric at [https://www.teachfortexas.org/Resourc Files/Guides/T-TESS Rubric.pdf](https://www.teachfortexas.org/Resourc%20Files/Guides/T-TESS%20Rubric.pdf) or use the rubric provided at the required field supervisor observation training. Field supervisors are required to use the T-TESS Rubric in conjunction with the Clinical Teacher Evaluation Report when conducting clinical teacher formal observations.*