

# TCU Clinical Teacher Classroom Observation # \_\_\_\_\_

Date \_\_\_\_\_

**GRADUATE**

The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

TCU Clinical Teacher \_\_\_\_\_

Lesson Beginning Time \_\_\_\_\_  AM  PM

End Time \_\_\_\_\_  AM  PM

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

Observation Total: \_\_\_\_\_ minutes

TCU Field Supervisor \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Principal \_\_\_\_\_

School/District \_\_\_\_\_

**1 – Improvement Needed      2 – Developing      3 – Proficient      4 – Accomplished      5 – Distinguished**

	0	1	2	3	4	5	EVIDENCE
<b>Written Lesson Plan</b> *Submitted 24 hours prior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Voice Projection</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Effective Use of Instruction Time</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Domain 1: PLANNING</b>							
<input type="checkbox"/> <b>1.1</b> Designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.							
<input type="checkbox"/> <b>1.2</b> Uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <b>1.3</b> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.							
<input type="checkbox"/> <b>1.4</b> Plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.							
<b>Domain 2: INSTRUCTION</b>							
<input type="checkbox"/> <b>2.1</b> Supports all learners in their pursuit of high levels of academic and social-emotional success.							
<input type="checkbox"/> <b>2.2</b> Uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <b>2.3</b> Clearly and accurately communicates to support persistence, deeper learning and effective effort.							
<input type="checkbox"/> <b>2.4</b> Differentiates instruction, aligning methods and techniques to diverse student needs.							
<input type="checkbox"/> <b>2.5</b> Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.							
<b>Domain 3: LEARNING ENVIRONMENT</b>							
<input type="checkbox"/> <b>3.1</b> Organizes a safe, accessible and efficient classroom.							
<input type="checkbox"/> <b>3.2</b> Establishes, communicates and maintains clear expectations for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <b>3.3</b> Leads a mutually respectful and collaborative class of actively engaged learners.							
<b>Domain 4: PROFESSIONAL PRACTICE &amp; RESPONSIBILITIES</b>							
<input type="checkbox"/> <b>4.1</b> Meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.							
<input type="checkbox"/> <b>4.2</b> Reflects on his/her practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <b>4.3</b> Enhances the professional community.							
<input type="checkbox"/> <b>4.4</b> Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.							
<b>Reinforcement &amp; Refinement Goals</b>							<b>A = 21-35 points</b> <b>B = 14-20 points</b> <b>C = 11-13 points</b> <b>D = 8-10 points</b> <b>F = &lt; 7 points</b>

Post Observation Conference  In Person  Telephone  Video  Electronic Time: \_\_\_\_ : \_\_\_\_  AM  PM - \_\_\_\_ : \_\_\_\_  AM  PM Date: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

TCU Field Supervisor Signature \_\_\_\_\_ TCU Clinical Teacher Signature \_\_\_\_\_