T-TESS Clinical Teacher Observation Report

Start of Block: Initial Information

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Date (mm/dd/yyyy):

\_02/13/2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Number

▼ 2 ... 5 (5)

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Start Time (hh:mm am/pm):

\_\_\_9:07 a.m. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Stop Time (hh:mm am/pm):

\_\_\_\_\_\_\_10:10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Duration of time (hh:mm): 01:17 minutes  
  
  
Minimum of 45 minutes per TEA  
Format examples:   
48 minutes -- (00:48)  
One hour and 15 minutes (01:15)

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Click to write the question text

* Click to write Choice 1 (1)
* Click to write Choice 2 (2)
* Click to write Choice 3 (3)

Clinical Teacher:

\_\_\_\_Krystal Bennett\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester and Year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Spring 2019 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District / Campus:

\_\_\_\_\_South Garland High School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Evaluator Name

\_\_\_Dr. Nancy Montgomery

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Evaluator Signature

Dr. Nancy Montgomery

Indicate Evaluator's Title:

▼ University Field Supervisor (1) ... Clinical Teacher (3)

University Field Supervisor

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 space. Use Not Applicable (N/A) when the element is not observed or is irrelevant to the particular setting / observation / evaluation.    
    
Scale:     
\*\*1 Needs Improvement   
    2 Developing   
 \* 3 Proficient   
    4 Accomplished   
\*\*5 Distinguished   
    
\*\* Requires comments specifying observed, shared, or recorded evidence if scoring 1 = Needs Improvement or 5 = Distinguished.    
    
\* Proficient is the goal.

End of Block: Initial Information

Start of Block: Planning

1.1 Standards and alignment:   
   
 The teacher designs clear, well-organized sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| All goals and lesson objectives aligned to the TEKS (1) |  |  | x |  |  |
| Integrated technology as applicable and appropriate (2) |  |  | x |  |  |
| All materials and assessments are sequenced and relevant to students (3) |  |  | x |  |  |
| All materials provide appropriate lesson time and closure (4) |  |  | x |  |  |
| All materials fit into broader unit and course objectives (5) |  |  | x |  |  |

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.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Formal and informal assessments monitor progress of all students (1) |  |  | x |  |  |
| Substantive and specific, timely feedback given to students, family and other personnel while maintaining confidentiality (2) |  |  |  |  |  |
| Analysis of student data connected to specific instructional strategies (3) |  |  |  |  |  |

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.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| All lessons connect to student prior knowledge or experience (1) |  |  | x |  |  |
| All lessons adjust for students' strengths and gaps in background knowledge, life experiences, and skills (2) |  |  | x |  |  |

1.4 Activities:  
   
 The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Questions encourage all students to engage in complex, higher order thinking (1) |  |  | x |  |  |
| Instructional groups based on student needs (2) |  |  | x |  |  |
| All students understand their roles within instructional groups (3) |  |  | x |  |  |
| Activities, resources, technology, instructional materials aligned to instructional purposes (4) |  |  | x |  |  |

Comments:

\_\_\_Krystal was well prepared with activities for the students. Her assessment was on-going in an informal way. She was able to take a what could have been a very boring class into a question and informational class that the students loved. She added explanations for the students who did not have the background in understanding the reading lesson. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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End of Block: Planning

Start of Block: Instruction

2.1 Achieving Expectations:  
   
 The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Sets academic expectations that challenge all students (1) |  |  | x |  |  |
| Evidence that most students demonstrate mastery of objective (2) |  |  | x |  |  |
| Addresses student mistakes and follows through to ensure student mastery (3) |  |  | x |  |  |
| Provides students opportunity to take initiative of their own learning (4) |  |  | x |  |  |

2.2 Content Knowledge and Expertise:  
   
 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Conveys accurate content knowledge (1) |  |  | x |  |  |
| Integrates learning objectives with other disciplines (2) |  |  | x |  |  |
| Anticipates possible student misunderstandings (3) |  |  | x |  |  |
| Accurately reflects how lesson fits within structure of discipline and TEKS (4) |  |  | x |  |  |
| Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based) (5) |  |  | x |  |  |

2.3 Communication:  
   
 The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Uses probing questions to clarify, elaborate learning (1) |  |  | x |  |  |
| Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts. (2) |  |  | x |  |  |
| Asks remember, understand and apply level questions focusing on lesson objective and provoking questions (3) |  |  | x |  |  |
| Provides explanations that are clear (4) |  |  | x |  |  |
| Uses verbal and written communication that is clear and correct (5) |  |  | x |  |  |
| Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers (6) |  |  | x |  |  |

2.4 Differentiation:  
   
 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Adapts lesson to address individual needs of all students (1) |  |  | x |  |  |
| Regularly monitors quality of student participation and performance (2) |  |  | x |  |  |
| Recognizes when students become confused or disengaged and responds to student learning or socio- emotional needs (3) |  |  | x |  |  |
| Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught. (4) |  |  | x |  |  |

2.5 Monitor and Adjust:  
   
 The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Utilizes input from student in order to monitor and adjust instruction and activities. (1) |  |  | x |  |  |
| Monitors students behavior and responses for engagement and understanding (2) |  |  | x |  |  |
| Adjusts instruction and activities to maintain student engagement (3) |  |  | x |  |  |

Comments:

\_\_\_\_Krystal was well prepared for his lesson. She constantly monitors students for understanding and adjust her vocabulary and instruction to truly meet the needs of students. She differentiates through her questioning and recognizes that not all students are on the same level.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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End of Block: Instruction

Start of Block: Learning Environment

3.1: Classroom Environment, Routines, and Procedures:  
   
 The teacher organizes a safe, accessible and efficient classroom.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| All procedures, routines and transitions are clear and efficient (1) |  |  | x |  |  |
| Students actively participate in groups, manage supplies and equipment with very limited teacher direction (2) |  |  | x |  |  |
| Classroom is safe and organized to support learning objectives and is accessible to most students (3) |  |  | x |  |  |

3.2: Managing Student Behavior:   
   
 The teacher establishes, communicates and maintains clear expectations for student behavior

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Consistently implements the campus and/or classroom behavior system proficiently (1) |  |  | x |  |  |
| Most students meet expected classroom behavior standards (2) |  |  | x |  |  |

Comments:

Krystal has set up classroom routines so when the students enter her room they know exactly what to do and where to sit. There is never any question as to where one should go or what to do when the bell rings. This prevents any off task behavior on the part of the students. They enjoy Krystal as a teacher as one can tell from the relaxed manner in which the students enter class. They know they are there to learn and know that she will be prepared to challenge them. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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End of Block: Learning Environment

Start of Block: Reflection

Clinical Teacher's Greatest Strength:

\_\_Krystal has brought many strengths to her classroom. Organization, exceptional knowledge of her content area, and ability to make sure that every student has the opportunity to learn at their level. .\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Clinical Teacher's Greatest Challenge:

\_\_\_Krystal greatest challenge is differentiating instruction for her students.

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Recommendations / Next Steps / Goals:

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\_\_\_\_\_\_\_Just keep on working teaching students to read.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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End of Block: Reflection

Start of Block: Professional Practices and Responsibilities

4.1 Professional Demeanor and Ethics:  
   
The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators (1) |  |  | x |  |  |
| Meets all professional standards (e.g., attendance, professional appearance and behaviors) (2) |  |  | x |  |  |
| Advocates successfully for the needs of students in the classroom (3) |  |  | x |  |  |

4.2 Goal Setting:  
   
The teacher reflects on his/her practice.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback (1) |  |  | x |  |  |
| Meets all professional goals resulting in improvement in practice and student performance (2) |  |  | x |  |  |

4.3 Professional Development:  
   
The teacher enhances the professional community.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities (1) |  |  | x |  |  |

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.

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|  | Needs Improvement (1) | Developing (2) | Proficient (3) | Accomplished (4) | Distinguished (5) |
| Communicates the mission, vision and goals of the school to students, colleagues, parents and families (1) |  |  |  |  |  |
| Contacts parents/guardians regularly regarding students' academic and social/emotional growth (2) |  |  |  |  |  |
| Actively participates in all school outreach activities (3) |  |  | x |  |  |

Comments:

\_Excellent teaching!! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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End of Block: Professional Practices and Responsibilities