

**Form : "2019-2020 Clinical Observation Tool"**

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**\* Response is required**

## Domain 1 – Planning and Preparation: This section is used to evaluate the lesson plan independent of the observation and should be completed prior to observing the teacher candidate.

### Domain 1 – Planning and Preparation

The teacher candidate designs authentic instruction that supports all learners through high expectations, alignment of learning outcomes that engages students in high-level critical thinking. Assessments are embedded within the instructional design to ensure access to the content and mastery of the content.

**\* Subject Matter Knowledge**

- DISTINGUISHED:** The teacher candidate displays extensive knowledge of the concepts and skills in the discipline when providing a clear explanation of content. Teacher candidate plans reflect current pedagogy, anticipate student misconceptions, and demonstrates an understanding of pre-requisite skills.
- PROFICIENT:** The teacher candidate displays knowledge of the concepts and skills in the discipline when providing a clear explanation of content. Teacher candidate plans reflect current pedagogy and demonstrates an understanding of pre-requisite skills.
- BASIC:** The teacher candidate displays familiarity with the concepts and skills in the discipline when providing a clear explanation of content. Teacher candidate plans reflect limited range of current pedagogy and demonstrates an understanding of pre-requisite skills.
- UNSATISFACTORY:** The teacher candidate displays limited understanding of the concepts and skills in the discipline when providing a clear explanation of content. Teacher candidate plans reflect limited range of current pedagogy and demonstrates an understanding of pre-requisite skills.

**\* Lesson Planning**

- DISTINGUISHED:** Lesson plans contain all elements of the approved lesson plan template. Plans demonstrate noteworthy innovation and creativity to include the use of technology when appropriate. A clear and comprehensive plan for instruction is provided and can be easily be followed by another teacher in the subject area.
- PROFICIENT:** Lesson plans contain all elements of the approved lesson plan template. Plans include the use of technology when appropriate. A clear and comprehensive plan for instruction is provided and can easily be followed by another teacher in the subject area.
- BASIC:** Lesson plans contain a majority of elements of the approved lesson plan template. Plans lack the use, or incorrectly utilizes technology. A clear and comprehensive plan for instruction is lacking, making plans difficult to follow by another teacher in the subject area without additional information or explanation.
- UNSATISFACTORY:** Lesson plans contain less than a majority of the elements of the approved lesson plan template. Plans lack the use, or incorrectly utilizes technology. A clear and comprehensive view of the plan for instruction minimally exists or does not exist, making plans difficult to impossible to follow by another teacher in the subject area without substantial information or explanation.

**\* Learning Outcomes**

- DISTINGUISHED:** All outcomes represent high-level, measurable, student learning outcomes communicated using appropriate performance verbs. Lesson plans 1) differentiate, 2) are connected to previous and/or future learning, 3) align to the required content standards in the curriculum, and 4) utilize formative assessment.
- PROFICIENT:** All outcomes represent mid-level measurable student learning outcomes communicated using appropriate performance verbs. Lesson plans 1) differentiate, 2) align to the required content standards in the curriculum, and 3) utilize formative assessment.
- BASIC:** All outcomes represent introductory-level measurable student learning outcomes communicated using appropriate performance verbs. Lesson plans 1) align to the required content standards in the curriculum, and 2) utilize formative assessment but may not be fully developed.
- UNSATISFACTORY:** Student learning outcomes are missing, not measurable, or represent low expectations for students. Lesson plans may/may not be communicated using appropriate performance verbs. Plans are poorly aligned to the required content standards in the curriculum.

**\* Instructional Design for Meeting Learning Outcomes**

- DISTINGUISHED:** Instructional design is evidence-based and is directly aligned to learning outcomes. The lesson plans provide: 1) opportunities for students to engage in critical thinking, 2) opportunities for learners to independently and/or collaboratively explore the content, 3) connections to other disciplines, and 4) a student's choice of evidence.
- PROFICIENT:** Instructional design is evidence-based and is directly aligned to learning outcomes. The lesson plans provide: 1) opportunities for students to engage in critical thinking, 2) opportunities for learners to independently and/or collaboratively explore the content, but may have underdeveloped 3) connections to other disciplines, and lack 4) a student's choice of evidence.
- BASIC:** Instructional design is evidence-based but is indirectly aligned to learning outcomes. The lesson plans contain underdeveloped content in the following areas: 1) opportunities for students to engage in critical thinking, 2) opportunities for learners to independently and/or collaboratively explore the content, and missing content from 3) connections to other disciplines, and lack 4) a student's choice of evidence.
- UNSATISFACTORY:** Instructional design lacks an appropriate evidence-base (missing measure). The lesson plans are missing content from 3 of the 4 areas: 1) opportunities for students to engage in critical thinking, 2) opportunities for learners to independently and/or collaboratively explore the content, but may have underdeveloped 3) connections to other disciplines, and lack 4) a student's choice of evidence.

**\* Designing Assessments**

- DISTINGUISHED:** Assessments are: aligned with learning outcomes, include clear criteria for assessing student work, include formative assessments for use during instruction, differentiated, and authentic.
- PROFICIENT:** Assessments include but may be underdeveloped in any of the following areas: aligned with learning outcomes, include clear criteria for assessing student work, include formative assessments for use during instruction, differentiated, and authentic.
- BASIC:** Assessments may be underdeveloped or missing: aligned with learning outcomes, include clear criteria for assessing student work, include formative assessments for use during instruction, differentiated, and authentic.
- UNSATISFACTORY:** Assessments may be severely underdeveloped or missing: aligned with learning outcomes, include clear criteria for assessing student work, include formative assessments for use during instruction, differentiated, and authentic.

Explanation for Not Rating Item:

**Observations/Comments for the Planning & Preparation Domain:**

## Domain 2 – The Classroom Environment and Domain 3 - Instruction are to be used to evaluate the direct observation of the teacher candidate teaching the lesson.

### Domain 2 - The Classroom Environment

Domain 2 - The Classroom Environment: The teacher candidate understands individual differences and diverse cultures and communities and creates environments that support individual and collaborative learning that encourages positive social interaction and active engagement in learning and self-motivation.

#### Positive Regard for Students

- DISTINGUISHED:** The teacher candidate consistently exhibits fairness, objectivity, and respect for all learners; builds and sustains good relationships with students of diverse abilities and backgrounds; promotes the well-being of students.
- PROFICIENT:** The teacher candidate consistently exhibits fairness, objectivity, and respect for all learners; makes consistent efforts to sustain good relationships with students of diverse abilities and backgrounds; promotes the well-being of students.
- BASIC:** The teacher candidate exhibits occasional lapses in fairness, objectivity, or respect for all learners; making consistent efforts to build and sustain good relationships with students of diverse abilities and backgrounds.
- UNSATISFACTORY:** The teacher candidate fails to exhibit fairness, objectivity, and respect for all learners; fails to build and sustain good relationships with students of diverse abilities and backgrounds.

#### Classroom Environment of Respect and Rapport

- DISTINGUISHED:** The teacher candidate demonstrates a high level of respect for each student through the classroom environment. The teacher candidate encourages student efforts, and demonstrates sensitivity to students as individuals. Relationships among students show great respect and caring for one another.
- PROFICIENT:** The teacher candidate demonstrates respect for each student through the classroom environment, and makes general connections with individual students. The teacher candidate effectively responds to instances of disrespect in the classroom. Relationships among students show general respect for one another.
- BASIC:** The teacher candidate demonstrates basic respect for students, but may reflect inconsistencies and/or disregard for student differences. The teacher candidate attempt to respond to disrespectful behavior with uneven results. Relationships among students show general respect for one another, although occasional lapses in the classroom climate occur.
- UNSATISFACTORY:** The teacher candidate demonstrates insensitivity to the students, lacks familiarity about individual students, and demonstrates little to no caring for students' wellbeing. The teacher candidate's attempts to respond to disrespectful behavior are ineffective. Students demonstrate a lack of respect, and an unwillingness to engage.

#### Managing Classroom Procedures

- DISTINGUISHED:** Teacher candidate is knowledgeable of established classroom routines and procedures and collaborates with the cooperating teacher to maximize instructional time and assist students in initiating smooth transitions.
- PROFICIENT:** Teacher candidate is knowledgeable of established classroom routines and procedures and collaborates with the cooperating teacher to maximize instructional time.
- BASIC:** Teacher candidate is aware of established classroom routines and procedures and collaborates with the cooperating teacher to effectively use instructional time.
- UNSATISFACTORY:** Teacher candidate demonstrates limited awareness of established classroom routines and procedures. The teacher candidate does not work in concert with the cooperating teacher to effectively use instructional time.

#### Managing Student Behavior

- DISTINGUISHED:** The teacher candidate creates a pro-active environment to prevent disciplinary problems and responds to student misbehavior in a respectful manner. Students are encouraged to demonstrate an ability to self-monitor their own behavior.
- PROFICIENT:** The teacher candidate manages student behavior to promote effective learning, attention to task, and respect for class and school rules. The teacher candidate anticipates and prevents misbehavior, or responds to the misbehavior in a respectful manner.
- BASIC:** The teacher candidate displays classroom rules or standards, but implementation is inconsistent. The teacher candidate attempts to manage the classroom effectively, but ignores small disciplinary infractions or doesn't enforce class and school rules equitably.
- UNSATISFACTORY:** The teacher candidate does not provide classroom rules or standards. The classroom environment is chaotic and the teacher candidates lacks awareness to student behavior.

#### Observations/Comments for The Classroom Environment

*No answer specified*

### Domain 3 - Instruction

Domain 3 - Instruction: The teacher candidate understands and uses a variety of evidence-based instructional strategies to encourage all learners to develop a deep understanding of the content drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy. The teacher candidate is able to engage learners through assessment, critical thinking, creativity and collaboration.

#### Learning Goals, Directions, and Procedures

- DISTINGUISHED:** The teacher candidate communicates goals and objectives, describing their relationship to the broader curriculum. Directions and procedures are always clear, explained sufficiently, and modeled when necessary.
- PROFICIENT:** The teacher candidate communicates goals and objectives. Directions and procedures are clear, explained sufficiently, and modeled when necessary.
- BASIC:** The teacher candidate communicates goals and objectives. Directions and procedures are usually clear and explained sufficiently, although they must be repeated occasionally when students are confused.
- UNSATISFACTORY:** The teacher candidate communicates goals and objectives. Directions and procedures are often confusing to students.

#### Learning Experiences

- DISTINGUISHED:** The teacher candidate demonstrates knowledge of a range of evidence-based instructional strategies through effective implementation of a variety of strategies, resources and technological tools. The candidate is able to support the use of the strategy with specific evidence citations.
- PROFICIENT:** The teacher candidate demonstrates knowledge of a range of evidence-based instructional strategies through effective implementation of a variety of strategies, resources and technological tools.
- BASIC:** The teacher candidate demonstrates knowledge of evidence-based instructional strategies through implementation of single strategies, resources and/or technological tools.
- UNSATISFACTORY:** The teacher candidate is unaware or demonstrates no knowledge of evidence-based instructional strategies and/or does not implement evidence-based strategies, resources and technological tools.

#### Academic Language

- DISTINGUISHED:** Academic language is explained. Students use academic language effectively and correctly, and they explain it to others who may misunderstand.
- PROFICIENT:** Academic language is explained. Students use academic language when prompted.
- BASIC:** The teacher candidate attempts to explain academic language, but does not explain it effectively. Students express confusion about concepts or procedures defined in academic language.
- UNSATISFACTORY:** Academic language is not explained. Students express confusion about concepts or procedures defined in academic language.

#### Questioning Techniques

- DISTINGUISHED:** The teacher candidate's questions foster upper-level thinking or discussion on Bloom's taxonomy. Open-ended and prompting questions are used to deepen student understanding. . All students are engaged in the discussion and are able
- PROFICIENT:** The teacher candidate's questions foster upper-level thinking or discussion on Bloom's taxonomy. Open-ended and prompting questions are used to provide opportunities for students to think and/or offer a variety of answers. Many students are engaged in the discussion and are able to
- BASIC:** The teacher candidate's questions attempt to foster upper-level thinking or discussion on Bloom's taxonomy, but often result in single responses from students. Open-ended and prompting questions are used in
- UNSATISFACTORY:** The teacher candidate's questions do not invite upper-level thinking or discussion on Bloom's taxonomy. Questions are often closed-ended and rarely open-ended. Most students do not participate in the discussion and a small number of

to respectfully challenge one another's thinking.

continue the discussion without ongoing teacher facilitation.

many instances, but only a small number of students participate.

students are allowed to dominate the discussion.

#### Engaging Students in Learning

- DISTINGUISHED:** Learning tasks and activities are well-structured to challenge and engage students intellectually through content-based problem-solving requiring explanations of their thinking. Group work and tasks are designed to meet the individual needs of students, facilitate subsequent discussion, and encourage expressed reflection on learning.
- PROFICIENT:** Learning tasks and activities are well-structured to challenge and engage students intellectually through content-based problem-solving encouraging students to explain their thinking. Group work and tasks are designed to support learning subsequent discussion, and are suitable for the lesson outcomes.
- BASIC:** Learning tasks and activities are -structured to intellectually engage students through content-based problem-solving. Group work and tasks provide inconsistent student engagement, discussion. And reflection on learning.
- UNSATISFACTORY:** Learning tasks and activities are not aligned with the instructional outcomes. Activities and tasks challenge only a few students intellectually. Group work and tasks are disorganized or unproductive. Student reflection on learning does not occur.

#### Formative Assessment

- DISTINGUISHED:** The teacher candidate communicates learning criteria and weaves a variety of formative assessment techniques including technology into instruction. The teacher candidate provides specific, high-quality feedback. Students are required to self-assess and there is evidence that all students are engaged in self-assessment.
- PROFICIENT:** The teacher candidate communicates criteria and uses formative assessment including technology daily. The teacher candidate provides specific and timely feedback. Students are encouraged to self-assess and there is evidence that most students are engaged in self-assessment.
- BASIC:** The teacher candidate communicates the criteria and uses a single forms of formative assessment. The teacher candidate provides feedback, but is not specific. Students are encouraged to self-assess, although there is inconsistent evidence that students engage in self-assessment.
- UNSATISFACTORY:** The teacher candidate formative assessment procedures and makes no effort to determine student understanding. Students receive no feedback and are not asked to self-assess.

Explanation for Not Rating Item:

#### Demonstrating Flexibility and Responsiveness

- DISTINGUISHED:** The teacher candidate responds effectively to unforeseen situations and takes advantage of teachable moments, as well as always persisting with every student who expresses dismay or confusion with the content to be learned or the procedures to be mastered.
- PROFICIENT:** The student teacher responds effectively to unforeseen situations, makes adjustments to the lesson when necessary and persists with every student who expresses dismay or confusion with the content to be learned or the procedures to be mastered.
- BASIC:** The student teacher attempts to respond to unforeseen situations. The student teacher verbalizes a desire to persist with almost all students who express dismay or confusion with the content to be learned or the procedures to be mastered, but lacks the strategies to do so.
- UNSATISFACTORY:** The student teacher does not respond to unforeseen situations and makes no attempt to adjust the lesson. The student teacher fails to respond to students who express dismay or confusion with the content to be learned or the procedures to be mastered.

#### Using Resources

- DISTINGUISHED:** The teacher candidate designs and uses materials drawn from many sources and technologies aligned with learning outcomes to develop lessons, instructional activities, displays, and/or learning centers.
- PROFICIENT:** The teacher candidate uses materials and technologies aligned with learning outcomes to develop lessons and instructional activities.
- BASIC:** The teacher candidate uses district provided resources or uses other available materials and technologies to enhance lessons and activities.
- UNSATISFACTORY:** The teacher candidate does not use materials or technologies to enhance lessons and instructional activities to meet learning outcomes.

#### Observations/Comments for Instruction domain

## Praise, Probe, & Propose

This section is intended to provide the teacher candidate with specific feedback related to their overall instruction. The feedback provides the teacher candidate with an opportunity to learn and grow as a prospective teacher.

#### PRAISE: Precise praise, connected to previous feedback:

#### PROBE: Open-Ended focused questions in regards to area of improvement:

#### PROPOSE: Precise action step(s) for future lesson/teaching: