



Clinical Student Teaching Report

DATE: _____ START TIME: _____ STOP TIME: _____ Observation # _____

Intern: _____ CAMPUS: _____ GRADE: _____ SUBJECT: _____

SMU SUPERVISOR (PRINT NAME): _____ SIGNATURE: _____

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 box. Use Not Applicable (NA) 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 written "COMMENTS" specifying observed, shared or recorded evidence if scoring 1=Needs Improvement or 5=Distinguished.*

**Proficient is the goal.*

		Needs Improvement	Developing	Proficient	Accomplished	Distinguished
PLANNING - Evidence is apparent in the lesson plan.						
<i>Standards & Alignment: The clinical teacher designs, organizes and implements clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners</i>						
• All goals and lesson objectives aligned to TEKS						
• Integrated technology as applicable and appropriate						
• All materials and assessments sequenced and relevant to students						
• All materials provide appropriate lesson time and closure						
• All materials fit into broader unit and course objectives						
<i>Data & Assessment: 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 monitor progress of all students.						
• Substantive and specific timely feedback given to students, families and other school personnel while maintaining confidentiality						
• Analysis of student data connected to specific instructional strategies						
<i>Knowledge of Students: 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 for students strengths and gaps in background knowledge, life experiences and skills						
<i>Activities: 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 student needs						
• All students understand individual roles within instructional groups						
• Activities, resources, technology, instructional materials aligned to instructional purposes						

COMMENTS: _____

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished
INSTRUCTION – Evidence is apparent in instruction and classroom.					
<i>Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</i>					
• Sets academic expectations that challenge all students					
• Evidence that most students demonstrate mastery of objective					
• Addresses student mistakes and follows through to ensure student mastery					
• Provides students opportunity to take initiative of their own learning					
Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.					
• Conveys accurate content knowledge					
• Integrates learning objectives with other disciplines					
• Anticipates possible student misunderstandings					
• Accurately reflects how lesson fits within structure of discipline and TEKS					
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)					
Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.					
• Uses probing questions to clarify, elaborate learning					
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.					
• Asks remember, understand and apply level questions focusing on lesson objective and provoking questions					
• Provides explanations that are clear					
• Uses verbal and written communication that is clear and correct					
• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers					
Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.					
• Adapts lesson to address individual needs of all students					
• Regularly monitors quality of student participation and performance					
• Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs					
• Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.					
Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.					
• Utilizes input from student in order to monitor and adjust instruction and activities.					
• Monitors students behavior and responses for engagement and understanding					
• Adjusts instruction and activities to maintain student engagement					

COMMENTS: _____

Needs Improvement
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LEARNING ENVIRONMENT – Evidence is apparent in the classroom.

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

• All procedures, routines and transitions are clear and efficient					
• Students actively participate in groups, manage supplies and equipment with very limited teacher direction					
• Classroom is safe and organized to support learning objectives and is accessible to most students					

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

• Consistently implements the campus and/or classroom behavior system proficiently					
• Most students meet expected classroom behavior standards					

Classroom Culture: the clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.

• Engages all students in relevant, meaningful learning					
• Students work respectfully individually and in groups					

COMMENTS: _____

PROFESSIONAL PRACTICES & RESPONSIBILITIES

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

• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators					
• Meets all professional standards (e.g., attendance, professional appearance and behaviors)					
• Advocates successfully for the needs of students in the classroom					

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

• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback					
• Meets all professional goals resulting in improvement in practice and student performance					

Professional Development: The teacher enhances the professional community.

• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities					
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School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

• Communicates the mission, vision and goals of the school to students, colleagues, parents and families					
• Contacts parents/guardians regularly regarding students' academic and social/emotional growth					
• Actively participates in all school outreach activities					

COMMENTS: _____

