

Clinical Experience Observation Instrument

This instrument is designed for documenting classroom observations during clinical experiences to provide actionable feedback to teacher candidates.

DOMAIN 1: Planning and Preparation

1a., 1c., 1e.

1a. Teacher candidate demonstrates knowledge of content and pedagogy

 Satisfactory Unsatisfactory Not Observed

1c. Outcomes refer to what students will learn rather than do and permit viable methods of assessment

 Satisfactory Unsatisfactory Not Observed

1c. Teacher candidate differentiates instruction based on the needs of the class

 Satisfactory Unsatisfactory Not Observed

1e. Teacher candidate designs coherent instruction

 Satisfactory Unsatisfactory Not Observed

1e. Lesson plan contains all critical elements of a structured lesson design including state standards

 Satisfactory Unsatisfactory Not Observed

DOMAIN 2: Classroom Environment

2a., 2b., 2c., 2d., 2e.

2a. Teacher candidate creates a positive environment where students are addressed by name and respected for culture, gender, and ability differences.

 Satisfactory Unsatisfactory Not Observed

2b., 2c. Teacher candidate conveys high expectations for student effort and behavior, and all students are productively engaged while in instructional groups

 Satisfactory Unsatisfactory Not Observed

2c., 2e. Teacher candidate manages procedures to ensure a safe learning environment, and transitions between activities are smooth and orderly

2d. Teacher candidate establishes clear expectations for proper conduct

2d. Teacher candidate monitors student behavior and addresses misbehavior

2d. Teacher candidate uses positive reinforcement to encourage on-task behaviors

DOMAIN 3: Instruction

3a., 3b., 3c., 3d.

3a. Teacher candidate demonstrates mastery of the content and communicates its importance to students

3a. Teacher candidate states the objective of the lesson and expectations for learning

3a. Teacher candidate provides clear directions and procedures for all activities

3b. Teacher candidate checks for understanding using open-ended questions and consistently probes for higher level of understanding

3c. Teacher candidate uses a variety of instructional strategies to keep students cognitively engaged in learning

3c. Teacher candidate uses appropriate technology to design, implement, and assess learning experiences

Satisfactory

Unsatisfactory

Not Observed

3d. Teacher candidate uses a variety of assessment tools to monitor student learning and adjust instruction

Satisfactory

Unsatisfactory

Not Observed

3d. Teacher candidate shares assessment criteria and data with students

Satisfactory

Unsatisfactory

Not Observed

3e. Teacher candidate provides intervention or accommodation to support all students in successful learning

Satisfactory

Unsatisfactory

Not Observed

DOMAIN 4: Professional Responsibilities

4a.

4a. Teacher candidate adheres to standards for professional conduct and performance requirements including attendance and punctuality

Satisfactory

Unsatisfactory

Not Observed

Reflecting on the Lesson**1. How do you know that student learning occurred?**

Indicate the teacher candidate's response in the space below.

Actionable Feedback

Together with the teacher candidate, develop three (3) goals for continued success. In the spaces below, indicate the goals and the means by which the teacher candidate will accomplish those goals, (e.g., teacher candidate will improve classroom management skills by using positive reinforcement to encourage on-task behaviors).

1. The teacher candidate will:

2. The teacher candidate will:

3. The teacher candidate will:
