

Clinical Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_ District/Campus \_\_\_\_\_  
Grade Level \_\_\_\_\_ Mentor Teacher \_\_\_\_\_

Pre-Conference  
Date; Time in/out

Date of evaluation \_\_\_\_\_

Time in and out of evaluation \_\_\_\_\_

Adapted from Texas Teacher Evaluation & Support System (T-TESS) a system design by educators to support teaches in their professional growth. Permission given by Tim Regal, TEA.

Scoring guide:	<b>DISTINGUISHED</b> Rare for in-service teachers.	<b>ACCOMPLISHED</b> Rare for Teacher candidates	<b>PROFICIENT</b> Expectation level for middle to end of clinical teaching	<b>DEVELOPING</b> Expectation for pre-and beginning clinical teachers	<b>IMPROVEMENT NEEDED</b> Expectation for pre- and some beginning clinical teachers.
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## DOMAIN 1: PLANNING

PLANNING DIMENSION 1.2

DOMAIN 1: PLANNING

DISTINGUISHED	COMPLISHED	EFFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes

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PLANNING DIMENSION 1.3

Dimension 1.3  
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.

Standards Basis:  
1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Sources of Evidence:  
Analysis of Student Data, Pre-Conference, Formal Observation

DOMAIN 1: PLANNING

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## DOMAIN 1: PLANNING

PLANNING DIMENSION 1.4

## DOMAIN II: INSTRUCTION

### INSTRUCTION DIMENSION 2.1

#### Dimension 2.1 Achieving Expectations

The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis:  
1.2, 1.4, 1.5, 2.1, 2.3,  
3.2, 4.1, 4.4, 5.2

Sources  
of Evidence:  
Pre-Conference,  
Formal Observation

DOMAIN II: INSTRUCTION

INSTRUCTION DIMENSION 2.2

Dimension 2.2 Content Knowledge and Expertise

The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis:  
1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3

Sources of Evidence:  
Pre-Conference, Formal Observation

DISTINGUISHED  
The Teacher:

ACCOMPLISHED  
The Teacher:

PROFICIENT  
The Teacher:

DEVELOPING  
The Teacher:

IMPROVEMENT  
NEEDED  
The Teacher:

- Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.
- Integrates learning objectives with content standards.



## DOMAIN II: INSTRUCTION

### INSTRUCTION DIMENSION 2.3

#### Dimension 2.3 Communication

The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

DOMAIN II: INSTRUCTION

INSTRUCTION DIMENSION 2.4

Dimension 2.4  
Differentiation

The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis:  
1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4

Sources of Evidence:  
Pre-Conference, Formal Observation

DISTINGUISHED  
The Teacher:

ACCOMPLISHED  
The Teacher:

PROFICIENT  
The Teacher:

DEVELOPING  
The Teacher:

IMPROVEMENT  
NEEDED  
The Teacher:

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.
- Consistently prevents student confusion or disengagement.

DOMAIN II: INSTRUCTION

INSTRUCTION DIMENSION 2.5

Dimension 2.5

Monitor and Adjust

The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis:  
1.4, 1.6, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4

Sources of Evidence:  
Pre-Conference, Formal Observation

DISTINGUISHED  
The Teacher:

- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
- Consistently adjusts instruction and activities within a broad range to maintain student engagement.
- Uses discreet and explicit checks for understanding through questioning and academic feedback.

ACCOMPLISHED  
The Teacher:

- Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.
- Adjusts instruction and activities frequently and within a broad range to maintain student engagement.
- Continually checks for understanding through purposeful questioning and academic feedback.

PROFICIENT  
The Teacher:

- Utilizes input from students in order to monitor and adjust instruction and activities.
- Monitors student behavior and responses for engagement and understanding.
- Adjusts instruction and activities to maintain student engagement.

DEVELOPING  
The Teacher:

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IMPROVEMENT  
NEEDED  
The Teacher:

DOMAIN III: LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.1

Dimension 3.1



DOMAIN III: LEARNING ENVIRONMENT

DISTINGUISHED

Dimension 3.3  
Classroom  
Culture

The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis:  
1.5, 1.6, 3.2, 4.3, 4.4,  
5.1, 5.2, 5.4

Sources  
of Evidence:  
Formal  
Observation,  
Classroom

LEARNING ENVIRONMENT DIMENSION 3.3

Domain IV is only evaluated in the Final Teaching Lesson Rubric by Mentors and Supervisors.

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES						
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1	<p>Dimension 4.1</p> <p>Professional Demeanor and Ethics</p> <p>The clinical teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6.2, 6.3, 6.4</p> <p>Sources of Evidence: Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>					

