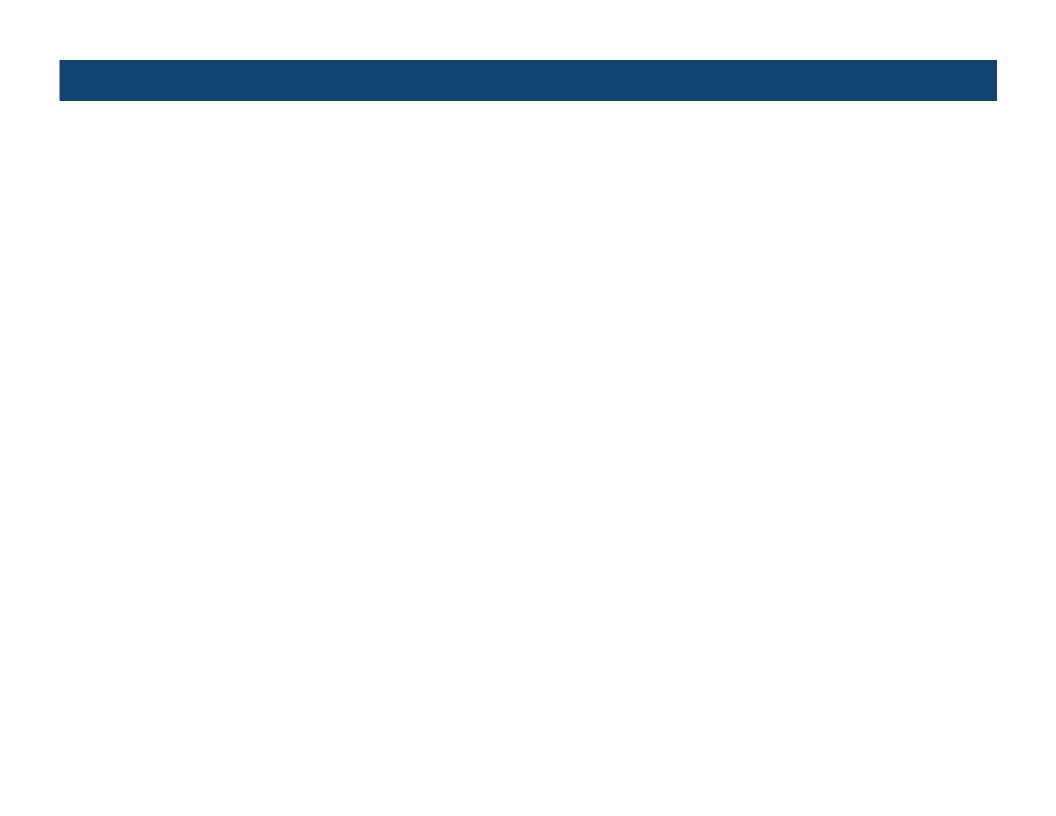
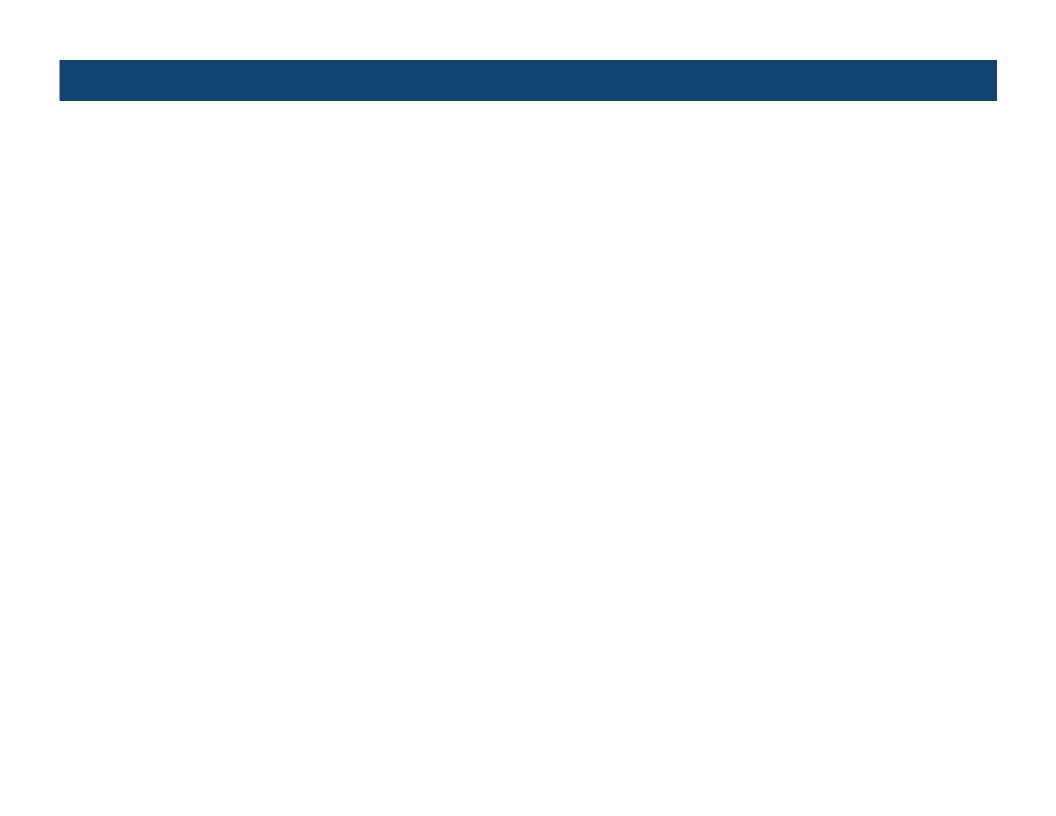
Clinical Teacher	Semester/Year	District/Campus	
Grade Level	Mentor Teacher	<u> </u>	
Pre-Conference			
Date; Time in/out			
Date of evaluation			
Time in and out of evaluation		ort teaches in their professional growth. Permission given	hy Tim Regal TEA
Tradpled from Toxas Toxas Toxas and Evaluation & Supple	on organism (in 1200) a organism desirght by educations to supp	or codones in their processional growth. Termission given	oy 11111 110gai, 1271.

Scoring guide:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	Rare for in-service	Rare for Teacher	Expectation level for	Expectation for pre-and	Expectation for pre- and
	teachers.	candidates	middle to end of clinical	beginning clinical	some beginning clinical
			teaching	teachers	teachers.



# DOMAIN 1: PLANNING





# DOMAIN 1: PLANNING

# DOMAIN II: INSTRUCTION

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3.2, 3.3 Sources of Evidence: Pre-Conference, Formal Observation

aligned with state standards, related content and student needs. Standards Basis: 1.3, 1.5, 1.6, 2.3, 3.1,

	DOMAIN II: INSTRUCTION							
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:		
N 2.2	Dimension 2.2 Content Knowledge and Expertise The clinical teacher uses content and pedagogical expertise to design and execute lessons	<ul> <li>Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>Integrates learning objectives witb@370254</li> </ul>						

## DOMAIN II: INSTRUCTION

Dimension 2.3 Communication

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

Standards Basis:

1.3, 1.6, 2.1, 2.2, 2.3,

3.3, 4.1, 5.1, 5.3, 5.4

Formal Observation

Sources of Evidence: Pre-Conference, instructional methods

and content to ensure

· Usesmultiplestrategies to teach and assess

• Consistently prevents student confusion or

disengag 0 331 Tf- 00 6 1.07 -

students.

students have the opportunity to master what is being taught.

	DOMAIN II: INSTRUCTION							
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:		
N 2.4	Dimension 2.4 Differentiation The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.  Standards Basis:	<ul> <li>Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.</li> <li>Consistently monitors the quality of student participation and performance.</li> <li>Always provides differentiated</li> </ul>						

	DOMAIN II: INSTRUCTION						
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	
NSTRUCTION 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	<ul> <li>Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</li> <li>Consistently adjusts instruction and activities within a broad range to maintain student engagement.</li> <li>Uses discreet and explicit checks for understanding through questioning and academic feedback.</li> </ul>	<ul> <li>Consistently invites input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</li> <li>Adjusts instruction and activities frequently and within a broad range to maintain student engagement.</li> <li>Continually checks for understanding through purposeful questioning and academic feedback.</li> </ul>	<ul> <li>Utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>Monitors student behavior and responses for engagement and understanding.</li> <li>Adjusts instruction and activities to maintain student engagement.</li> </ul>			

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

	DOM	1AIN IV: PROFESSION	AL PRACTICES AND	RESPONSIBILITIES
	DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:
Dimension 4.1  Professional Demeanor and Ethics  The clinical teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.  Standards Basis: 6.2, 6.3, 6.4  Sources of Evidence: Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others				