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_____

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

DOMAIN I: PLANNING

**Dimension 1.1
Standards
and Alignment**

The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis:
1.1, 1.2, 3.1, 3.2, 3.3

**Sources
of Evidence:**
Pre-Conference, Formal Observation a Classroom

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes	Instructional Planning Includes

• All rigorous and measurable goals aligned to state content standards.
• Integration of technology to enhance mastery of goal(s).
• All activities, materials and assessments that:
  º are logically sequenced
  º are relevant to students' prior understanding and real-world applications
  º integrate and reinforce concepts from other disciplines
  º provide appropriate time for student work, student reflection, lesson and lesson closure
  º deepen understanding of broader unit and course objectives
  º are vertically aligned to state standards
  º are appropriate for diverse learners
• Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
	• All measurable goals aligned to state content standards.
	• Integration of technology to enhance mastery of goal(s).
	• All activities, materials and assessments that:
	  º are sequenced
	  º are relevant to students' prior understanding
	  º integrate other disciplines
	  º provide appropriate time for student work, lesson and lesson closure
	  º reinforce broader unit and course objectives
	  º are vertically aligned to state standards
	  º are appropriate for diverse learners
	• All objectives that are aligned and logically sequenced to the lesson's goal.
		• All goals aligned to state content standards.
		• Integration of technology when applicable.
		• All activities, materials and assessments that:
		  º are sequenced
		  º are relevant to students
		  º provide appropriate time for lesson and lesson closure
		  º fit into the broader unit and course objectives
		  º are appropriate for diverse learners
		• All objectives that are aligned to the lesson's goal.
			• Most goals aligned to state content standards.
			• Most activities, materials and assessments that:
			  º are sequenced
			  º sometimes provide appropriate time for lesson and lesson closure
			• Lessons where most objectives are aligned and sequenced to the lesson's goal.
				• Few goals aligned to state content standards.
				• Few activities, materials and assessments that:
				  º are sequenced
				  º rarely provide time for lesson and lesson closure
				• Lessons where few objectives are aligned and sequenced to the lesson's goal.

MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN 1: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.2	**Dimension 1.2** **Data and Assessment** The clinical teacher uses multiple forms of assessment to monitor students understanding of goals and objectives, analyzes the data to drive instruction, and plans future learning accordingly. **Standards Basis:** 1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4 **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom, Post- Conference Instructional Planning	• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. • Substantive, specific and timely feedback students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families, and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN I: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
	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		• All lessons that connect to students' prior knowledge, life experiences, interests and future learning expectations across content areas. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.	• All lessons that connect to students' prior knowledge, life experiences and future learning expectations. • Opportunities for students to utilize their individual learning patterns, habits and needs. • Guidance for students to apply their strengths, background knowledge, life experience and background knowledge, life experiences and skills to enhance each other's learning.	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	• Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN I: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
	Dimension 1.4 **Activities** The clinical teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement. **Standards Basis:** 1.2, 1.3, 1.4, 1.5 **Sources of Evidence:** Pre-Conference, Formal Observation	• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN 1: PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.4	**Dimension 1.5** **Activities** The clinical teacher develops a report demonstrating the knowledge of student learning and self-reflection **Standards Basis:** 1.2, 1.3, 1.4, 1.5 **Sources of Evidence:** Pre-Conference, Formal Observation	• Specific assessment data was reported for all assessments. • Analysis of students learning is grounded in assessment results tied directly to the achievement of the objective. • The activity(ies) suggested are logical and would clearly offer either solid enrichment or remediation regarding the lesson's goal(s). • The teacher candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching, and assessing students' knowledge and skills. • Self-assessment, along with feedback from one's cooperating teaching, university supervisor, university faculty are evident in the reflective essay. • No spelling and grammatical errors are made	• Specific assessment data was reported for all assessments. • Analysis of student learning is grounded in assessment results tied directly to the achievement of the objective. • The activity(ies) suggested are logical and would clearly offer either solid enrichment or remediation regarding the lesson's goal(s). • The teacher candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching, and assessing students' knowledge and skills. • Self-assessment, along with feedback from one's cooperating teaching, university supervisor, university faculty are evident in the reflective essay. • No spelling and grammatical errors are made.	• Specific assessment data was reported for all assessments. • The report is an accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes. • Analysis of students learning is tied directly to the assessment and achievement of the objective. • The activity(ies) suggested are logical and would clearly offer either solid enrichment or remediation regarding the lesson's goal(s). • The teacher candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching, and assessing students' knowledge and skills. • Few or no spelling and grammatical errors are made.	• The student learning analysis somewhat communicates the effects of instruction on student learning. • Analysis of student learning is loosely connected to the assessment results. • The activity(ies) suggested are only somewhat logical and would only somewhat enrich or remediate the students' learning with regard to the lesson's goal(s). the teacher candidate creates a list of activities rather than a reflection of teaching and learning. • Some spelling and grammatical errors are made which are distracting to the reader and interfere with reader's comprehension of the report.	• Does not clearly communicate the effects of instruction on student learning. • Analysis of student learning is not grounded in assessment results tied directly to the achievement of the objective. Assessment is anecdotal only; quantitative and qualitative data are not used to evaluate individual and/or whole-class achievement. • The recommendation suggested are inappropriate and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s). • The teacher candidate does not reflect on insights concerning the process of planning teaching, and assessing students' knowledge, skills. • There are many spelling and grammatical errors that interfere with the reader's comprehension.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
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	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	• Provides opportunities for students to establish high academic expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	• Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	• Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	• Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
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	• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Conveys a depth of content knowledge that allows for differentiated explanations. • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. • Constantly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Displays content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Conveys a depth of content knowledge that allows for differentiated explanations. • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys accurate content knowledge. In multiple context. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Accurately reflects how the lesson fits within the structure of the discipline and the state standards. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.3	**Dimension 2.3 Communication** The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. **Standards Basis:** 1.4, 1.5, 2.1, 3.1, 4.4 **Sources of Evidence:** Pre-Conference, Formal Observation	• Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student and other resources to support student-directed learning. • Ask questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.	• Skillfully uses probing questions to clarify, elaborate and extend learning; provides direct instruction as appropriate. • Anticipates possible student misunderstandings and proactively develops techniques to address stumbling blocks to learning. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Provides wait time when questioning students. • Provides explanations that are clear, coherent, and uses verbal and written communication that is clear and correct. • Establishes classroom practices that encourage all students to communicate effectively using visual tools and technology with the teacher, their peers.	• 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 that focus on the objective of the lesson and provoke discussion. • Provides explanations that are clear. • Uses verbal and written communication that is clear and correct. • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.	• Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. • Uses verbal and written communication that is generally clear with minor errors of grammar.	• Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Rarely ask questions, or asks questions that do not amplify discussion or align to the objective of the lesson. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
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	• 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 by addressing learning and/or social/emotional needs of all students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Uses strategies to teach and assess students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Recognizes when students become confused or disengaged and responds to student learning or social-emotional needs. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social-emotional needs. • Sometimes provides differentiated instructional methods and content.	• Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social-emotional needs. • Rarely provides differentiated instructional methods and content.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN II: INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
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	• 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.	• 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.	• 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.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding. • Adjusts some instruction within a limited range.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Generally, does not link student behavior and responses with student engagement and understanding. • Persists with instruction or activities that do not engage students. • Makes no attempts to engage students who appear disengaged or disinterested.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.1	**Dimension 3.1** **Classroom Environment, Routines and Procedures** The clinical teacher organizes a safe, accessible and efficient classroom. **Standards Basis:** 1.4, 4.1, 4.2, 4.3, 4.4 **Sources of Evidence:** Formal Observation, Pre-Classroom	• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	**Dimension 3.2 Managing Student Behavior** The clinical teacher establishes, communicates and maintains clear expectations for student behavior. **Standards Basis:** 4.1, 4.2, 4.3, 4.4 **Sources of Evidence:** Formal Observation, Classroom, Pre-Conference	• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN III: LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.3

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
	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		• Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.
			MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

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:	IMPROVEMENT NEEDED The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1	**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	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance, and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance, and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance, and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
		MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

DOMAIN IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Dimension 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis:
5.4, 6.1, 6.2

Sources of Evidence:
Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

	DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
	• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• 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.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
	MOVES TO STUDENT CENTERED ACTIONS	MOVES TO STUDENT CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS	FOCUSES ON TEACHER CENTERED ACTIONS

Supervisor Post Interactive conference required.