

FORM A: T-TESS (USE BEGINS FALL 2016)

General Information

Custom Form

Preview

OBSERVATION BASIC INFORMATION

Observation Date*

MM / DD / YYYY



Start Time (Example: 8:30 AM)*

End Time (Example: 9:20 AM)*

Observation Time in Minutes*

Campus Name*

Mentor Teacher Name*

Grade(s)/Level*

Subject/Course*

DOMAIN 1: PLANNING-EVIDENCE IS APPARENT IN THE INSTRUCTIONAL LES

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3SROOM OBSERVATIONS.

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 use this form as summative evaluation of the clinical teacher's performance to date by checking the appropriate box. Use Not Applicable (NA) when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE: Needs Improvement(NI) Developing(Dev) *Proficient(Prof) Accomplished(Acnp) Distinguished(Dist)

*Proficient is the goal.

1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.*

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score
All measurable goals and lesson objectives aligned to state content standards <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
Integrated technology as applicable and appropriate <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score

Skip Navigation

All activities, materials and assessments are sequenced	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						

All activities, materials, and assessments are relevant to students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						

All activities, materials, and assessments provide appropriate time for lesson and lesson closure	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						

Skip Navigation

All activities, materials, and assessments fit into broader unit and course objectives <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
All activities, materials, and assessments are appropriate for diverse learners <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
All measurable goals and lesson objectives aligned to state content standards <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="button" value="Skip Navigation"/>						

Rubric Score:	
Rubric Mean:	

1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.*

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score
Formal and Informal assessments to monitor progress of all students <input type="checkbox"/> NA	<input type="radio"/> 1 <hr style="width: 100%;"/>	<input type="radio"/> 2 <hr style="width: 100%;"/>	<input type="radio"/> 3 <hr style="width: 100%;"/>	<input type="radio"/> 4 <hr style="width: 100%;"/>	<input type="radio"/> 5 <hr style="width: 100%;"/>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center; font-style: italic;">Score</div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 5px;"></div>
Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality. <input type="checkbox"/> NA	<input type="radio"/> 1 <hr style="width: 100%;"/>	<input type="radio"/> 2 <hr style="width: 100%;"/>	<input type="radio"/> 3 <hr style="width: 100%;"/>	<input type="radio"/> 4 <hr style="width: 100%;"/>	<input type="radio"/> 5 <hr style="width: 100%;"/>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center; font-style: italic;">Score</div> <div style="border: 1px solid #ccc; height: 100px; margin-top: 5px;"></div>

Skip Navigation

Analysis of student data connected to specific instructional strategies	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						
						Rubric Score:
						Rubric Mean:

1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.*

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score
All lessons connect to student prior knowledge and experiences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						
Skip Navigation						

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All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students

NA

1
 2
 3
 4
 5

Score

Rubric Score:

Rubric Mean:

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.*

Needs Improvement Developing Proficient Accomplished Distinguished Score

Questions encourage all students to engage in complex, higher-order thinking

NA

1
 2
 3
 4
 5

Score

Skip Navigation

Instructional groups based on needs of all students <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
All students understand their individual roles within instructional groups <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
Activities, resources, technology, instructional materials align to instructional purposes <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="button" value="Skip Navigation"/>						

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Rubric Score:

Rubric Mean:

DOMAIN 2: INSTRUCTION-EVIDENCE IS APPARENT IN CLASSROOM INSTRUCTION AND CLASSROOM.

2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success*

	Needs					
	Improvement	Developing	Proficient	Accomplished	Distinguished	Score
Sets academic expectations that challenge all students <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/>	<input type="radio"/> 2 <hr/>	<input type="radio"/> 3 <hr/>	<input type="radio"/> 4 <hr/>	<input type="radio"/> 5 <hr/>	<input type="text" value="Score"/> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Evidence that most students demonstrate mastery of the objective <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/>	<input type="radio"/> 2 <hr/>	<input type="radio"/> 3 <hr/>	<input type="radio"/> 4 <hr/>	<input type="radio"/> 5 <hr/>	<input type="text" value="Score"/> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

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Addresses student mistakes and follows through to ensure student mastery

1
 2
 3
 4
 5

Score

NA

Rubric Score:

Rubric Mean:

2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.*

Needs Improvement Developing Proficient Accomplished Distinguished Score

Conveys accurate content knowledge

1
 2
 3
 4
 5

Score

NA

Skip Navigation

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Integrates learning objectives with other disciplines

1 2 3 4 5

Score

NA

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Anticipates possible student misunderstandings

1 2 3 4 5

Score

NA

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1 2 3 4 5

Score

Skip Navigation

Accurately reflects how the lesson fits within the structure of the discipline and State standards (TEKS)

NA

Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)

NA

1 2 3 4 5

Score

Rubric Score:

Rubric Mean:

2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.*

Needs Improvement Developing Proficient Accomplished Distinguished Score

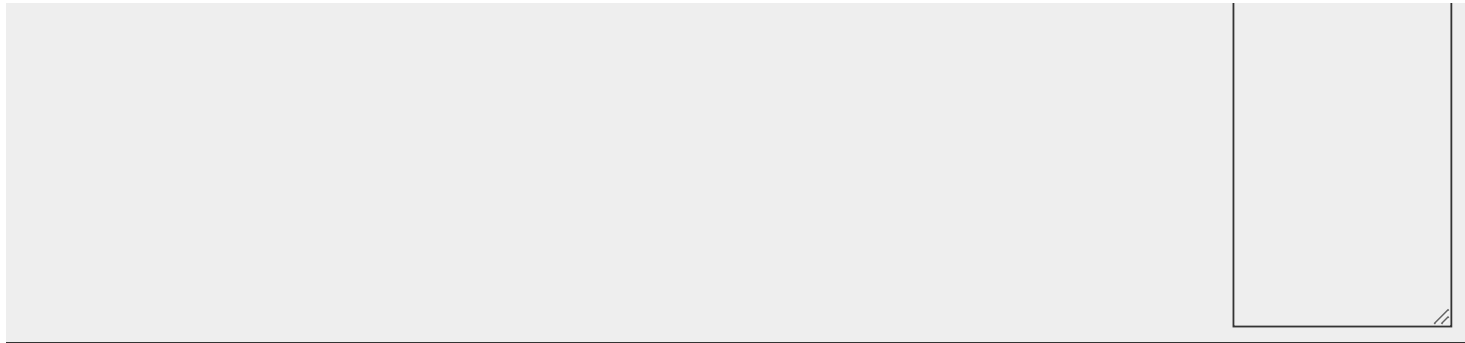
Uses probing questions to clarify, elaborate learning

NA

1 2 3 4 5

Score

Skip Navigation



Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts

NA

1 2 3 4 5

Score



Asks remember, understand and apply level questions that focus on the lesson objectives and provoking questions

NA

1 2 3 4 5

Score



1 2 3 4

Skip Navigation

Score

Provides explanations that are clear

NA

Uses verbal and written communication that is clear and correct

NA

1 2 3 4 5

Score

Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers

NA

1 2 3 4 5

Score

Skip Navigation

Rubric Score:

Rubric Mean:

2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.*

	Needs					
	Improvement	Developing	Proficient	Accomplished	Distinguished	Score
Adapts lesson to address individual needs of all students <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="text" value="Score"/>
Regularly monitors the quality of student participation and performance <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="text" value="Score"/>

Skip Navigation

Recognizes when students become confused or disengaged and responds to student learning or socio-economic needs

1 2 3 4 5

NA

Score

Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught

1 2 3 4 5

NA

Score

Rubric Score:

Rubric Mean:

2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.*

Needs

Improvement

Developing

Proficient

Ac

Skip Navigation

ished

Score

Utilizes input from students in order to monitor and adjust instruction and activities <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
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Monitors student behavior and responses for engagement and understanding <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
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Adjusts instruction and activities to maintain student engagement <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
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Skip Navigation

Rubric Score:
Rubric Mean:

DOMAIN 3: LEARNING ENVIRONMENT-EVIDENCE IS APPARENT IN THE CLASSROOM AND LEARNING CULTURE.

3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom*

	Needs Improvement	Developing	Proficient	Accomplished	d	Score
All procedures, routines and transitions are clear and efficient <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	<input type="radio"/> 4 _____	<input type="radio"/> 5 _____	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Score</div> <div style="border: 1px solid black; height: 250px; margin-top: 5px;"></div>
Students actively participate in groups, manage supplies and equipment with very limited teacher direction <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	<input type="radio"/> 4 _____	<input type="radio"/> 5 _____	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Score</div> <div style="border: 1px solid black; height: 250px; margin-top: 5px;"></div>

Skip Navigation

Classroom is safe and organized to support learning objectives and is accessible to most students <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
						Rubric Score:
						Rubric Mean:

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

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score
Consistently implements the campus and/or classroom behavior system proficiently <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
Skip Navigation						

Most students meet expected classroom behavior standards	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						
						Rubric Score:
						Rubric Mean:

3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.*

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score
Engages all students in relevant, meaningful learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
<input type="checkbox"/> NA						
						Skip Navigation

Students work respectfully, individually and in groups <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/>	<input type="radio"/> 2 <hr/>	<input type="radio"/> 3 <hr/>	<input type="radio"/> 4 <hr/>	<input type="radio"/> 5 <hr/>	<input type="text" value="Score"/>	<div style="border: 1px solid black; height: 267px;"></div>
Rubric Score:							
Rubric Mean:							

DOMAIN 4: PROFESSIONAL PRACTICES & RESPONSIBILITIES-EVIDENCE IS AVAILABLE IN DEBRIEFS/CONFERENCE, AND DAILY INTERACTION WITH OTHERS

4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.*

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score	
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/>	<input type="radio"/> 2 <hr/>	<input type="radio"/> 3 <hr/>	<input type="radio"/> 4 <hr/>	<input type="radio"/> 5 <hr/>	<input type="text" value="Score"/>	<div style="border: 1px solid black; height: 192px;"></div>
<input type="button" value="Skip Navigation"/>							

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Meets all professional standards (e.g. Attendance, professional appearance and behaviors) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score

Advocates successfully for the needs of students in the classroom <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score

Rubric Score:

Rubric Mean:

4.2 The student teacher reflects on his/her practice.*

Skip Navigation

	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Score
Sets short-and long-term professional goals based on self-assessment, reflection, and supervisor feedback <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="text" value="Score"/> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Meets all professional goals resulting in improvement in practice and student performance <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="text" value="Score"/> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Rubric Score:						
Rubric Mean:						

4.3 The student teacher enhances the professional community.*

Needs Developing Proficient Ac Skip Navigation shed Score

Improvement

Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
						Rubric Score:
						Rubric Mean:

4.4 The student teacher demonstrates leadership with students, colleagues, and community through effective communication and outreach.*

Needs

Improvement

Developing

Proficient

Accomplished

Distinguished

Score

Communicates the mission, vision and goals of the school to students, colleagues, parents and families <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Score
						Skip Navigation

Contacts parents/guardians regularly regarding students' academic and social/emotional growth

NA

1

2

3

4

5

Score

Actively participates in all school outreach activities

NA

1

2

3

4

5

Score

Rubric Score:

Rubric Mean:

GRADE

Total Score:

Skip Navigation