

MULTIPLE SUBJECT CREDENTIAL PROGRAM

Clinical Practice Observation Form

TEACHER CANDIDATE	CLINICAL COACH	GRADE	SEMESTER	DATE OF VISIT and OBSERVATION #
MENTOR TEACHER	SCHOOL/DISTRICT	SUBJECT AREA		LESSON TOPIC:

PROGRAM OUTCOMES

At least two observations must exhibit evidence of Program Outcomes.

Highlight Program Outcomes observed.

Outcome I: Engage Intersecting Social Identities 1. Critical examination of implicit bias 2. Critical examination of explicit bias 3. Critical examination of privilege	Outcome II: Anti-racist Teaching 4. Culturally relevant 5. Linguistically relevant 6. Engages technology 7. Engages community	Outcome III: Impact Schools & Communities 8. Examines dismantling systems of oppression 9. Supports student civic action 10. Supports teacher civic action 11. Supports leader civic action
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TEACHING PERFORMANCE EXPECTATIONS

Note: The proficiency indicators below are based on the TPE elements: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

Observation #1 must focus on TPE 2. See block start pacing plan for remaining observations.

Highlight TPEs observed.

TPE 1: Engaging and Supporting All Students in Learning a. relates material to student interests & experiences, cultural & linguistic backgrounds, and development b. provides comprehensible input for all levels of EL c. keeps students actively engaged in meaningful and relevant experiences that promote critical and creative thinking d. uses instructional strategies, resources, and assistive technologies to support access to the curriculum for all students e. communicates achievement expectations and progress to students and families f. monitors student learning & adjusts instruction	TPE 2: Creating and Maintaining Effective Environments for Student Learning a. establishes and maintains positive, inclusive climate for all students b. effectively communicates and enforces routines, procedures and norms c. encourages positive interactions and social-emotional growth d. uses strategies that engage students in collaboration and allow for multiple perspectives e. connects students to appropriate supports f. maintains high expectations with support for all students	TPE 3: Understanding and Organizing Subject Matter for Student Learning a. demonstrates knowledge of subject b. creates lesson plan that organizes the curriculum to promote student understanding c. makes appropriate instructional adaptations to meet the needs of individual students d. utilizes appropriate instructional resources to ensure equitable access to the curriculum e. consults and collaborates with educators to plan for instruction and support student learning f. uses technology to support learning and develop digital citizenship g. uses subject specific strategies to develop academic literacy
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TPE 4: Planning Instruction and Designing Learning Experiences for All Students a. applies knowledge of students, including linguistic and cultural background and development, to plan, design, implement, and monitor instruction b. uses adaptations to remove barriers and increase access to curriculum for all students c. makes cross-disciplinary connections d. accommodates different learning needs and develops student self-awareness of their learning needs (IEP, 504 plans, and all students) e. utilizes instructional time effectively f. uses digital tools and technologies to support learning and digital citizenship g. plans instruction that incorporates a range of communication strategies and activity modes h. implements ELD instruction to facilitate development in all literacy domains (reading, writing, listening, speaking)	TPE 5: Assessing Student Learning a. involves students in self-assessment b. uses different types and forms of assessment to sources to plan and modify instruction and document students' learning over time c. uses technology to support assessment administration, analysis, and communication of results d. uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction e. communicates assessment results in a timely manner to students and families f. interprets English learners' assessment data to identify English proficiency and uses information to plan instruction	TPE 6: Developing as a Professional Educator a. establishes professional learning goals and makes progress to improve practice b. demonstrates professional responsibility for student learning and class management c. communicates and collaborates effectively with colleagues to support student learning d. reflects on one's teaching practice and level of subject matter & pedagogical knowledge to improve student learning e. reflects on own values, biases and exhibits positive dispositions to students, families, and colleagues f. conducts self with integrity and models ethical conduct
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SHORT DESCRIPTION OF LESSON
In 2 to 4 sentences, summarize the observed lesson.
TPE OBSERVATION DATA
Provide a detailed account of observed TPEs. Be specific.
TPE 1 - Engaging and Supporting All Students in Learning – TPE 2 - Creating and Maintaining Effective Environments for Student Learning – TPE 3 - Understanding and Organizing Subject Matter for Student Learning – TPE 4 - Planning Instruction and Designing Learning Experiences for All Students – TPE 5 - Assessing Student Learning – TPE 6 - Developing as a Professional Educator –
OBSERVED GLOWS AND GROWS
Glow – Indicate areas of strength
Grow – Indicate areas the teacher candidate needs to further develop

Glows

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Grows

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POST-OBSERVATION DISCUSSION POINTS

Teacher Candidate's reflection of the lesson. Use these questions to guide your discussion before referring back to your observation notes.

1. What are some Glows from the lesson?
2. Based on your assessment(s), how well did students master the objective(s)? How do you know?
3. How was your lesson equitable and inclusive?
4. What are some Grows from the lesson?

NEXT STEPS AND GOALS

Based on the lesson and overall teaching experience, list next steps and goals.

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CO-TEACHING STRATEGIES USED DURING THE LESSON

Highlight co-teaching strategy(ies) used in lesson.

<i>ONE TEACH, ONE OBSERVE</i>	<i>ONE TEACH, ONE ASSIST</i>	<i>TEAM TEACHING</i>	<i>PARALLEL TEACHING</i>
<i>SUPPLEMENTAL TEACHING</i>	<i>ALTERNATIVE TEACHING</i>	<i>STATION TEACHING</i>	<i>NONE OR NOT APPLICABLE</i>

Save form as – TCLastName_TCFirstName_Observation #_

For example – Smith_Jane_Observation #1

Form saved as PDF and emailed to Teacher Candidate on:

Last updated: 8/8/2022