

Candidate:

Date of Observation:

School Site:

Cooperating Teacher:

Grade Level:

Supervisor:

Teacher Candidate Clinical Field Observation

Rate candidate proficiency for each according to the following criteria:

1 - Beginning: Candidate is aware of, or is beginning to develop the practices described in this area

2 - Developing: Candidate is moving toward more self-direction and independence in their practice

3 - Demonstrated: Candidate is building competence in this area

4 - Skillfully Demonstrated: Candidate demonstrates competence in this area, can teach independently, and is becoming a reflective practitioner

Not Observed: There was no opportunity to observe this component

Directions: Please rate each construct on a scale of 1-4 or indicate if there was no opportunity to observe. Evidence is required for scores of 1 or 2 only.

Written Lesson Plan

* Lesson Plan Elements	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed	Evidence **Required for scores of 1 or 2 only**
Context for Learning						
Planned Supports (TPE U1.4, U1.6, U3.2, U4.4, U7.2a)						
Focus Students (TPE U1.1, U1.6, U3.6, U4.1, U4.2, U4.4)						
Central Focus & Content Standards (TPE U1.3, U3.1, U7.9, U7.11)						

Learning Objectives (TPE U1.5, U2.5)						
Assessments (TPE U1.8, U3.2, U3.6, U4.1, U4.4, U5.1, U5.3)						
Language Demands/Academic Language (TPE U3.5, U7.1, U7.4, U7.6)						
Materials & Resources (TPE U1.4)						
Instructional Design (TPE U1.1, U1.3, U3.1, U3.2, U3.3, U3.6, U4.2, U4.3, U4.4, U7.2b, U7.2c, U7.7, U7.1)						

Instruction Delivery

* Instruction Elements	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed	Evidence **Required for scores of 1 or 2 only**
Candidate provides clear directions						
Candidate incorporates key elements & expectations from written lesson plan sections						
Candidate models what success looks like						
Candidate encourages student participation						
Candidate checks for understanding (TPE U1.8)						
Candidate uses appropriate classroom management techniques (TPE U6.5)						

Reflection

* Reflection Elements	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed	Evidence **Required for scores of 1 or 2 only**
Candidate reflects on how subject matter knowledge and teaching strategies made the lesson content accessible and engaging for all students. (TPE 6.1)						
Candidate reflects on the specific student learning outcomes planned for and how they would revise the lesson based on the data. (TPE 6.1)						
Candidate reflects on how implicit and/or explicit biases influence expectations of students. (TPE 6.2)						
Candidate reflects on how they supported and treated all students fairly. (TPE 6.2)						
Candidate identified a professional learning goal. (TPE 6.3)						

Teaching Performance Expectations (TPEs)

Rate candidate proficiency for each according to the following criteria:

4 - Skillfully Demonstrated: Extensive indicators of candidate's ability to understand and apply elements consistent with the Teacher Performance Expectation (TPE). Substantial evidence of highly consistent application of the TPE was demonstrated in candidate's work. Required no additional support from cooperating teacher and/or supervisor.

3 - Demonstrated: Multiple indicators of candidate's ability to understand and apply elements consistent with the TPEs. Adequate evidence of consistent application of the TPEs demonstrated in candidate's work. Rarely required additional support from cooperating teacher and/or supervisor.

2 - Developing: Indicators of the candidate's ability to understand and apply elements consistent with the TPEs. Limited evidence of consistent application of the TPEs demonstrated in candidate's work. Required some additional support from cooperating teacher and/or supervisor.

1 - Beginning: Few to no indicators of candidate's ability to understand and apply elements consistent with the TPEs. Little evidence of the application of the TPEs was demonstrated in candidate's work. Cannot meet TPEs even with additional support from cooperating teacher/and or supervisor. Not enough evidence to assess at this time.

Not Observed: No opportunity to observe standards.

* TPE 1- Engaging and Supporting all Students in Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
1.1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning					
1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.					
1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.					

1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability					
1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.					
Comments: **Required for scores of 1 or 2 only**					
* TPE 2- Creating and Maintaining Effective Environments for Student Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.					
2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.					

2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.					
Comments: **Required for scores of 1 or 2 only**					
* TPE 3- Understanding and Organizing Subject Matter for Student Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.					
3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum					
3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as application to the discipline.					
3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.					

3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.					
Comments: **Required for scores of 1 or 2 only**					
* TPE 4- Planning Instruction and Designing Learning Experiences for All Students	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes					
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.					
4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for					

all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable					
4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)					
4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.					
Comments: **Required for scores of 1 or 2 only**					
* TPE 5- Assessing Student Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work, based on assessment feedback.					
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction					

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction					
Comments: **Required for scores of 1 or 2 only**					
* TPE 6- Developing as a Professional Educator. Beginning Teachers	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.					
6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.					
Comments: **Required for scores of 1 or 2 only**					

*** Observer's Additional Comments**

Successes and Strengths
Future Goals for Improvement

Other Comments to Provide Support and Feedback