

Educator Preparation Program Teacher Observation Record (TOR)

Pre-Observation Information

Date of Pre-Ob Conference:

Time:

Notes:

Observation Information

Today's Date:

Duration:

Minutes

Start Time:

End Time:

Please note: Formal observations must be at least 45 minutes in length.

School:

District:

Grade Level:

Subject:

Clinical Teacher Information

Clinical Teacher First Name:

Clinical Teacher Last Name:

Undergraduate:

Clinical Teacher UTA ID Number:

Post-Baccalaureate:

Clinical Teacher TEA ID Number:

Program:

Cooperating Teacher Information

CT First Name:

CT TEA ID Number:

CT Last Name:

Supervisor Information

FS First Name:

FS TEA ID Number:

FS Last Name:

Form Completion:

Cooperating Teacher

Field Supervisor

Other

IMPORTANT: This form is designed for Adobe Acrobat and University Issued iPads. If Duration fields do not auto-compute, please revert to one of the above tools!

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.

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.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

1.2 Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

1.3 Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures high level of learning, social-emotional development and achievement for all students.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

1.4 Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.2 Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.3 Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.4 Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Dist	Acmp	Prof	Dev	IN	N/A
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Comments:

2.5 Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.						
3.1 Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						
3.2 Managing Student Behavior: The clinical teacher establishes, communicates and maintains clear expectations for student behavior.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						
3.3 Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						

Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others						
4.1 Professional Demeanor & Ethics: The clinical teacher meets UTA and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						
4.2 The clinical teacher reflects on his/her practice.	Dist	Acmp	Prof	Dev	IN	N/A
Comments:						

Clinical Teacher Conference Notes

Observation Start Time:

Please note: TEA observations must be at least 45 minutes in length. Post-observation conferences must be at least 20 minutes in length.

Observation End Time:

Conference Start Time:

Duration:

Minutes

Conference End Time:

Strengths:

In what ways did this teacher candidate excel or exceed expectations?

Challenges:

What issues did the teacher candidate experience? How did the teacher candidate grow throughout this experience?

Recommendations/
Goals/Next Steps:

What recommendations do you have for this teacher candidate's professional growth?

Please note: Formal observations must be at least 45 minutes in length.

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Signatures

(This page is completed using the freehand drawing tool in Adobe Acrobat. If you are using an iPad to fill out this form, please long-press the signature box to sign.)

UTA Clinical Teacher

Cooperating Teacher

UTA Field Supervisor

Texas Administrative Code Title 19, Chapter §228.35, (k)(1)(C): Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

The Cooperating Teacher (CT) and UTA Field Supervisor (FS) should initial the appropriate choice below.

Please initial to respond to the appropriate statement for all observations:

CT Initials	Candidate Progress/Recommendation for Certification	FS Initials
	Yes, the teacher candidate <u>has</u> made sufficient progress to be on track at this point in the clinical experience to be recommended to the Educator Preparation Program (EPP) for teacher certification.	
	No, the teacher candidate <u>has not</u> made sufficient progress to be on track at this point in the clinical experience to be recommended to the EPP for teacher certification. My concerns are noted above as documentation of my lack of recommendation.	

If this is the candidate's final observation in the current placement, please initial to respond to the appropriate statement:

CT Initials	Candidate Progress/Recommendation for Certification	FS Initials
	I recommend to the Educator Preparation Program (EPP) that this candidate <u>should be</u> recommended for teacher certification.	
	I recommend to the EPP that this candidate <u>should not be</u> recommended for teacher certification and have provided documentation above and to the candidate and field supervisor or cooperating teacher to support the lack of recommendation.	

Notice to Principals and Cooperating Teachers

The UT Arlington COEd Field Supervisor or other COEd Field Office representative has sent you this form to fulfill UTA's obligation to provide you the record of this clinical teacher's formal observation. This record is confidential. Please do not copy, distribute, or share this record unless permitted by applicable law or policy. We value your partnership in preparing teachers and we thank you.