



**AUSTIN
COLLEGE**
EPP 091-502

Austin Teacher Program

900 N. Grand Ave.
Suite 6E
Sherman, TX 75090

ATP Field Supervisor - Lesson Evaluation Form

This instrument helps to provide feedback to teacher candidates. Field Supervisors, Mentors, and Cooperating Teachers will utilize this instrument for lesson evaluations. The Intern/Clinical candidate may also choose to use it as a self-evaluation tool.

Intern/Clinical:	TEA #:	Date:
Grade Level:	School:	District:
Subject:	Begin Time:	TOTAL MINUTES:
Mentor/CT:	End Time:	
		ATP Field Supervisor:

Scale:

Proficient	Developing	Improvement Needed	N/A	
				DOMAIN 1: PLANNING Evidence is apparent in the instructional lesson plan, classroom observations.
Standards & Alignment: The Intern/Clinical designs, organizes and implements a clear, well-organized lesson that reflects best practice, aligns with standards and are appropriate for diverse learners				
				1.1 Lesson goals and objectives align to TEKS
				1.2 Helps students establish learning intentions for success (Intern/Clinical plan measures to help students attain success)
				1.3 Activities, materials and assessments are relevant to students' prior understanding and real-world
				1.4 Activities, materials and assessments provide time for lesson and lesson closure
				1.5 Activities, materials and assessments deepen the broader unit and course objectives
				1.6 Activities, materials and assessments are appropriate for diverse learners
				1.7 Integrated technology is applicable (when appropriate)
Data & Assessment: The Intern/Clinical uses formal and informal methods to measure student				
				1.8 Formal and informal assessments monitor progress of all students
Knowledge of Students: Through knowledge of students and proven practices, the Intern/Clinical ensures high levels of learning, social-emotional development and achievement for all students.				
				1.9 Lesson connects to student prior knowledge and experiences
				1.10 Lesson provides opportunities for students to utilize their individual learning patterns, habits and needs
Activities: The Intern/Clinical plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.				
				1.11 Questions encourage all students to engage in complex, higher order thinking
				1.12 Instructional groups configured to meet student needs
				1.13 Students understand individual roles within instructional groups
				1.14 Activities, resources, technology, and instructional materials align to instructional purposes

Evidence:

Reinforcement:

Refinement:

Proficient	Developing	Improvement Needed	N/A	
				DOMAIN 2: INSTRUCTION Evidence is apparent in instruction and classroom.
				Achieving Expectations: The Intern/Clinical supports all learners in the pursuit of high levels of academic and social-emotional success.
				2.1 Sets academic expectations that challenge all students
				2.2 Helps students establish success criteria for learning intentions (Intern/ provides examples)
				2.3 Persists with lesson until there is evidence that most students demonstrate mastery of objective
				2.4 Addresses student mistakes and follows through to ensure student mastery
				2.5 Provides students opportunities to take initiative of their own learning
				Content Knowledge & Expertise: The Intern/Clinical uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
				2.6 Conveys accurate content knowledge in multiple contexts
				2.7 Integrates learning objectives with other disciplines and real-world experience
				2.8 Anticipates possible student misunderstandings
				2.9 Accurately reflects how lesson aligns within structure of discipline and State standards (TEKS)
				2.10 Formal and informal assessments monitor progress of all students
				Communication: The Intern/Clinical clearly and accurately communicates to support persistence, deeper learning and effective effort.
				2.11 Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers
				2.12 Recognizes possible student misunderstandings and responds with appropriate techniques to clarify concepts
				2.13 Provides explanations that are clear
				2.14 Uses verbal and written communication that is clear and correct
				2.15 Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion
				2.16 Provides wait time when questioning students
				2.17 Uses probing questions to clarify, elaborate learning
				Differentiation: The Intern/Clinical differentiates instruction, aligning methods and techniques to diverse student needs.
				2.18 Adapts lesson to address individual needs of all students
				2.19 Regularly monitors quality of student participation and performance
				2.20 Recognizes when students become confused or disengaged and responds to student learning or socio-emotional needs
				2.21 Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught
				Monitor & Adjust: The Intern/Clinical formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
				2.22 Consistently invites input from students in order to monitor and adjust instruction and activities
				2.23 Monitors student behavior and responses for engagement and understanding
				2.24 Adjusts instruction and activities to maintain student engagement

Evidence:

Reinforcement:

Refinement:

Proficient	Developing	Improvement Needed	N/A	DOMAIN 3: Learning Environment Evidence is apparent in the classroom.
				Classroom Environment, Routines & Procedures: The Intern/Clinical organizes a safe, accessible and efficient classroom.
				3.1 Procedures, routines and transitions are clear and efficient
				3.2 Students actively participate in groups, manage supplies and equipment with very limited teacher direction
				3.3 Classroom is safe and organized to support learning objectives and is accessible to most students
				Managing Student Behavior: The Intern/Clinical establishes, communicates and maintains clear expectations for student behavior.
				3.4 Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
				3.5 Most students know, understand and respect classroom behavior standards
				Classroom Culture: the Intern/Clinical leads a mutually respectful and collaborative class of actively engaged learners.
				3.6 Students monitor their success based on criteria established (Intern/Clinical provides opportunities to self-assess)
				3.7 Engages all students in relevant, meaningful learning
				3.8 Students work respectfully individually and in groups

Evidence:

Reinforcement:

Refinement:

Proficient	Developing	Improvement Needed	N/A	DOMAIN 4: Professional Roles and Responsibilities Evidence is apparent in the classroom.
				Program Responsibilities - The Intern/Clinical Teacher:
				Seeks out feedback from supervisor and mentor and modifies practices according to suggestions in order to enhance professional skills and knowledge.
				Works productively with supervisor and mentor by keeping them aware of any issues that might need to be addressed in order to prevent future problems and to enhance professional performance.
				Takes responsibility for keeping up with due dates of assignments and turns all assignments in on time including requested lesson plans.
				Demonstrates knowledge of legal and ethical guidelines, and those guidelines guide behavior.

Evidence:

Reinforcement (Domain 4):

Refinement (Domain 4):

Other notes for candidate:

Pre-conference was conducted		Post-conference was conducted	
Date:		Date:	
Via:	(email, phone, in-person, online)	Via:	(Synchronous: e.g. phone, in-person)

Teacher Candidate		Field Supervisor	
Signature:		Signature:	
Date:		Date:	