The following intern observation 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 interns have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the intern'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**
- Developing
- *Proficient*
- Accomplished
- **Distinguished**

**Requires written “COMMENTS” specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished.

*Intern is expected to demonstrate skills at the proficient level while developing a growth mindset toward distinguished.*

### DOMAIN I: PLANNING

**Evidence is apparent in the instructional lesson plan and classroom observations that the clinical teacher designs, organizes and implements clear, well-organized, sequential lessons reflecting best practice, aligning with state standards and are appropriate for diverse learners.**

#### Standards & Alignment:
The intern:
- Aligns goals and lesson objectives to TEKS.
- Plans activities, materials and assessments relevant to students.
- Plans activities, materials and assessments with sufficient time for lesson and lesson closure.
- Provides activities, materials and assessments appropriate for diverse learners.
- Aligns objectives to the lesson's goal.
- Integrates applicable and appropriate technology.

#### Data & Assessment:
The intern uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. The intern:
- Uses formal and informal assessments to monitor progress of all students.
- Connects the analysis of student data to specific instructional strategies.

#### Knowledge of Students:
Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students. The intern:
- Connects lesson to students' prior knowledge and experiences.
- Adjusts lesson to students' strengths and gaps in background knowledge, life experiences and skills.

#### Activities:
The intern plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. The intern:
- Asks questions which encourage students to engage in complex, higher order thinking.
- Organizes instructional groups based on student needs.
- Specifies individual roles within instructional groups so students understand their responsibilities.
- Aligns activities, resources, technology and instructional materials to instructional purposes.

### Evidence:

__________________________________________________________________________________
### DOMAIN II: INSTRUCTION – Evidence is apparent in instruction and classroom.

#### Achieving Expectations: The intern supports all learners in their pursuit of high levels of academic and social-emotional success. The intern:

- Sets academic expectations that challenge all students.
- Persists with lesson until there is evidence most students demonstrate mastery of objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

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

- Conveys accurate content knowledge.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Accurately reflects how lesson fits within structure of discipline and state standards (TEKS).
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based).

#### Communication: The intern clearly and accurately communicates to support persistence, deeper learning and effective effort. The intern:

- Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers.
- Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides clear explanations.
- Uses clear and correct verbal and written communication.
- Asks probing questions to clarify learning and extend or elaborate on responses.
- Asks remember, understand and apply level questions focusing on lesson objective and to provoke discussion.

#### Differentiation: The intern differentiates instruction, aligning methods and techniques to diverse student needs. The intern:

- Adapts lesson to address individual needs of all students.
- Regularly monitors quality of student participation and performance.
- Recognizes when students become confused or disengaged.
- Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.

#### Monitor & Adjust: The intern formally and informally collects, analyzes and uses student progress data to make lesson adjustments. The intern:

- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Monitors student behavior and responses for engagement and understanding.
- Adjusts instruction and activities to maintain student engagement.

#### Evidence:

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### DOMAIN III: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.

Classroom Environment, Routines & Procedures: The intern organizes a safe, accessible and efficient classroom. The intern:

- Implements clear and efficient procedures, routines and transitions. 
- Guides students to actively participate in groups, manage supplies and equipment with limited teacher direction. 
- Organizes a safe classroom to support learning objectives which is accessible to most students.

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

- Consistently implements the campus and/or classroom behavior system proficiently. 
- Expects most students to meet classroom behavior standards.

Classroom Culture: The intern leads a mutually respectful and collaborative class of actively engaged learners. The intern:

- Engages all students in relevant, meaningful learning. 
- Encourages students to work respectfully both individually and in groups.

Evidence: 

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### DOMAIN IV: PROFESSIONAL PRACTICES & RESPONSIBILITIES – Evidence is available in debriefs, conferences, and daily interaction with others. (See Form 100 for documentation)

**REFLECTION:**

Area of Reinforcement: Intern’s strength demonstrated in this lesson

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Area of Refinement: Recommendations/Next Steps/Goals

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Intern’s Signature: __________________________

Principal’s Signature: ______________________ Copy provided on ____________