| **Multiple Subject Credential Program**  Clinical Practice Observation Form | | | | | | | |
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| **TEACHER CANDIDATE** | **CLINICAL COACH** | | **GRADE** | | **SEMESTER** | **DATE OF VISIT**  **and**  **OBSERVATION #** | |
|  |  | |  | |  |  | |
| **MENTOR TEACHER** | **SCHOOL/DISTRICT** | | **SUBJECT AREA** | | | **LESSON TOPIC:** | |
|  |  | |  | | |  | |
| Through planning, implementation, disposition and reflection, Teacher Candidates will:   * Meet the Teacher Performance Expectations [(TPEs).](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=d9715cb1_5) * Show evidence towards Reach, Teach, Impact per CSUF College of Education’s Conceptual Framework.   **COE Conceptual Framework – Reach, Teach, Impact**  **REACH** the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive and humanizing learning environments.  **TEACH** through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and support necessary for all learners to attain high-quality outcomes.  **IMPACT** schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected and digital world. | | | | | | | |
| **PROGRAM OUTCOMES**  **At least two observations/debriefs 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**   1. Culturally relevant 2. Linguistically relevant 3. Engages technology 4. Engages community | | **Outcome III: Impact Schools & Communities**   1. Examines dismantling systems of oppression 2. Supports student civic action 3. Supports teacher civic action 4. Supports leader civic action | | | |
| **TEACHING PERFORMANCE EXPECTATIONS**  **Observation #1 must focus on TPE 2. See block start pacing plan for remaining observations.**  **See** [**attachment**](https://docs.google.com/document/d/1iysjntCCkdl3RNDKx9u28nNBl4oRZYi2/edit?usp=sharing&ouid=117502224277740251198&rtpof=true&sd=true) **and note specific sub-TPEs in TPA observation data portion of the form.** | | | | | | | |
| **TPE 1- Engaging and Supporting all Students in Learning**  **TPE 2- Creating and Maintaining Effective Environments for Student Learning**  **TPE 2- 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**  **TPE 7- Effective Literacy Instruction for all Students** | | | | | | | |
| **SHORT DESCRIPTION OF LESSON**  **In 2 to 4 sentences, summarize the observed lesson.** | | | | | | |
|  | | | | | | |
| **TPE OBSERVATION DATA**  **Provide a detailed account of observed** [**TPEs.**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=d9715cb1_5) **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 –  TPE 7 – Effective Literacy Instruction for all Students | | | | | | |
| **OBSERVED GLOWS AND GROWS**  **Glows – Indicate areas of strength**  **Grows – Indicate areas the teacher candidate needs to further develop** | | | | | | |
| Glows  Grows | | | | | | |
| **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.** | | | |
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| 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. | | | |
| **CO-TEACHING STRATEGIES USED DURING THE LESSON**  Highlight co-teaching strategy(ies) used in lesson. | | | |
| ***ONE TEACH, ONE OBSERVE*** | ***ONE TEACH, ONE ASSIST*** | ***TEAM TEACHING*** | ***PARALLEL TEACHING*** |
| ***SUPPLEMENTAL TEACHING*** | ***ALTERNATIVE TEACHING*** | ***STATION TEACHING*** | ***NONE OR NOT APPLICABLE*** |
| Save form as – TCLastName\_TCFirstName\_Observation #\_ For example – Smith\_Jane\_Observation #1  Form saved as PDF and emailed to Teacher Candidate on:  *Last updated: 5/7/2024* | | | |