MULTIPLE SUBJECT CREDENTIAL PROGRAM
Clinical Practice Observation Form

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) per CTC.
- 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 supports 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	Outcome II: Anti-racist Teaching	Outcome III: Impact Schools & Communities
1. Critical examination of implicit bias 2. Critical examination of explicit bias 3. Critical examination of privilege	4. Culturally relevant 5. Linguistically relevant 6. Engages technology 7. Engages community	8. Examines dismantling systems of oppression 9. Supports student civic action 10. Supports teacher civic action 11. Supports leader civic action

TEACHING PERFORMANCE EXPECTATIONS
Note: The proficiency indicators below are based on the TPE elements: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

Observation #1 must focus on TPE 2. See block start pacing plan for remaining observations.
Highlight TPEs observed.

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
a. relates material to student interests & experiences, cultural & linguistic backgrounds, and development b. provides comprehensible input for all levels of EL c. keeps students actively engaged in meaningful and relevant experiences that promote critical and creative thinking d. uses instructional strategies, resources, and assistive technologies to support access to the curriculum for all students e. communicates achievement expectations and progress to students and families f. monitors student learning & adjusts instruction	a. establishes and maintains positive, inclusive climate for all students b. effectively communicates and enforces routines, procedures and norms c. encourages positive interactions and social-emotional growth d. uses strategies that engage students in collaboration and allow for multiple perspectives e. connects students to appropriate supports f. maintains high expectations with support for all students	a. demonstrates knowledge of subject b. creates lesson plan that organizes the curriculum to promote student understanding c. makes appropriate instructional adaptations to meet the needs of individual students d. utilizes appropriate instructional resources to ensure equitable access to the curriculum e. consults and collaborates with educators to plan for instruction and support student learning f. uses technology to support learning and develop digital citizenship g. uses subject specific strategies to develop academic literacy

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
a. applies knowledge of students, including linguistic and cultural background and development, to plan, design, implement, and monitor instruction b. uses adaptations to remove barriers and increase access to curriculum for all students c. makes cross-disciplinary connections d. accommodates different learning needs and develops student self-awareness of their learning needs (IEP, 504 plans, and all students) e. utilizes instructional time effectively f. uses digital tools and technologies to support learning and digital citizenship g. plans instruction that incorporates a range of communication strategies and activity modes h. implements ELD instruction to facilitate development in all literacy domains (reading, writing, listening, speaking)	a. involves students in self-assessment b. uses different types and forms of assessment to sources to plan and modify instruction and document students' learning over time c. uses technology to support assessment administration, analysis, and communication of results d. uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction e. communicates assessment results in a timely manner to students and families f. interprets English learners' assessment data to identify English proficiency and uses information to plan instruction	a. establishes professional learning goals and makes progress to improve practice b. demonstrates professional responsibility for student learning and class management c. communicates and collaborates effectively with colleagues to support student learning d. reflects on one's teaching practice and level of subject matter & pedagogical knowledge to improve student learning e. reflects on own values, biases and exhibits positive dispositions to students, families, and colleagues f. conducts self with integrity and models ethical conduct

SHORT DESCRIPTION OF LESSON

In 2 to 4 sentences, summarize the observed lesson.

TPE OBSERVATION DATA

Provide a detailed account of observed TPEs. 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 –

OBSERVED GLOWS AND GROWS

Glows – Indicate areas of strength

Grows – Indicate areas the teacher candidate needs to further develop

Glows
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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.

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.

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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: 8/8/2022