

To the observer:

This form is to be used to evaluate teaching skills of preservice teachers in both live and video-taped instructional sessions. The major categories come from the North Carolina Professional Teaching Standards, and specific criteria involve observation of indicated teaching actions.

Each criteria is rated on a 4-point scales as follows.

Exemplary = Teaching action is consistently observed

Satisfactory = Teaching action is observed.

Unsatisfactory = Teaching action is not observed.

Not applicable = Evaluator did not have the opportunity to observe teaching action.

A conference between the observer and the teacher is always required to discuss this evaluation.

CLINICAL OBSERVATION INSTRUMENT (CLIN-O)

Teacher _____ Course _____ Date _____ Observer _____

| | Exemplary | Satisfactory | Unsatisfactory | Not Applicable |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| <u>LEADERSHIP</u> | | | | |
| 1. Maintains a safe and orderly classroom that facilitates student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Uses positive management of student behavior. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>DIVERSITY</u> | | | | |
| 3. Maintains a positive and nurturing learning environment that conveys high expectations of every student. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Uses research-verified strategies to provide effective learning activities for students with special needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>CONTENT</u> | | | | |
| 5. Integrates effective literacy instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Integrates 21st century skills and content in instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>INSTRUCTION</u> | | | | |
| 7. Uses a variety of methods to communicate effectively with all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Uses a variety of appropriate methods and materials to meet the needs of all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Integrates technology with instruction to maximize students' learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>REFLECTION.</u> | | | | |
| 12. Uses data to provide ideas about what can be done to improve students' learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

COMMENTS: