

UW Tacoma School of Education

TCP Clinical Observation & Coaching Record

Purpose: To provide a consistent, evidence-based clinical coaching tool that supports reflection, growth, and collaboration among the Teacher Candidate, Mentor Teacher, and Field Supervisor during Winter and Spring Quarters.

Observation Information		
Candidate Name:	Date:	
Mentor Teacher:	☐ Winter ☐ Spring	
Field Supervisor:	Observation #:	
School:	Length of Observation:	
Lesson Topic:	Grade/Subject:	
# Students Present:	#MLs:	# IEP/504:

Pre-Observation Focus	
Teacher Candidate Focus:	
Mentor Teacher Focus:	
Field Supervisor Focus:	

Lesson Readiness Checklist	
Lesson Plan Submitted Content Objective Evident Language Objective Evident Engagement Objective Evident Assessment Strategies Identified Equity/Scaffolds Evident Success Criteria Communicated	
Evidence/Notes:	

Observation Evidence	
Planning & Equity	Look Fors ☐ Lesson objectives aligned to standards ☐ Learning targets communicated ☐ Instruction reflects student assets ☐ Explicit connections to culturally responsive and universal design for learning (UDL) frameworks ☐ Multiple entry points

	☐ Scaffolds for multilingual/diverse learners/students with disabilities ☐ Differentiation: Process, Content, Product, Environment ☐ Multimodal representations ☐ Anticipated student strategies ☐ Clear focus questions to elicit student thinking
Evidence/Notes:	
Academic Language	Look Fors ☐ Language objective evident ☐ Academic vocabulary taught ☐ Language demands embedded: Speaking/listening/reading/writing/representing opportunities (at least 2) ☐ Language supports embedded (at least 2): graphic organizers, realia, anchor charts, word walls, bilingual glossaries; on-demand translation; modeling/gestures; sentence stems; connection to background knowledge; partner or group work ☐ Students explain thinking with multiple modalities ☐ Translanguaging opportunities embedded
Evidence/Notes:	
Learning Environment & Relationships	Look Fors ☐ Respectful relationships ☐ Safe, inclusive environment ☐ Established routines ☐ Sense of belonging ☐ Trust-building interactions
Evidence/Notes:	
Student Engagement	Look Fors ☐ Active engagement ☐ Collaboration ☐ Higher-order questioning (e.g. why, how, etc.) ☐ Student reasoning ☐ Equitable participation ☐ Multiple student voices
Evidence/Notes:	
Assessment for Learning	Look Fors ☐ Checks for understanding

	☐ Learning targets visible ☐ Meaningful feedback ☐ Student self-assessment ☐ Instruction adjusted from evidence
Evidence/Notes:	
Professional Practice & Dispositions	Look Fors ☐ Prepared and organized ☐ Professional communication ☐ Responsive to coaching feedback ☐ Cultural humility ☐ Professional ethics ☐ Collaboration with mentor ☐ Reflective mindset
Evidence/Notes:	
Evidence of Student Learning	Evidence observed (check all that apply): ☐ Student discussion ☐ Student work ☐ Exit ticket ☐ Formative assessment ☐ Teacher observation ☐ Other
Evidence/Notes:	

Coaching Conversation	
Celebrations (3 strengthens):	
High-Leverage Growth Focus:	
Candidate Action Plan:	
Mentor Teacher Support:	
Field Supervisor Support:	
Evidence to Look for Next Visit:	

Mentor Teacher Reflection	
Since the previous observation, what growth have you noticed?	
What strengths are becoming consistent?	

What would you encourage the candidate to continue practicing?	
What support will you provide before the next observation?	
Teacher Candidate Reflection	
What evidence suggests students learned today?	
What instructional decision are you most proud of?	
If you taught this lesson again, what would you change?	
What professional goal will you focus on before the next observation?	
Field Supervisor Reflection	
Patterns of growth observed since the previous visit:	
Suggested coaching focus for next visit:	

Growth Since Previous Observation			
Area	Emerging	Developing	Consistently Demonstrating
Planning & Equity			
Academic Language			
Learning Environment & Relationships			
Student Engagement			
Assessment for Learning			
Professional Practice & Dispositions			

Observation 1 – Baseline Growth

Successful Completion

- ☐ Observation completed with evidence collected across all six domains.
- ☐ Candidate identifies strengths and professional growth goals.
- ☐ Field supervisor and candidate establish targeted focus areas for Observation 2.

Purpose: Establish a baseline for coaching and growth.

Observation 2 – Demonstrating Growth

Successful Completion

- ☐ Candidate demonstrates growth in previously identified focus areas.
- ☐ Fewer Emerging ratings than the previous observation or no new Emerging ratings.
- ☐ Majority of areas (4 or more) rated Developing or Consistently Demonstrating.

☐ Evidence that feedback from Observation 1 has been incorporated into practice.

Note: If significant concerns remain, the field supervisor develops an improvement plan prior to Observation 3.

Observation 3 – Demonstrating Teaching Proficiency

Successful Completion

- ☐ Four or more areas rated Consistently Demonstrating
- ☐ Remaining areas rated Developing
- ☐ Zero areas rated Emerging
- ☐ Candidate demonstrates sustained growth across all observations, particularly in previously identified areas for growth
- ☐ Field supervisor recommends candidate is ready for successful completion of clinical practice.

Observation 4 (If Required)

Successful Completion

- ☐ Zero areas rated Emerging
- ☐ Previously identified areas demonstrate documented growth.
- ☐ Candidate consistently demonstrates readiness for independent teaching.
- ☐ Field supervisor recommends successful completion of clinical practice.

Recommendation (May select one or more boxes)

- ☐ Pass Observation
- ☐ Fourth Observation Required
- ☐ Improvement Plan Required
- ☐ Refer to OFPP & TCP Leadership Team

Signatures

Teacher Candidate: _____ Date: _____

Mentor Teacher: _____ Date: _____

Field Supervisor: _____ Date: _____