

## Submitting Formal Observation Forms

Prior to the first time you complete an online form, you will go to this page to obtain a key/link: <https://myrecord.cehd.tamu.edu/observations/>. Although this page says “Clinical Teaching Observation Site”, it will also be used for Accelerate Online.

Once you get to this page:  
enter your email address  
click on *Send Access Key*

The screenshot shows the CEHD Student Data Portal website. At the top right, there are links for [education.tamu](#), [people](#), [contact](#), [webmail](#), and [Login](#). The main header features the Texas A&M University logo and the text "EDUCATION & HUMAN DEVELOPMENT TEXAS A&M UNIVERSITY". Below this, the text "CEHD Student Data Portal" is displayed in a large, white font against a dark red background with a leaf pattern. A dark grey bar below the header contains the word "Home". The main content area is white and contains the following text: "College of Education and Human Development", "Texas A&M University", and "Field Experiences Observation Site". Underneath, there are two sections: "Texas A&M Students" with a link to "Login using your NetID to access your observations.", and "Others (Supervisors, mentor teachers and principals)" with instructions to use a link from e-mail messages or provide an e-mail address. Below the instructions is a form with an "E-mail Address:" label, a text input field, and a "Send Access Key" button. At the bottom of the page, there is a footer with links for "Home", "Login", and "About CEHD Data Portal", followed by a list of links: "Compact with Texas", "Privacy & Security", "Legal Notices", "Statewide Search", "Accessibility", "State of Texas", "State Link Policy", "Emergency Prep", "Report Fraud, Waste and Abuse", and "Texas Homeland Security". The footer also includes the copyright notice "© 2011-16 Texas A&M University College of Education and Human Development".

When you use the link provided, you will see a page similar to this.

Only the Interns that you are supervising will appear on the list

You can begin a new observation by clicking *New Observation* under the appropriate name

You can “View” or “Edit” observations that have been submitted by clicking on the appropriate link

You can also see the status of the observation:

- Complete
- In Progress/Not submitted to student

The screenshot shows the CEHD Student Data Portal for an Aggie Supervisor in 2016 Fall. The page features a maroon header with the CEHD logo and the Texas A&M University Education & Human Development logo. Below the header, there is a navigation bar with 'Home' and 'observations' links. The main content area displays the supervisor's name, 'AGGIE SUPERVISOR 2016 Fall University Supervisor', and a personalized key link: 'https://myrecord.cehd.tamu.edu/observations/?KEY=[redacted]'. A list of other semesters is provided: 2012 Fall, 2013 Spring, 2013 Fall, 2014 Spring, 2014 Fall, 2015 Spring, 2015 Fall, and 2016 Spring. A search box contains 'TLAC ST'. The section 'Your Records (as a supervisor)' includes a 'Download Student List' link and a table of records. The table has columns for Student, Principal, Mentor, District/School, Grade Level, Subject, and Start Date. Two records are shown for 'AGGIE TEACHER' with grade levels '1' and 'K', both in 'Self-Contained' status. Each record includes links for 'New Clinical Teaching Formal Observation', 'New Clinical Teaching Midpoint/Final Evaluation', and 'New Growth Plan'. A 'Top of Page' link is located in the top right corner of the table area.

Home observations

**AGGIE SUPERVISOR**  
**2016 Fall**  
University Supervisor

This link is your individualized "Key" to access this site.  
[https://myrecord.cehd.tamu.edu/observations/?KEY=\[redacted\]](https://myrecord.cehd.tamu.edu/observations/?KEY=[redacted])

Other Semesters: 2012 Fall | 2013 Spring | 2013 Fall | 2014 Spring | 2014 Fall | 2015 Spring | 2015 Fall | 2016 Spring

TLAC ST

**Your Records (as a supervisor)**

Download Student List

Student	Principal	Mentor	District/School	Grade Level	Subject	Start Date
<b>AGGIE TEACHER</b>				1	Self-Contained	
New Clinical Teaching Formal Observation						
New Clinical Teaching Midpoint/Final Evaluation						
New Growth Plan						
<b>AGGIE TEACHER</b>				K	Self-Contained	
New Clinical Teaching Formal Observation						
New Clinical Teaching Midpoint/Final Evaluation						
New Growth Plan						

Top of Page

When you begin a new Formal Observation, the contact information collected at the Intern Support Team Meeting will automatically appear in the gray areas.

You will enter the information shown in yellow (observation date, time in, time out, conference date and time). Overall rating, comments and recommendations are also required.

**CEHD**  
**Student Data Portal**

Home  
observations

### AGGIE SUPERVISOR

**General Information**

Student:

University Supervisor:

Principal:

Mentor/Cooperating Teacher:

District: Local - Bryan School: Jones Elementary

Grade Level: 1 Subject: Self-Contained

Internship Start:  TLAC ST

Observation Date: 08/02/2016 mm/dd/yyyy OR yyyy-mm-dd

Time In: 6 am 00 Time out: 6 am 00

Conference Date: 08/02/2016 mm/dd/yyyy OR yyyy-mm-dd

Time In: 6 am 00 Time out: 6 am 00

**Overall Ratings**

Overall Rating: Rating: Select One

Overall Comments and Recommendations:

Teaching, Learning & Culture  
Clinical Teaching Formal Observation

Domain I - Planning		
Question	Answer	Comments
4 - Accomplished, 3 - Proficient, 2 - Developing, 1 - Improvement needed, NA - Not Applicable		
1. Aligns goals to state content standards	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
2. Aligns objectives to the lesson's goal	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	

Domain II - Instruction		
Question	Answer	Comments
4 - Accomplished, 3 - Proficient, 2 - Developing, 1 - Improvement needed, NA - Not Applicable		
3. Secures whole class attention to begin lesson	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
4. Transitions to lesson topic using motivational techniques	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
5. Connects lesson to students' prior knowledge and life experiences	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
6. Sets academic expectations	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
7. Establishes purpose by connecting learning to real world experiences	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
8. Conveys accurate content knowledge	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
9. Provides clear (written and verbal) explanations while modeling the learning	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
10. Encourages students to communicate effectively with the teacher and their peers	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
11. Uses questioning strategies to encourage higher-order thinking and problem solving	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
12. Monitors the quality of student participation and performance	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
13. Adjusts instruction and activities to maintain student engagement	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
14. Provides differentiated instructional methods to address individual needs	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
15. Recognizes student misunderstandings and responds appropriately	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
16. Uses formal and informal assessments to monitor progress	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
17. Engages all students in lesson closure by restating objective and connecting it to future learning	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	

Domain III - Learning Environment		
Question	Answer	Comments
4 - Accomplished, 3 - Proficient, 2 - Developing, 1 - Improvement needed, NA - Not Applicable		
18. Implements the classroom behavior system	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
19. Organizes activities, resources, technology and instructional materials	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
20. Establishes and uses effective routines and procedures	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
21. Uses time efficiently (start time/pacing/transitions)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
22. Moves with purpose throughout the classroom	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
23. Redirects off task/inappropriate behavior in a fair/firm and consistent manner	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
24. Reinforces/praises students' academic efforts and desired behavior	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
25. Establishes a climate of courtesy and positive rapport	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	
26. Uses effective verbal/non-verbal communication	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input checked="" type="radio"/> NA	

Save and Preview

Cancel and Return to Menu

Rate the intern on each indicator by selecting the appropriate button to the right of that indicator

The indicators are grouped into sections and here is a comment box for each section

Comments are to be included but are not required on every section

When you have finished entering information, click the button at the bottom of the screen that says *Save and Preview*

The next screen you see will be similar to the picture on this slide

You will have the option to "Re-Edit" or "Submit to Student"

Once the observation is submitted to the Intern, he/she will receive an email to complete a reflection of the lesson



Observation Updated

Return to Menu Re-Edit Submit to Student

After reviewing your answers, be sure to click "Submit" above to complete this form.