

**The University of Texas at Austin
College of Education
Intern II / Student Teacher (midterm only)
Long Formative Assessment**

Student Teacher Name (ST):	Date:
<i>Underline one-</i> Cooperating Teacher Name (CT) or University Field Supervisor Name (UFS):	District:
	School:
Grade(s):	
Description of Field Placement Setting:	

Instructions:

Rate each observable behavior; then, rate the component as a whole. The components are characterized, but are not limited to the observable behaviors that follow. It is important to cite specific examples of the observed behaviors as supporting evidence at the end of each of the four clusters. A rating of NI in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course or immediate termination of the Professional Development Sequence.

<u>Overall Components:</u>			
P = Proficient; observable behaviors are <u>consistently</u> seen.	D = Developing; observable behaviors are seen more <u>frequently</u> , but not seen consistently.	NI = Needs Improvement; observable behaviors are <u>never</u> , <u>rarely</u> , or <u>occasionally</u> seen	N/A = Not applicable to person completing form

Cluster I: Planning and Instruction (P&I)

Component 1a: Demonstrates knowledge of content that leads to high levels of learning in P&I

Demonstrates knowledge and understanding of the subject taught	
Makes content connections across the curriculum	
Identifies important background knowledge	
Identifies important vocabulary	
Overall Component 1a rating (P, D, NI)	

Component 1b: Demonstrates knowledge of students in P&I

Demonstrates knowledge and appreciation of students’ varying skills, approaches to learning, and cultural and linguistic heritages	
Uses developmentally appropriate practices	
Incorporates knowledge of students’ out-of-school interests and experiences during the instructional day	
Guides students to apply their own strengths, background knowledge, life experiences, and skills to enhance each other’s learning	
Overall Component 1b rating (P, D, NI)	

Component 1c: Has knowledge of and makes use of materials, resources, and technology in P&I

Uses appropriate materials and resources beyond district instructional materials to enhance student learning	
Uses technology as a tool to enhance the curriculum	
Uses community resources (e.g., parents; public library; field trips) to enhance student learning	
Overall Component 1c rating (P, D, NI)	

Component 1d: Differentiates instruction to promote student learning, including students with special needs and English language learners in P&I

Differentiates instruction to support the stated instructional objectives (including 504 and IEP adaptations)	
Differentiates instruction to support English language learners	
Differentiates instruction to support students with special needs, including planning according to IEPs	
Demonstrates knowledge of federal, state, and local policies, programs, and research-based strategies for all special populations	
Plans or adapts lessons to accommodate individual strengths and needs	
Overall Component 1d rating (P, D, NI)	

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P- Proficient; D- Developing; NI-Needs Improvement; N/A –Not applicable to person completing form

Component 1e: Designs plans for instruction

*Prepares plans in advance	
Aligns lessons and instruction with TEKS/PreK Guidelines	
Draws on prior reflections for planning	
Ensures availability and accessibility of facilities and materials	
Writes clear and measurable instructional objectives	
Sequences content logically	
Ties lessons into previous and future learning	
Varies activities to maintain student interest and to promote on-task behavior	
Designs questions and assignments that require students to use higher level thinking skills	
Designs lesson closure that clearly summarize and/or apply key knowledge and skills	
Overall Component 1e rating (P, D, NI)	

Component 1f: Implements effective pedagogy

Implements effective instructional approaches and routines	
Uses a variety of (flexible) grouping strategies to support learning	
Strives to keep all students engaged in the lesson through monitoring and appropriate pacing	
Scaffolds student learning through teacher modeling, demonstration and thinking aloud	
Provide multiple opportunities for students to discover and practice with consistent feedback	
Uses effective questioning and prompts to engage students in conversation and thinking, both together and independently	
Teaches skills and strategies and provides multiple opportunities for students to use independently (for real purposes)	
Uses visual representations, including graphic organizers and Web resources as tools to support student learning	
Overall Component 1f rating (P, D, NI)	

Component 1g: Assesses student learning

Assures that assessment is clearly aligned with identified knowledge and skills	
Assures that assessment is reflective of developmentally appropriate practices	
Uses a variety of assessments that check for understanding	
Involves students in self-assessment and monitoring their progress with both formal and informal measures	
Assesses student learning at appropriate intervals	
Uses observational, informal, and formal assessment data to plan or redesign instruction	
Makes adjustments during teaching	
Overall Component 1g rating (P, D, NI)	

Cluster 1: Planning and Instruction

Supporting Evidence from *underline one*- CT or UFS:

Cluster 2: Learning Environment

Component 2a: Creates rapport with and among students in an environment of respect

*Avoids sarcastic and destructive criticism	
Acknowledges specific successes of all students	
Speaks to students attentively and respectfully	
Refers to students by name using correct/preferred pronunciation	
Builds rapport and trust with students	
Overall Component 2a Rating (P, D, NI)	

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Component 2b: Establishes a culture of learning

Provides students with opportunities to set high academic and social-emotional goals for themselves, including monitoring progress towards these goals	
Provides students with opportunities to set goals, reflect on, and hold each other accountable within instructional groups	
Creates a safe environment by encouraging and positively responding to students’ questions, responses, and background experiences	
Shows enthusiasm and energy in the classroom	
Provides opportunities for students to set goals, reflect upon their work, and initiate improvements to their products	
Holds high expectations for student performance	
Establishes and/or maintains predictable but flexible classroom routines and procedures	
Creates and/or maintains effective transition routines	
Scans room consistently to monitor and foster student engagement	
Overall Component 2b Rating (P, D, NI)	

Component 2c: Contributes to positive learning environment

Interacts with students in respectful ways at all times	
Maintains a physically and an emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning	
Provides students with opportunities to collaborate in establishing a positive behavior environment	
Provides students with opportunities to define and monitor their roles as a contributor to the positive learning environment	
Overall Component 2c Rating (P, D, NI)	

Component 2d: Offers equitable learning opportunities to all students

* Provides equal opportunities to learn for all students, recognizing and appreciating student differences (cultural and linguistic background, economic status, gender, sexual orientation, ethnicity, religion, physical & personal attributes, and disabilities)	
Designs classroom instruction to take advantage of classroom diversity to maximize learning for all students	
Identifies and fosters the strengths of each student, enabling all to reach their maximum potential	
Demonstrates awareness of activities or behaviors that might be discriminatory and works to improve the situation	
Guides students to apply their own strengths, background knowledge, life experiences and skills to enhance each other’s learning	
Overall Component 2d Rating (P, D, NI)	

Component 2e: Communicates with students

*Communicates clearly and accurately, orally and in writing	
Listens carefully to students	
Gives clear directions	
Overall Component 2e Rating (P, D, NI)	

Component 2f: Communicates with families/caregivers

Communicates positively and appropriately with families/caregivers regarding students’ academic and social-emotional growth, with cooperating teacher’s guidance	
Joins cooperating teacher in collaborative efforts with families/caregivers, in and out of school, that enhance student learning and welfare	
Overall Component 2f Rating (P, D, NI)	

Component 2g: Communicates with campus cooperating teacher, team members, and administrators

*Initiates and maintains communication with cooperating teacher	
*Works cooperatively with other teachers, staff and campus administration	
*Discusses and provides lesson plans to cooperating teacher for approval by due date	
Meets and plans with special education faculty to inform educational goals and plans	
Participates in team meetings (e.g., grade level meetings), parent conferences, and ARDs, as appropriate	
Overall Component 2g Rating (P, D, NI)	

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Component 2h: Communicates with UT field supervisor and faculty

*Initiates and maintains communication with university field supervisor, coordinator, and professors	
*Provides and discusses lesson plans with university field supervisor and coordinator (as necessary), for approval by due date	
Overall Component 2h Rating (P, D, NI)	

Cluster 2: Learning Environment
Supporting Evidence from <i>underline one</i> - CT or UFS:

Cluster 3: Professional Practices and Responsibilities

Component 3a: Engages in professional development practices

Sets professional goals based self-assessment and reflections with others (cooperating teachers, university field supervisors, peers, coordinators)	
Meets professional goals, resulting in improvement in practice and student performance	
Overall Component 3a Rating (P, D, NI)	

Component 3b: Demonstrates effective interpersonal relationships

*Works cooperatively with university field supervisor, coordinator, and professors	
*Accepts and incorporates feedback from cooperating teacher, university field supervisor, and coordinator	
*Remains calm and respectful with students, peers, families/caregivers, and other professionals	
Overall Component 3b Rating (P, D, NI)	

Component 3c: Fulfills school, university, and state policies and procedures

*Adheres to the Texas Code of Ethics for Teachers as evidenced in University classes and field placements	
*Attends all required College of Education Meetings	
*Follows university and public school policies	
*Follows required school dress code and is clean and well-groomed	
*Is present and prompt except for emergencies	
*Performs all assigned duties promptly	
Overall Component 3c Rating (P, D, NI)	

Cluster 3: Professional Practices and Responsibilities
Supporting Evidence from <i>underline one</i> - CT or UFS:

Professional Goals
Two Performance Objectives from <i>underline one</i> - PT, CT or UF:

<i>Underline one</i> : Cooperating Teacher or University Field Supervisor (Printed Name, Phone Number, E-mail)	Signature and Date	Coordinator’s Initials:
I have read the completed summative assessment form; my signature does not imply that I agree with the evaluation.		
Student Teacher (Printed Name, Phone Number, E-mail)	Signature and Date	S.T.’s UT EID:

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