Updated: 11/18/2021 mag

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

	Long Formative A	Assessment		
Student Teacher Name (ST):		Date:		
Underline one-		District:		
Cooperating Teacher Name (CT) or		School:		
University Field Supervisor Nat		Grade(s):		
Description of Field Placement				
ehaviors that follow. It is important	rate the component as a whole. The component as a whole. The component to cite specific examples of the observareas marked with an "*" may result it ional Development Sequence.	ved behaviors as supporting ev	ridence at the end of each	h of the
Overall Components:				
P = Proficient; observable behaviors are <u>consistently</u> seen. D = Developing; observable behaviors are seen more <u>frequently</u> ,		NI= Needs Improvement; observable behaviors are <u>neverally</u> , or <u>occasionally</u> seen	able behaviors are <u>never</u> , person completing form	
Component 1a: Demonstrates kn Demonstrates knowledge and unc Makes content connections across Identifies important background leading to the content of t	s the curriculum			
Identifies important vocabulary	Miowicage			
Overall Component 1a rating (P,	D 34/			
heritages Uses developmentally appropriate Incorporates knowledge of studer	nts' out-of-school interests and experient strengths, background knowledge, l	ences during the instructional d	ay	
Component 1c: Has knowledge o	f and makes use of materials, resou	rces, and technology in P&I		
	sources beyond district instructional n	naterials to enhance student lea	rnıng	
Uses technology as a tool to enha		mhanaa atudant laamin -		
	parents; public library; field trips) to e	mance student learning		
Overall Component 1c rating (P,	D, NI)			
Component 1d: Differentiates ins language learners in P&I	struction to promote student learning	ng, including students with sp	ecial needs and Englisl	h
	ort the stated instructional objectives (including 504 and IEP adaptat	ions)	
Differentiates instruction to suppo			•	
	ort students with special needs, includ	ing planning according to IEPs		
	ral, state, and local policies, programs			
1 1	nodate individual strengths and needs			
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Overall Component 1d rating (P.	D. ND			

^{*} A rating of "NI" in any of the areas marked with an "*" may result in immediate termination of the Professional Development Sequence (if this occurs during the student teaching practicum course, it may result in failing student teaching).

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 <i>underline one-</i> CT <i>or</i> 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)					

^{*} A rating of "NI" in any of the areas marked with an "*" may result in immediate termination of the Professional Development Sequence (if this occurs during the student teaching practicum course, it may result in failing student teaching).

Provides students with opportunities to set high academic and social-emotional goals for themselves, including monitoring progress towards these goals possess towards these goals possess towards these goals possess towards these goals possess are considered to the provides students with opportunities to set goals, reflect on, and hold each other accountable within instructional groups because 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 folds high expectations for student performance stabilishes and/or maintains predictable but flexible classroom routines and procedures. Teates and/or maintain seffective transition routines Canas room consistently to monitor and foster student engagement Deverall Component 2b Rating (P, D, NI) Toward Component 2b Rating (P, D, NI) Toward Students with students in respectful ways at all times Maintains aphysically 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 define and monitor their roles are contributor to the positive learning environment overall Component 2c Rating (P, D, NI) Towardes students with opportunities to define and monitor their roles are contributor to the positive learning environment overall Component 2c Rating (P, D, NI) Towardes students with opportunities to define and monitor their roles are contributor to the positive learning environment overall Component 2c Rating (P, D, NI) Towardes students observed the students are student services and student differences (cultural and inguistic background, economic status, gender, sexual orientation, ethnicity, religion, physical & personal attributes, and inguistic backgroun	omponent 2b: Establishes a culture of learning	
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Meets and plans with special education faculty to inform educational goals and plans	Works cooperatively with other teachers, staff and campus administration	
Meets and plans with special education faculty to inform educational goals and plans	Discusses and provides lesson plans to cooperating teacher for approval by due date	

^{*} A rating of "NI" in any of the areas marked with an "*" may result in immediate termination of the Professional Development Sequence (if this occurs during the student teaching practicum course, it may result in failing student teaching).

Overall Component 2g Rating (P, D, NI)

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

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 supervise	or and coordinator (as necessary), for approve	al by due					
date							
Overall Component 2h Rating (P, D, NI)							
Cluster 2: Learning Environment							
Supporting Evidence from <i>underline one</i> - CT <i>or</i> UFS:							
Supporting 2 reserve from minor minor one of or or or or							
Cluster 3. Professional Pr	actices and Responsibilities						
Component 3a: Engages in professional development practices	actices and Responsibilities						
Sets professional goals based self-assessment and reflections with o	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 relationship *Works cooperatively with university field supervisor, coordinators			1				
*Accepts and incorporates feedback from cooperating teacher, univ	· 1						
*Remains calm and respectful with students, peers, families/caregiv							
Overall Component 3b Rating (P, D, NI)	vers, and other professionals						
Overall Component 30 Rating (1, D, 1VI)							
Component 3c: Fulfills school, university, and state policies and	procedures						
*Adheres to the Texas Code of Ethics for Teachers as evidenced in							
*Attends all required College of Education Meetings							
*Follows university and public school policies							
*Follows required school dress code and is clean and well-groomed	1						
*Is present and prompt except for emergencies							
*Performs all assigned duties promptly							
Overall Component 3c Rating (P, D, NI)							
Ch. 4. 2 D. 6 day ID. 4 day ID. 3 124							
<u>Cluster 3: Professional Practices and Responsibilities</u> Supporting Evidence from <i>underline one-</i> CT <i>or</i> UFS:							
Supporting Evidence from under tine one- C1 or GFS.							
Professional Goals							
Two Performance Objectives from <i>underline one-</i> PT, CT or UF:							
Underline one: Cooperating Teacher or University Field Supervisor	Signature and Date						
(Printed Name, Phone Number, E-mail)	Signature and Bate	Coordinator's I	nitials:				
I have read the completed summative assessment form; my s		the evaluation	on.				
Student Teacher (Printed Name, Phone Number, E-mail) Signature and Date S.T.'s UT E							
		5.11.5011					

^{*} A rating of "NI" in any of the areas marked with an "*" may result in immediate termination of the Professional Development Sequence (if this occurs during the student teaching practicum course, it may result in failing student teaching).