

**The University of Texas at Austin  
College of Education  
Intern / Intern I / Intern II (midterm only)  
Short Formative Assessment**

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

<b><u>Observable Behavior</u></b>			
<b>P-Proficient</b>	<b>D-Developing</b>	<b>NI-Needs Improvement</b>	<b>N/A – Not Applicable to person completing form</b>
Student demonstrates acceptable consistency for Intern I	Student applies basic competencies; not yet consistent	Student fails to demonstrate quality characteristics, or skill required	

Using the ratings above please respond to each line item. NOTE: We expect Intern I preservice teachers to be **developing** in most areas. However, at this juncture in their journey toward becoming a professional educator, it is helpful to describe areas of particular strength and to identify areas that a student is not yet thinking about, in order to set goals for Intern II. You may type or print. Make three copies.

**Cluster I: Planning and Instruction (PI)**

<b><i>Observable Behaviors/Qualities (rate using P, D, NI, NA)</i></b>	<b><i>Underline your title CT UFS I</i></b>
*Prepares plans in advance	
* Aligns lessons and instruction with TEKS/PreK Guidelines	
Draws on prior reflections for planning	
Uses effective questioning and prompts to engage students in conversation and thinking, both together and independently	
Designs questions and assignments that require students to use higher level thinking skills	
Ties lessons into previous and future learning	
Identifies important background knowledge	
Identifies important vocabulary	
Uses a variety of assessments that check for understanding, including encouraging students to self-assess	
Makes adjustments during teaching	
Uses visual representations, including graphic organizers and web resources as tools to support student learning	
Guides students to apply their own strengths, background knowledge, life experiences, and skills to enhance each other’s learning	

Please add specific comments to support behaviors, especially those ranked with an NI (essential growth areas) and P (strengths):

**Cluster 2: Learning Environment**

<b><i>Observable Behavior/Qualities (rate using P, D, NI, NA)</i></b>	<b><i>Underline your title CT UFS I</i></b>
*Interacts with students in respectful ways at all times	
*Avoids sarcasm or destructive criticism	
* Provides equal opportunities to learn for all students, recognizing and appreciating student differences (cultural/linguistic background, SES, gender, sexual orientation, ethnicity, religion, physical/personal attributes, and abilities/disabilities)	
Refers to students by name using correct/preferred pronunciation	

\*Doing well in these areas is essential for all students. Receiving a NI in any of them is of major concern and improvement in that area will be an automatic goal to address and improve upon early in the following semester’s field placement.

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Acknowledges specific successes of all students	
Scans room consistently to demonstrate teacher awareness and to foster student engagement	
Works within the limits of the established classroom management systems	
Maintains a physically and an emotionally safe learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning	
Shows enthusiasm and energy in classroom presentations	
Gives clear directions during instruction	
Communicates sensitively and positively with families/caregivers regarding students' academic and social-emotional growth, with cooperating teacher's guidance	
*Communicates clearly and accurately, orally and in writing	
*Works cooperatively with other teachers, staff and campus administration	
*Discusses and provides lesson plans to cooperating teacher for approval by due date	
*Shares and discusses lesson plans with university field supervisor and coordinator (as necessary)	

Please add specific comments to support behaviors, especially those ranked with a NI (essential growth areas) and P (strengths):

**Cluster3: Professional Practices and Responsibilities**

<i>Observable Behaviors (rate using P, D, NI, NA)</i>	<i>Underline your title CT UFS I</i>
*Adheres to the Texas Code of Ethics for Teachers as evidenced in University classes and field placements.	
*Follows university and public school policies	
*Follows acceptable school/community norms of dress and demeanor	
*Is present and prompt except for emergencies	
*Performs assigned duties promptly	
*Maintains communication with CT and U.T. field supervisor	
*Reflects on and implements supervisory feedback from CT, UFS, and coordinators	
*Shows responsibility in using/caring for materials	
*Works cooperatively with U.T. peers/faculty/staff	
*Remains calm and respectful with students, peers, families/caregivers, and other professionals	
Sets professional goals based on self-assessment and reflections with others (cooperating teachers, university field supervisors, peers, coordinators)	

Please add specific comments to support behaviors, especially those ranked with a NI (essential growth areas) and P (strengths):

Additional comments on any aspect of preservice teacher performance in the field placement:

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Set two professional performance goals:

The signatures below confirm that all three people were present at the final Intern I Semester Evaluation

Cooperating Teacher (Printed Name, Phone Number, e-mail)	Signature and Date
University Field Supervisor (Printed Name, Phone Number, e-mail)	Signature and Date
Intern (Printed Name, Phone Number, e-mail)	Signature and Date

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