

**The University of Texas at Austin  
UTeach-Liberal Arts  
Student Teacher Formative Assessment**

<b>Student Teacher Name</b>	<b>Date</b>	
<b>School/District</b>	<b>Start Time</b>	<b>Stop Time</b>
<b>Course Taught/Grade Level</b>	<b>Evaluator Name and Role</b>	

**Instructions:** Rate each observable behavior by placing a check in the appropriate column. Then rate the domain as a whole on the basis of that which has been observed. Cite specific examples of observed performance as supporting evidence for the ratings provided in each domain. *\*An overall domain rating of "Improvement Needed" will result in a three-way conference between the student teacher, field supervisor, and UTLA instructor.*

<b>Rating Scale</b>				
<b>Accomplished (A)</b> Standard is consistently met and advanced for a novice teacher.	<b>Proficient (P)</b> Standard is met and observed regularly.	<b>Developing (D)</b> Standard is met, but observed inconsistently.	<b>Improvement Needed (IN)</b> Standard is observed, but not met.	<b>N/O = Not observed</b> <b>N/A = Not applicable to person completing form</b>

**Domain I: Planning**

**Standards and Alignment:** The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners. These elements are identified prior to the presentation of the lesson. *Instructional planning includes:*

	A	P	D	IN	N/O	N/A	<b>Supporting Evidence</b>
Clear, measurable instructional objectives aligned to TEKS							
Logical sequencing of activities, resources, and assessments that are vertically aligned to state standards							
Anticipates possible student misunderstandings or concerns and proactively attempts to address them							
Activities, resources, and assessments that are relevant to students' prior learning and/or real-world applications and appropriate for diverse learners							
Variety in activities, resources, and/or methods of assessment in order to maintain student interest and check for understanding							
Integration of concepts from other disciplines							
Provision of appropriate time for student work, student reflection, lesson, and lesson closure							
Reinforcement of broader unit and course objectives							
Integration of technology to enhance mastery of objective(s)							
Lesson closure that clearly summarizes and/or applies key knowledge and skills							

**Data and Assessment:** The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. *Instructional planning includes:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Formal and informal assessments that are reflective of developmentally appropriate practices and aligned to the TEKS							
Formal and informal assessments that are employed at appropriate intervals to monitor progress of all students							
Use of observational, informal, and formal assessment data to plan or redesign instruction							
Sharing appropriate assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses, and track their own progress							
Use of data analysis results to reflect on teaching practices in relation to student success							

**Instructional Strategies:** The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. *Instructional planning includes:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Questions that encourage all students to engage in complex, higher-order thinking							
Opportunities for students to generate questions that lead to further inquiry and promote problem solving and real-world application							
Uses a variety of instructional grouping strategies to support learning							
Activities, resources, technology, and instructional materials that are appropriate to ability levels of students							

	A	P	D	IN	N/O	N/A
<b>Overall Domain I Rating</b>						

**Domain II: Instruction**

**Monitor and Adjust for Mastery:** The teacher formally and informally collects, analyzes, and uses student progress data in order to make needed lesson adjustments and support all learners in their pursuit of high levels of academic and social-emotional success. These elements are identified during the lesson. *The student teacher:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Persists with the lesson until there is evidence that most students demonstrate mastery of the objective							
Provides students with opportunities to reflect upon their work and/or make improvements to their products							
Monitors and adjusts instruction and activities as needed to maintain student engagement							
Invites input from students in order to monitor and adjust instruction, activities, and pacing							
Utilizes student input collected in order to respond to differences in student needs							
Checks for students' understanding discreetly and/or explicitly at appropriate intervals							
Adapts lessons to address individual needs of all students							

Original: UTLA Instructor

Yellow: UTLA Student

Pink: Evaluator

8/30

**Content Knowledge and Expertise:** The teacher demonstrates content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. *The student teacher:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Demonstrates accurate content knowledge							
Understands the subject matter with depth sufficient to allow for differentiated explanations							
Intentionally integrates learning objectives with other disciplines and/or real-world experiences							
Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based)							

**Communication:** The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort. *The student teacher:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Uses verbal and written communication that is correct and coherent							
Establishes classroom practices that provide opportunities for all students to communicate effectively with the teacher and their peers							
Shows enthusiasm and energy in the classroom							
Asks questions at the creative, evaluative, and/or analytical levels that focus on the objective of the lesson and provoke thought and discussion							
Provides appropriate wait time when questioning students and listens carefully to responses contributed							
Uses probing questions to clarify, elaborate, and extend student learning							
Scaffolds student learning through teacher modeling, demonstration and thinking aloud							
Provides multiple opportunities for students to discover and practice with consistent feedback							
Recognizes student misunderstandings, confusion, or disengagement and responds with alternative teaching techniques to clarify concepts or meet social/emotional needs							
Acknowledges specific successes of all students							

	A	P	D	IN	N/O	N/A
<b>Overall Domain II Rating</b>						

**Domain III: Learning Environment**

**Classroom Environment, Routines, and Procedures:** The teacher organizes a safe, accessible, and efficient classroom and communicates and maintains clear expectations for student behavior. These elements are identified during the presentation of the lesson. *The student teacher:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Encourages, listens and responds respectfully to student questions, responses and contributions							
Utilizes clear and efficient procedures, routines, and transitions							

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8/30

	A	P	D	IN	N/O	N/A	Supporting Evidence
Organizes the classroom to support learning objectives, foster engagement, and ensure safety and accessibility for all students							
Establishes routines and procedures that facilitate students' active participation in groups and management of supplies / equipment with minimal need for teacher direction							
Provides clear expectations							
Consistently and fairly implements the campus and/or classroom behavior system							
Consistently scans the room to monitor student behavior and foster student engagement							
Seeks to understand and respectfully address causes of inappropriate behavior							
Reinforces positive behaviors appropriately							
Responds to unacceptable behaviors swiftly and appropriately, as needed							

**Classroom Culture:** The teacher leads a mutually respectful and collaborative class of actively engaged learners. *The student teacher:*

	A	P	D	IN	N/O	N/A	Supporting Evidence
Refers to students by name using correct/preferred pronunciation							
Engages all students with relevant, meaningful learning, adjusting lessons based on student interests and abilities whenever possible in order to create positive rapport							
Sets high academic expectations that challenge all students							
Collaborates positively with students and facilitates positive collaboration among students, ensuring all students have an equal opportunity to learn							

	A	P	D	IN	N/O	N/A
<b>Overall Domain III Rating</b>						

**Domain IV Instructions:** In accordance with your own observation and input received during the formative three-way meeting with the cooperating teacher, student teacher, and field supervisor present, please rate the line items below using a yes or no system.

**Domain IV: Professional Practices and Responsibilities**

**Professional Demeanor and Ethics:** The teacher meets expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. These elements are identified throughout the student teaching experience. *The student teacher:*

	Y	N	Supporting Evidence
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators as evidenced in university classes and field placements			
Follows university and public school policies and procedures			
Meets professional standards of appearance—clean, well-groomed and follows campus/district dress code			
Meets professional standards of attendance—present and prompt except for emergencies			
Meets professional standards of behavior—prepares instructional plans/materials in advance; performs assigned duties within given deadlines; remains calm when dealing with conflict with students, peers, and other professionals			

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**Reflective Practice & School Community Involvement:** The teacher reflects on his/her practice and makes an effort to enhance the professional community and demonstrate leadership. *The student teacher:*

	Y	N	Supporting Evidence
Sets some short- and long-term professional goals based on evidence gathered from multiple sources, including reflection and self-assessment; feedback from cooperating teacher, field supervisor, and UTLA instructor; contemporary research; and analysis of student learning			
Engages in and contributes to scheduled professional development activities, professional learning communities, and grade/subject-level team meetings			
Initiates and maintains communication with cooperating teacher			
Initiates and maintains communication and works cooperatively with field supervisor and UTLA instructor			
Discusses and provides lesson plans to cooperating teacher for approval by due date			
Provides and discusses lesson plans with field supervisor for approval by due date			
Meets and plans with special education faculty to inform educational goals and plans			
Communicates with parents/guardians regarding students' academic and social/emotional growth with cooperating teacher's supervision			
Participates in parent conferences, ARDs, and 504 meetings, as appropriate with cooperating teacher's supervision			
Participates in extracurricular and/or special school events			

	A	P	D	IN	N/O	N/A
<b>Overall Domain IV Rating</b>						

**Attendance:**

Has the student teacher been absent? \_\_\_\_ Yes \_\_\_\_ No If yes, how many times? \_\_\_\_\_

Has the student teacher been tardy? \_\_\_\_ Yes \_\_\_\_ No If yes, how many times? \_\_\_\_\_

**Professional Goals**

Two to three performance objectives set for the second half of the field placement:

Evaluator Name and Role (Print)	Signature and Date
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My signature verifies that I have read the completed formative evaluation and participated in the post-conference. It does not imply that I agree with the evaluation.	
Student Teacher Name and UT EID (Print)	Signature and Date
Other Evaluator Name and Role (Print)	Signature and Date