Instructions Rate each observable behavior by selecting from the drop-down menu. 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 component.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard is met and observed regularly.</td>
<td>Standard is met, but observed inconsistently.</td>
<td>Standard is observed, but not met.</td>
<td>Standard is not observed.</td>
</tr>
</tbody>
</table>

## Domains I and II: Planning & Instruction

- Designs and submits clear, well-organized lessons that align with state standards (TEKS) and reflect best practices for approval by prescribed deadline
- Communicates clear, measurable instructional objectives aligned to the TEKS
- Demonstrates knowledge and understanding of the subject taught in accordance with state standards
- Anticipates possible student misunderstandings and proactively attempts to address them
- Uses verbal and written communication that is clear and correct
- Implements relevant activities that tap into students’ background knowledge and curiosity, beginning with the engagement
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based)
- Asks questions that encourage students to engage in complex, higher-order thinking
- Provides appropriate wait time when questioning students and listens carefully to responses contributed
- Provides opportunities for students to generate questions that lead to further inquiry and promote problem solving and real-world application
- Differentiates instruction to ensure students have the opportunity to master what is being taught
- Integrates technology to support targeted skill application and/or mastery of objective(s)
- Checks for understanding in multiple ways to monitor student engagement and performance throughout the lesson
- Paces instruction appropriately, ensuring sufficient time for a lesson closure that asks students to summarize and/or apply key knowledge and skills
### Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Proficient</strong></td>
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</tr>
</tbody>
</table>

### Domain III: Learning Environment

- All procedures, routines, and transitions are clear and efficient
- Refers to students by name using correct/preferred pronunciation
- Students actively participate in groups; manage supplies and equipment with limited teacher direction
- Classroom is safe and organized to support learning objectives
- Communicates and maintains clear, consistent expectations for student behavior
- Encourages, listens, and responds respectfully to student questions, responses, and contributions
- Maintains a mutually respectful and collaborative class of actively engaged learners

### Domain IV: Professional Practices and Responsibilities

*A rating of “NO” in any of the areas below will result in a conference with a UTLA Instructor; more than one will result in an Individual Growth Plan (IGP).*

- Initiates and maintains communication with Cooperating Teacher/Field Supervisor
- Consistently arrives on time, at least 15 minutes early; prepares and organizes materials prior to lesson presentation
- Submits lesson plans and corresponding materials to appropriate evaluator by due date
- Reflects on practices and is receptive and accepting of Cooperating Teacher’s and Field Supervisor’s suggestions
- Follows required district/campus dress code and is well-groomed
- Follows district/campus expectations and the Code of Ethics and Standards Practices for Texas Educators
Supporting Evidence:

Only entered in the text box below.

Only attached.

Entered in the text box below and attached.