### UTeach-Liberal Arts: UTL 640 Observation Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Lesson #</th>
<th>Observation Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Lesson Format</th>
<th>Topic</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Cooperating Teacher Name</th>
<th>School</th>
<th>District</th>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
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<tbody>
<tr>
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### 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.

### Rating Scale

<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>
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### Domains I and II: Planning & Instruction

1. Designs and submits clear, well-organized lessons that align with state standards (TEKS) and reflect best practices for approval by prescribed deadline

2. Communicates clear, measurable instructional objectives aligned to the TEKS

3. Demonstrates knowledge and understanding of the subject taught in accordance with state standards

4. Anticipates possible student misunderstandings and proactively attempts to address them

5. Uses verbal and written communication that is clear and correct

6. Implements relevant activities that tap into students’ background knowledge and curiosity, beginning with the engagement

7. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based)

8. Asks questions that encourage students to engage in complex, higher-order thinking

9. Provides appropriate wait time when questioning students and listens carefully to responses contributed

10. Provides opportunities for students to generate questions that lead to further inquiry and promote problem solving and real-world application

11. Differentiates instruction to ensure students have the opportunity to master what is being taught

12. Integrates technology to support targeted skill application and/or mastery of objective(s)

13. Checks for understanding in multiple ways to monitor student engagement and performance throughout the lesson

14. Paces instruction appropriately, ensuring sufficient time for a lesson closure that asks students to summarize and/or apply key knowledge and skills

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The University of Texas at Austin  
UTeach-Liberal Arts: UTL 640 Observation Form

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**Domain III: Learning Environment**

15. All procedures, routines, and transitions are clear and efficient

16. Refers to students by name using correct/preferred pronunciation

17. Students actively participate in groups; manage supplies and equipment with limited teacher direction

18. Classroom is safe and organized to support learning objectives

19. Communicates and maintains clear, consistent expectations for student behavior

20. Encourages, listens, and responds respectfully to student questions, responses, and contributions

21. Maintains a mutually respectful and collaborative class of actively engaged learners

**Domain IV: Professional Practices and Responsibilities**

*Note: 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).*

22. Initiates and maintains communication with Cooperating Teacher/Field Supervisor

23. Consistently arrives on time, at least 15 minutes early; prepares and organizes materials prior to lesson presentation

24. Submits lesson plans and corresponding materials to appropriate evaluator by due date

25. Reflects on practices and is receptive and accepting of Cooperating Teacher’s and Field Supervisor’s suggestions

26. Follows required district/campus dress code and is well-groomed

27. Follows district/campus expectations and the Code of Ethics and Standards Practices for Texas Educators
Goal Setting for Growth: Provide two SMART goals based on student performance in response to the instruction and feedback from this evaluation.

Supporting Evidence:

Only entered in the text box below.

Only attached.

Entered in the text box below and attached.