Instructions:
Rate each observable behavior; then, rate the component as a whole. The components are characterized, but are not limited to the observable behaviors that follow. It is important to cite specific examples of the observed behaviors as supporting evidence at the end of each of the four clusters. A rating of U in any of the areas marked with an “*” may result in a grade of “F” in the student teaching practicum course.

Overall Components:
| U = Unacceptable; observable behaviors are never, rarely, or occasionally seen. | EC = Emerging Competence; observable behaviors are seen more frequently, but not seen consistently. | C = Competent; observable behaviors are consistently seen | N/O = No opportunity to observe | N/A = Not applicable to person completing form |

Cluster I: Learner-Centered Instruction

Component 1a: Demonstrates knowledge of content that leads to high levels of learning
Demonstrates knowledge and understanding of the subject taught
Makes content connections across the curriculum
Identifies important background knowledge
Identifies important vocabulary

Overall Component 1a rating (U, EC, C)

Component 1b: Demonstrates knowledge of students
Demonstrates knowledge and appreciation of students’ varying skills, approaches to learning, and cultural and linguistic heritages
Uses developmentally appropriate practices
Incorporates knowledge of students’ out-of-school interests and experiences during the instructional day

Overall Component 1b rating (U, EC, C)

Component 1c: Has knowledge of and makes use of materials, resources, and technology
Uses appropriate materials and resources beyond district instructional materials to enhance student learning
Uses technology as a tool to enhance the curriculum
Uses community resources (e.g., parents; public library; field trips) to enhance student learning

Overall Component 1c rating (U, EC, C)

Component 1d: Differentiates instruction to promote student learning, including students with special needs and English language learners
Differentiates instruction to support the stated instructional objectives (including 504 and IEP adaptations)
Differentiates instruction to support English language learners
Differentiates instruction to support students with special needs, including planning according to IEPs
Demonstrates knowledge of federal, state, and local policies, programs, and research-based strategies for all special populations
Plans or adapts lessons to accommodate individual strengths and needs

Overall Component 1d rating (U, EC, C)

Component 1e: Plans lessons effectively

* A rating of “U” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.
**U** – Unacceptable **EC** - Emerging Competence **C** - Competent  
**N/O** - No Opportunity to Observe  **N/A** – Not applicable to person completing form

<table>
<thead>
<tr>
<th>Component 1f: Implements effective pedagogy</th>
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<tbody>
<tr>
<td>Implements effective instructional approaches and routines</td>
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<tr>
<td>Uses a variety of (flexible) grouping strategies to support learning</td>
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<tr>
<td>Strives to keep all students engaged in the lesson through monitoring and appropriate pacing</td>
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<tr>
<td>Scaffolds student learning through teacher modeling, demonstration and thinking aloud</td>
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<tr>
<td>Provide multiple opportunities for students to discover and practice with consistent feedback</td>
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<tr>
<td>Uses effective questioning and prompts to engage students in conversation and thinking, both together and independently</td>
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<tr>
<td>Teaches skills and strategies and provides multiple opportunities for students to use independently (for real purposes)</td>
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<tr>
<td>Uses visual representations, including graphic organizers and Web resources as tools to support student learning</td>
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</table>

Overall Component 1f rating (U, EC, C) |  |

**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 |  |
| Assesses student learning at appropriate intervals |  |
| Uses observational, informal, and formal assessment data to plan or redesign instruction |  |

Overall Component 1g rating (U, EC, C) |  |

**Cluster 1: Learner-Centered Instruction**

Supporting Evidence from *underline one* PT, CT or UF:

**Cluster 2: Classroom 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 (U, EC, C) |  |

**Component 2b: Establishes a culture of learning**

| Creates 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 |  |
| Holds high expectations for student performance |  |
| Establishes and/or maintains predictable but flexible classroom routines and procedures |  |
| Creates and/or maintains effective transition routines |  |

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U – Unacceptable  EC- Emerging Competence  C- Competent
N/O - No Opportunity to Observe  N/A –Not applicable to person completing form

Scans room consistently to monitor and foster student engagement

**Overall Component 2b Rating (U, EC, C)**

### Component 2c: Contributes to positive behavior climate
Models and maintains a courteous and respectful climate
Provides clear expectations
Establishes and/or supports rules and consequences consistently and fairly
Seeks to understand and address causes of inappropriate behavior
Reinforces appropriate behavior
Redirects inappropriate behavior, as needed
Supports the development, implementation, and evaluation of the classroom management plan
Supports the development, implementation, and evaluation of the individual behavior management plan

**Overall Component 2c Rating (U, EC, C)**

### Component 2d: Offers equitable learning opportunities to all students regardless of race, sexual orientation, gender, religion, cultural and linguistic background, or disability
* Provides all students an equal opportunity to learn regardless of cultural and linguistic background, economic status, gender, sexual orientation, ethnicity, religion, physical & personal attributes, and disabilities
Designs classroom instruction to take advantage of classroom diversity to maximize learning for all students
Identifies and fosters the strengths of each student, enabling all to reach their maximum potential
Demonstrates awareness of activities or behaviors that might be discriminatory and works to improve the situation

**Overall Component 2d Rating (U, EC, C)**

### Cluster 2: Classroom Environment: Equity, Excellence, and Learning

*Supporting Evidence from underline one- PT, CT or UF:

### Cluster 3: Communication

### Component 3a: Communicates with students
*Communicates clearly and accurately, orally and in writing
Listens carefully to students
Gives clear directions

**Overall Component 3a Rating (U, EC, C)**

### Component 3b: Communicates with families/caregivers
Communicates positively and appropriately with families/caregivers
Seeks information from and involves parents/caregivers in educational goals, with cooperating teacher’s guidance
Communicates with families/caregivers by participating in after-school and community events

**Overall Component 3b Rating (U, EC, C)**

### Component 3c: Communicates with campus cooperating teacher, team members, and administrators
*Initiates and maintains communication with cooperating teacher
*Works cooperatively with other teachers, staff and campus administration
*Discusses and provides lesson plans to cooperating teacher for approval by due date
Meets and plans with special education faculty to inform educational goals and plans
Participates in team meetings (e.g., grade level meetings), parent conferences, and ARDs, as appropriate

**Overall Component 3c Rating (U, EC, C)**

### Component 3d: Communicates with UT field supervisor and faculty
*Initiates and maintains communication with university field supervisor, coordinator, and professors

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U – Unacceptable  EC- Emerging Competence  C- Competent  
N/O - No Opportunity to Observe  N/A –Not applicable to person completing form

*Provides and discusses lesson plans with university field supervisor and coordinator (as necessary), for approval by due date

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**Cluster 3: Communication**

Supporting Evidence from _underline one_- PT, CT or UF:

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**Cluster 4: Professionalism**

**Component 4a: Engages in professional development practices**

- Uses reflective practices by analyzing own teaching
- Pursues professional development (e.g., workshops, conferences, trainings)

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**Component 4b: Demonstrates effective interpersonal relationships**

- Works cooperatively with university field supervisor, coordinator, and professors
- Accepts and incorporates suggestions from cooperating teacher, university field supervisor, and coordinator
- Remains calm in dealing with conflict and disagreement
- Maintains an even disposition when dealing with students, peers, and other professionals

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**Component 4c: Fulfills school, university, and state policies and procedures**

- Adheres to the Texas Code of Ethics for Teachers as evidenced in University classes and field placements
- Attends all required College of Education Meetings
- Follows university and public school policies
- Follows required school dress code and is clean and well-groomed
- Is present and prompt except for emergencies
- Performs all assigned duties promptly

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**Cluster 4: Professionalism**

Supporting Evidence from _underline one_- PT, CT or UF:

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**Professional Goals**

Two Performance Objectives from _underline one_- PT, CT or UF:

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*Provide an evaluation form*.

---

Underline one: Cooperating Teacher or University Field Supervisor  
(Printed Name, Phone Number, E-mail)  
Signature and Date  
Coordinator’s Initials:

---

I have read the completed formative form; my signature does not imply that I agree with the evaluation.  
Preservice Teacher (Printed Name, Phone Number, E-mail)  
Signature and Date

---

*A rating of “U” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.*
U – Unacceptable  EC- Emerging Competence  C- Competent
N/O - No Opportunity to Observe  N/A –Not applicable to person completing form

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