



The University of Texas at Austin
College of Education
Formative Assessment

Preservice Teacher Name (PT):		Date:	
Check One:	<input type="checkbox"/> Intern <input type="checkbox"/> Apprentice Teacher	School:	
<u>Underline one-</u> Cooperating Teacher Name (CT) or University Facilitator Name (UF):		District:	
		Subject(s):	
		Grade(s):	

Instructions:

Rate each observable behavior. The components are characterized, but are not limited to the observable behaviors that follow. It is very important to cite specific examples of the observed behaviors as Supporting Evidence at the end of each of the four clusters.

Observable Behaviors

- 0** = Never or Rarely (*observable behaviors are never or rarely seen*)
- 1** = Occasionally (*observable behaviors are sometimes seen, but not enough to be acceptable*)
- 2** = Frequently (*observable behaviors are frequently seen, but still not seen consistently*)
- 3** = Consistently (*observable behaviors are consistently seen*)
- 4** = Exceptional (*observable behaviors seen are distinctly superior to what is expected of a preservice teacher at this level*)
- NA** = Not Applicable or No Opportunity to Observe

* A rating of “0” or “1” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.

Cluster I: Learner-Centered Instruction

**Underline one:
PT, CT or UF**

Component 1a: Demonstrates knowledge of content

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Demonstrates knowledge and understanding of the subject taught	
Integrates content areas	
Supplements district instructional materials with additional information and resources	

Component 1b: Demonstrates knowledge of students

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Demonstrates knowledge and appreciation of students’ varying skills, approaches to learning, and cultural and linguistic heritages	
Uses developmentally appropriate practices	
Uses appropriate student grouping strategies to enhance learning	
Incorporates knowledge of students’ out-of-school interests and experiences during the instructional day	
Plans or adapts lessons to accommodate individual strengths and needs	
Uses motivational strategies in instruction	

Component 1c: Selects key knowledge and skills that lead to high levels of learning

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Aligns lessons and instruction with TEKS/IEPs	
Engages students at high levels of the cognitive domain	
Identifies important background knowledge	
Identifies important vocabulary	

* A rating of “0” or “1” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.

0 = Never or Rarely 1 = Occasionally 2 = Frequently 3 = Consistently 4 = Exceptional
 NA = Not Applicable or No Opportunity to Observe

Component 1d: Has knowledge of and makes use of materials, resources, and technology

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Uses appropriate materials, resources, and technology regularly to enhance student learning	
Uses technology as an instrumental tool to enhance the curriculum	
Uses community resources to enhance student learning	
Prepares creative and motivating materials	

Component 1e: Designs activities that promote student learning, including modifications for students with special needs

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Designs activities that support the stated instructional objectives (including 504 and IEP adaptations)	
Demonstrates knowledge of federal, state, and local policies, programs, and research-based strategies for all special populations	
Develops and/or modifies material to accommodate individual differences	
Revises plans for learning efficiency and effectiveness	

Component 1f: Plans lessons effectively

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Writes clear and specific instructional objectives	
*Prepares plans in advance	
Sequences content logically	
Plans for availability and accessibility of facilities and materials	
Ties lessons into previous and future learning	
Varies activities to maintain student interest and to promote on-task behavior	
Plans culminating activities that clearly summarize and/or apply key knowledge and skills	

Component 1g: Implements effective pedagogy

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Demonstrates effective implementation of instructional approaches and instructional routines	
Paces instruction appropriately	
Provides feedback and error correction as necessary	
Ensures that all students are engaged and actively participating in the lesson	
Ensures appropriate engaged time	
Provides multiple opportunities for students to practice	
Uses effective questioning techniques that stimulate higher order thinking	
Teaches strategies that help students become independent learners	
Provides scaffolds as needed to support student learning	
Uses visual representations and graphic organizers as tools to support student learning	

Component 1h: Assesses student learning

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Assesses student learning at appropriate intervals	
Assures that assessment is clearly aligned with identified knowledge and skills	
Assures that assessment is reflective of developmentally appropriate practices	
Uses assessment data to plan or redesign instruction (including data collection/progress monitoring)	
Uses a variety of assessments that check for understanding	

* A rating of “0” or “1” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.

0 = Never or Rarely 1 = Occasionally 2 = Frequently 3 = Consistently 4 = Exceptional
 NA = Not Applicable or No Opportunity to Observe

Cluster 1: Learner-Centered Instruction

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

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

Component 2a: Creates rapport with and among students in an environment of respect

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Models and maintains a courteous and respectful climate	
Acknowledges specific successes of all students	
Speaks to students attentively and respectfully	
*Avoids sarcasm or destructive criticism	
Refers to students by name using correct/preferred pronunciation	
Builds rapport and trust with students	

Component 2b: Establishes a culture of learning

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Challenges students to do their best	
Creates a safe environment by encouraging and positively responding to students' questions, responses, and background experiences	
Provides opportunities for students to set goals, reflect upon their work, and initiate improvements to their products	
Holds student work to the highest standard	
Keeps students actively involved in instruction	

Component 2c: Contributes to positive behavior climate

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Provides clear expectations	
Seeks to understand and addresses causes of inappropriate behavior based on student data collected	
Redirects inappropriate behavior	
Provides positive reinforcement for appropriate behavior	
Supports the development, implementation, and evaluation of the classroom management plan	
Supports the development, implementation, and evaluation of the individual behavior management plan	

Component 2d: Manages routines and procedures that enhance student learning

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Establishes and/or supports clear rules, procedures, and consequences	
Establishes and/or maintains a safe physical classroom environment	
Arranges the physical environment of the room to support the learning activities	
Establishes and/or maintains predictable but flexible classroom routines	
Creates and/or maintains effective transition routines	

* A rating of "0" or "1" in any of the areas marked with an "*" may result in immediate termination from the Professional Development Sequence.

0 = Never or Rarely **1** = Occasionally **2** = Frequently **3** = Consistently **4** = Exceptional
NA = Not Applicable or No Opportunity to Observe

Component 3d: Communicates with UT faculty

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
*Initiates and maintains communication with university facilitator and professors	
*Works cooperatively with university facilitator, coordinator, and professors	
*Submits lesson plans (and other required written field work assignments) to university facilitator and coordinator for approval by due date	

Cluster 3: Communication

Supporting Evidence from one- PT, CT or UF:

<p>Supporting Evidence from <u>one</u>- PT, CT or UF:</p>

Cluster 4: Professionalism

Component 4a: Engages in professional development

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
Makes a contribution to school and/or district events and projects	
Uses reflective practices by analyzing own teaching	
Pursues professional development in and out of school actively	

Component 4b: Demonstrates effective interpersonal relationships

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
*Accepts and actively incorporates suggestions from cooperating teacher and university facilitator	
*Remains calm in dealing with conflict and disagreement	
*Maintains an even disposition when dealing with students, peers, and other professionals	
*Demonstrates an ability to get along with others	

Component 4c: Fulfills state and university policies and procedures

<i>Observable Behaviors (rate using 0, 1, 2, 3, 4, NA)</i>	
*Adheres to the Texas Code of Ethics for Teachers	
*Attends all required College of Education Meetings	
*Follows university and public school policies	
*Follows required school dress code and is clean, well groomed	
*Is present and prompt except for emergencies	
*Implements supervisory suggestions	
Shows responsibility in using/caring for materials	
Is efficient at routine and clerical work	

* A rating of “0” or “1” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.

0 = Never or Rarely 1 = Occasionally 2 = Frequently 3 = Consistently 4 = Exceptional
 NA = Not Applicable or No Opportunity to Observe

Cluster 4: Professionalism

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

Goals:

Component:	Goal:

Description of Field Placement Settings:

<i>Underline one:</i> Cooperating Teacher or University Facilitator (Printed Name, Phone Number, E-mail)	Signature and Date
I have read the completed formative assessment form.	
Preservice Teacher (Printed Name, Phone Number, E-mail)	Signature and Date

* A rating of “0” or “1” in any of the areas marked with an “*” may result in immediate termination from the Professional Development Sequence.

0 = Never or Rarely **1** = Occasionally **2** = Frequently **3** = Consistently **4** = Exceptional
NA = Not Applicable or No Opportunity to Observe

--	--

* A rating of "0" or "1" in any of the areas marked with an "*" may result in immediate termination from the Professional Development Sequence.