The University of Texas at Austin – UTeach Student Teaching Final Evaluation

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| Student Teacher Information |
| Name (last, first, middle) | Semester/Year | Subject(s)/Grade(s) |
| Placement Details |
| School District and Campus Name |

**The Cooperating Teacher and University Facilitator agree that the UTeach Student Teacher, who has demonstrated proficiency in the education standards at a level of 2 or better in all categories, should be recommended for a standard certificate.**

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| **This page to be completed by UNIVERSITY FACILITATOR and COOPERATING TEACHER****INDICATE APPROPRIATE LEVEL OF PERFORMANCE (with a scale of 0 to 4)****U = Unsatisfactory BC = Beginning Competent C = Competent AC = Advanced Competent** |
|  | **Cooperating Teacher** | **University Facilitator** |
| Classroom Environment & Management | **U** | **BC** | **C** | **AC** | **U** | **BC** | **C** | **AC** |
| The components in CLASSROOM ENVIRONMENT define how teachers create the learning environment for their students.Teachers who excel in this area develop classroom environments that are safe, are relatively free of behavioral disruptions, maximize instructional time, and promote all students to actively and appropriately participate in discussions and activities.  | **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Comments: | Comments: |
| Lesson Design | **U** | **BC** | **C** | **AC** | **U** | **BC** | **C** | **AC** |
| The components in LESSON STRUCTURE define how teachers design lessons and activities using appropriate resources.Teachers who excel in LESSON STRUCTURE design lessons and activities in an organized and structured manner to assist student learning. Lesson objectives are clearly defined and communicated and students explore and investigate concepts in a manner that leads them to deeper understanding of the material. | **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Comments: | Comments: |
| Lesson Implementation | **U** | **BC** | **C** | **AC** | **U** | **BC** | **C** | **AC** |
| The components in IMPLEMENTATION define how teachers effectively execute a lesson from bell to bell.Teachers who excel in IMPLEMENTATION use questioning strategies to guide all students through the material in a time efficient and effective manner. The teacher uses knowledge gained from questioning and formative assessments to gauge what students know, how students understand the concepts, and to make adjustments to the lesson as needed. All students actively participate in a safe environment. | **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Comments: | Comments: |
| Content | **U** | **BC** | **C** | **AC** | **U** | **BC** | **C** | **AC** |
| The components in CONTENT define how deeply teachers understand the subject and its connections to other subjects.Teachers who excel in CONTENT design instruction that reflects an understanding of important concepts and principles within that content. Their design and delivery is coherent in its approach to topics, assessment strategies, and appropriateness to the range of students in the class. | **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Comments: | Comments: |

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| Fulfillment of University Professional Development Sequence Expectations |
|  | Cooperating Teacher | University Facilitator |
| Scaled**0 (rarely) 1 (minimally) 2 (often with rare exceptions) 3 (consistently) 4 (exceptionally)** | **0** | **1** | **2** | **3** | **4** | **0** | **1** | **2** | **3** | **4** |
| Is present and prompt except for emergencies |  |  |  |  |  |  |  |  |  |  |
| Performs assigned duties promptly (meeting deadlines) |  |  |  |  |  |  |  |  |  |  |
| Maintains communication with Cooperating Teacher and University Facilitator |  |  |  |  |  |  |  |  |  |  |
| Reflects on and incorporates supervisory suggestions |  |  |  |  |  |  |  |  |  |  |
| Works with faculty/students/parents/administrators in an ethical and professional manner |  |  |  |  |  |  |  |  |  |  |
| Works cooperatively with other teachers, faculty, and staff |  |  |  |  |  |  |  |  |  |  |

Additional Comments: