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

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

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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 | **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:  ### deliberately arranges seating and instructional activities to make sure all students can do their best. | | | | | Comments:  ### has worked diligently to develop classroom management techniques that foster a positive classroom environment. Students are motivated to actively participate in discussions and group activities. | | | | |
| Lesson Structure | **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:  Most lessons are have clearly defined outcomes. The triangles unit had a couple of investigations that allowed students to see why certain properties are valid. | | | | | Comments:  ### designed lessons with the guidance of her Cooperating Teacher. Agendas and learning objectives were consistently posted and discussions were structure to ensure student understanding and mastery of concepts. | | | | |
| 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:  ### does a good job at implementations, and the remainder of her needed improvements will need to come with experience. | | | | | Comments:  ### used multiple questioning strategies to gauge student understanding and provided re-teaching for students that needed additional assistance. Pacing was improved by using digital timer to alert students and additional time was allocated if adjustments were necessary. | | | | |
| 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:  ### has never needed clarification on content. She has a great grasp of geometry. | | | | | Comments:  ### is very strong in content knowledge and often used very creative methods to assist students in a clearer understanding of concepts and principles. | | | | |

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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 |  |  |  |  | 4 |  |  |  |  | 4 |
| Performs assigned duties promptly (meeting deadlines) |  |  |  | 3 |  |  |  |  | 3 |  |
| Maintains communication with Cooperating Teacher and University Facilitator |  |  |  |  | 4 |  |  |  |  | 4 |
| Reflects on and incorporates supervisory suggestions |  |  |  |  | 4 |  |  |  |  | 4 |
| Works with faculty/students/parents/administrators in an ethical and professional manner |  |  |  |  | 4 |  |  |  |  | 4 |
| Works cooperatively with other teachers, faculty, and staff |  |  |  |  | 4 |  |  |  |  | 4 |

Additional Comments:

Cooperating Teacher:

### has been a pleasure to work with this semester. She took on her own PBI unit, and took over my entire teaching schedule on multiple occasions. She has a great professional relationship with the students, which can be a challenge for younger teachers. Overall, I feel very excited that she will be joining the math teacher ranks ☺

University Facilitator:

#### is an excellent Apprentice Teacher. She has a motivating personality and encourages students to actively participate in higher levels of learning. She will be an asset to any School District’s Staff.

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| University Facilitator (Printed Name, Phone Number) | Signature and Date |
| Cooperating Teacher (Printed Name, Phone Number) | Signature and Date |
| **I have seen the completed final evaluation form; my signature does not imply that I agree with the evaluation.** | |
| Student Teacher (Printed Name, Phone Number) | Signature and Date |