

**The University of Texas at Austin  
College of Education  
Intern / Intern I Formative Assessment**

<b>Intern Name:</b>	<b>Date:</b>
<b><u>Underline one-</u> Cooperating Teacher Name (CT) or University Facilitator Name (UF):</b>	<b>District:</b>
	<b>School:</b>
	<b>Grade(s):</b>
<b>Description of Field Placement Setting:</b>	

<b><u>Observable Behavior</u></b>			
<b>U- Unacceptable</b>	<b>EC- Emerging Competence</b>	<b>C- Competent</b>	<b>N/O – Not observed N/A – Not Applicable to person completing form</b>
Student fails to demonstrate quality characteristics, or skill required	Student applies basic competencies; not yet consistent	Student demonstrates acceptable consistency for Intern One	

Using the ratings above please respond to each line item. NOTE: We expect Intern One teachers to be **emerging** in most areas. However at this juncture in their journey toward becoming a professional educator, it is helpful to describe areas of particular strength and to identify areas that a student is not yet thinking about, in order to set goals for Intern Two. You may type or print. Make three copies.

**Cluster I: Learner-Centered Instruction**

<b><i>Observable Behaviors/Qualities (rate using U, EC, C, NO, NA)</i></b>	<b><i>Underline your title CT UF I</i></b>
*Prepares plans in advance	
* Aligns lessons and instruction with TEKS	
Uses effective questioning and prompts to engage students in conversation and thinking, both together and independently	
Designs questions and assignments that require students to use higher level thinking skills	
Ties lessons into previous and future learning	
Identifies important background knowledge	
Identifies important vocabulary	
Uses a variety of assessments that check for understanding	
Uses visual representations, including graphic organizers and web resources as tools to support student learning	

Please add specific comments to support behaviors, especially those ranked with a U (essential growth areas) and C (strengths):

**Cluster 2: Classroom Environment**

<b><i>Observable Behavior/Qualities (rate using U, EC, C, NO, NA)</i></b>	<b><i>Underline your title CT UF I</i></b>
Models and maintains a courteous and respectful climate	
*Avoids sarcasm or destructive criticism	
* 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	
Refers to students by name using correct/preferred pronunciation	
Acknowledges specific successes of all students	
Scans room consistently to demonstrate teacher awareness	
Supports the implementation of the established classroom management systems	

Please add specific comments to support behaviors, especially those ranked with a U (essential growth areas) and C (strengths):

\* Doing well in these areas is essential for all students. Receiving a U in any of them is of major concern and improvement in that area will be an automatic goal to address and improve upon early in the following semester's field placement. A rating of "U" in any of the areas marked with an "\*" may result in immediate termination from the PDS.

**Cluster 3: Communication**

<i>Observable Behavior/Qualities (rate using U, EC, C, NO, NA)</i>	<i>Underline your title CT UF I</i>
Shows enthusiasm and energy in classroom presentations	
Gives clear directions during instruction	
Communicates sensitively with families/caregivers	
*Communicates clearly and accurately, orally and in writing	
Communicates positively and appropriately with families/caregivers	
*Initiates and maintains communication with cooperating teacher	
*Works cooperatively with cooperating teacher, other teachers, staff and campus administration	
*Discusses and provides lesson plans to cooperating teacher for approval by due date	
*Provides and discusses lesson plans with university facilitator and coordinator (as necessary)	

Please add specific comments to support behaviors, especially those ranked with a U (essential growth areas) and C (strengths):

**Cluster 4: Professionalism**

<i>Observable Behaviors (rate using U, EC, C, NO, NA)</i>	<i>Underline your title CT UF I</i>
*Adheres to the Texas Code of Ethics for Teachers as evidenced in University classes and field placements.	
*Follows university and public school policies	
*Follows acceptable school/community norms of dress and demeanor	
*Is present and prompt except for emergencies	
*Performs assigned duties promptly	
*Maintains communication with CT and U.T. facilitator	
*Reflects on and implements supervisory suggestions	
*Shows responsibility in using/caring for materials	
*Works cooperatively with U.T. peers/faculty/staff	

Please add specific comments to support behaviors, especially those ranked with a U (essential growth areas) and C (strengths):

Additional comments on any aspect of pre-service teacher performance in the field placement:

Set two professional performance goals:

The signatures below confirm that all three people were present at the final Intern One Semester Evaluation

Cooperating Teacher (Printed Name, Phone Number, e-mail)	Signature and Date
University Facilitator (Printed Name, Phone Number, e-mail)	Signature and Date
Intern (Printed Name, Phone Number, e-mail)	Signature and Date

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