UHD PD1 or PD2 Folder

Teacher candidate: ____________________ TEA ID#: ____________________ UHD ID#: ____________________

Field-based school/ISD: ____________________ Email: ____________________ Grade/content: ____________________

Mentor: ____________________ Email: ____________________

Principal: ____________________ Email: ____________________

School Phone: ____________________

Teacher Candidate Information:

Email address: ____________________

Home Phone: ____________________ Cell: ____________________ Work: ____________________

Emergency Contact (name, phone, & email): ____________________

<table>
<thead>
<tr>
<th>Form</th>
<th>√</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Criteria for Field-Work Midpoint and Final</td>
<td></td>
<td></td>
<td>Grade recorded- S or U</td>
</tr>
<tr>
<td>2. PD Signature Page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Conference Forms (as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. T-TESS Observation 1 and 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. T-TESS Scripting Notes and Other Attachments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Lesson Plans 1 and 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mentor Comments 1 and 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Student Self-Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Field Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Professional Attribute Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Signed TEA Authorization Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conferences, meetings, and/or visitations:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Content/Persons Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

Mark a "√" if there is writing continued onto the back of this form. Signature indicates folder completed and ready to file.

Field Experience Instructor: ____________________ date: ____________________
### UHD-CPDT Teacher Candidate Criteria for Field Work Component

<table>
<thead>
<tr>
<th>Student:</th>
<th>UHD-ID #:</th>
<th>TEA ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td>Field Experience Instructor (FEI):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester:</th>
<th>fall</th>
<th>spring</th>
<th>Fieldwork:</th>
<th>PD1</th>
<th>PD2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>midpoint date</th>
<th>final date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed a minimum of 60 hours (six hours a week) of field-work in mentor classroom in a punctual and professional manner. Mentor and field experience instructor (FEI) were notified in advance of any absence, tardy, or early departure.</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Thorough (detailed) lesson plans and necessary materials were submitted to mentor and field experience instructor at least 24 hours prior to formal observation lesson.</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Fulfilled tasks requested by mentor in a professional manner.</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Followed all directions explained in handbook (for example, observation log was completed and signed by mentor daily when in the field).</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Appearance, hygiene, dress, and interactions were professional and adhered to the school/district guidelines and policies (no cell phones/ text messaging/ gum/food/drink).</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Adhered to the TAC Educators Code of Ethics.</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Adhered to and discussed personal progress with regard to the &quot;Professional Attributes&quot;.</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Successful in teaching the objective in lessons observed by field experience instructor (FEI).</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

PD1 and PD2 students must receive a satisfactory rating on all points of Criteria for Field-Work Component under the final column. Students who earn "unsatisfactory" on any one of the criteria will not be advanced to the next Professional Development Semester.

Student signature at midpoint: ___________________________ Date: __________

FEI signature at midpoint: ___________________________ Date: __________

Student signature at final: ___________________________ Date: __________

FEI signature at final: ___________________________ Date: __________
Teacher Candidate Conference Form
Texas Teacher Evaluation and Support System
University of Houston-Downtown

Student Name: ___________________________ 900 #: ___________________________ Date: ____________

Please print and sign name below to indicate participation in conference.
Teacher candidate signature: ___________________________
Field experience instructor signature: ___________________________
Mentor teacher signature: ___________________________

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Teacher Candidate Conference Form
Texas Teacher Evaluation and Support System
University of Houston-Downtown

Student Name: ___________________________ 900 #: __________________ Date: _____________

Please print and sign name below to indicate participation in conference.
Teacher candidate signature: ___________________________
Field experience instructor signature: ___________________________
Mentor teacher signature: ___________________________

Comments:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
## Teacher candidate:

<table>
<thead>
<tr>
<th>PD1 or PD2 semester/year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teacher:</td>
</tr>
<tr>
<td>Grade:</td>
</tr>
<tr>
<td>Campus/ISD:</td>
</tr>
<tr>
<td>Field Experience Instructor:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEA ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 1 date:</td>
</tr>
<tr>
<td>Observation 2 date:</td>
</tr>
<tr>
<td>UHD ID:</td>
</tr>
<tr>
<td>start time:</td>
</tr>
<tr>
<td>end time:</td>
</tr>
<tr>
<td>start time:</td>
</tr>
<tr>
<td>end time:</td>
</tr>
</tbody>
</table>

### DOMAIN 1: PLANNING

#### 1.1 Standards and Alignment
- Instructional planning includes rigorous and measurable goals; technology integration;
- activities and materials that are logically sequenced,
- relevant to prior knowledge, integrated with other disciplines,
- provide appropriate time for student work, and are appropriate for diverse learners; and enriching extensions offered.

#### 1.2 Data and Assessment
- Instructional planning includes formal and/or informal planning to monitor progress of all students;
- engaging students in self-assessment; and building student awareness of strengths and weaknesses.

#### 1.3 Knowledge of Students
- Instructional planning includes lessons that connect to students' prior knowledge, experiences, and interests; opportunities for students to utilize individual learning patterns and habits; and guidance for students to apply their strengths and knowledge.

#### 1.4 Activities
- Instructional planning includes opportunities for students to generate questions that lead to further inquiry and higher-order thinking; instructional groups based on the needs of all students allowing accountability; ability for students to set and reflect upon goals within instructional groups; and activities and materials are aligned with instructional purposes and are varied based on students' abilities allowing ownership of learning.

### DOMAIN 2: INSTRUCTION

#### 2.1 Achieving Expectations
- The teacher provides opportunities for students to establish high academic and social-emotional expectations for themselves; all students to demonstrate mastery of the objective; and students self-monitor and self-correct.

#### 2.2 Content Knowledge and Expertise
- The teacher displays extensive content knowledge allowing differentiation; integrates objectives with other content areas and real-world experience; proactively anticipates student misunderstandings; and provides students with opportunities to use different types of thinking.

#### 2.3 Communication
- The teacher inspires student-led learning; uses student misunderstandings to highlight misconceptions; asks questions that require a deeper and broader understanding; balances wait time and questioning; and establishes routines that encourage various kinds of communication and sharing.
Teacher candidate:  
PD1 or PD2 semester/year:  
Mentor teacher:  
Grade:  
Campus/ISD:  
Field Experience Instructor:  
UHD ID:  
TEA ID:  
Observation 1 date:  
Observation 2 date:  
start time:  end time:  start time:  end time:  

2.4 Differentiation-The teacher adapts the lesson to address needs of all students; consistently monitors quality of student participation and performance; and uses multiple strategies to teach and assess students.

2.5 Monitor and Adjust-The teacher invites input from students to monitor and adjust instruction; checks understanding through purposeful questioning; and adjusts instruction to maintain engagement.

**DIMENSION 3-LEARNING ENVIRONMENT**

3.1 Classroom Environment, Routines, and Procedures-The teacher uses effective routines, procedures, and transitions that rely on student responsibility; students take leadership in managing groups and supplies; and the classroom engages students to participate in high-level learning.

3.2 Managing Student Behavior-The teacher reinforces positive behaviors and intercepts misbehaviors.

3.3 Classroom Culture-The teacher engages all students with relevant, meaningful learning based on their interests and abilities creating a positive rapport and students collaborate with each other.

**DIMENSION 4-PROFESSIONAL PRACTICES AND RESPONSIBILITIES**

Dimension four reflects upon a teacher’s professional demeanor and ethics, goal setting, professional development, and school community involvement. This will not be assessed in PD1 or PD2.

---

**Observation 1**

- date:  
- student teacher  
- supervisor  
- cooperating teacher

**Observation 2**

- date:  
- student teacher  
- supervisor  
- cooperating teacher

---
### T-TESS Observation/Scripting/Conference Form

**Teacher candidate:** ___________________________  **TEA ID:** ________________

**Date:** ________________  **Start Time:** ________________  **End Time:** ________________

**Field Experience Instructor:** ___________________________  **Mentor Teacher:** ___________________________

**PD Semester:** I    II  (circle one)

<table>
<thead>
<tr>
<th>Domains</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain I-Planning</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards and alignment</td>
<td></td>
</tr>
<tr>
<td>• Data and assessment</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of students</td>
<td></td>
</tr>
<tr>
<td>• Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Domain II-Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>• Achieving expectations</td>
<td></td>
</tr>
<tr>
<td>• Content knowledge and expertise</td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
</tr>
<tr>
<td>• Differentiation</td>
<td></td>
</tr>
<tr>
<td>• Monitor and adjust</td>
<td></td>
</tr>
<tr>
<td><strong>Domain III-Learning Environment</strong></td>
<td></td>
</tr>
<tr>
<td>• Classroom environment, routines, and procedures</td>
<td></td>
</tr>
<tr>
<td>• Managing student behavior</td>
<td></td>
</tr>
<tr>
<td>• Classroom culture</td>
<td></td>
</tr>
<tr>
<td><strong>Domain IV-Professional Practices and Responsibilities</strong></td>
<td>Not assessed in PD 1, 2, or 3</td>
</tr>
</tbody>
</table>
University of Houston-Downtown Department of Urban Education  
A Center for the Professional Development of Teachers

T-TESS Observation/Scripting/Conference Form

Teacher candidate: ___________________________  TEA ID: __________________

Date: ________________  Start Time: ________________  End Time: ________________

Field Experience Instructor: ___________________________  Mentor Teacher: ___________________________

PD Semester: I  II  (circle one)

<table>
<thead>
<tr>
<th>Domains</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain I-Planning</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards and alignment</td>
<td></td>
</tr>
<tr>
<td>• Data and assessment</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of students</td>
<td></td>
</tr>
<tr>
<td>• Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Domain II-Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>• Achieving expectations</td>
<td></td>
</tr>
<tr>
<td>• Content knowledge and expertise</td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
</tr>
<tr>
<td>• Differentiation</td>
<td></td>
</tr>
<tr>
<td>• Monitor and adjust</td>
<td></td>
</tr>
<tr>
<td><strong>Domain III-Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>• Classroom environment, routines, and procedures</td>
<td></td>
</tr>
<tr>
<td>• Managing student behavior</td>
<td></td>
</tr>
<tr>
<td>• Classroom culture</td>
<td></td>
</tr>
<tr>
<td><strong>Domain IV-</strong></td>
<td>Not assessed in PD 1, 2, or 3</td>
</tr>
<tr>
<td>Professional Practices and Responsibilities</td>
<td></td>
</tr>
</tbody>
</table>
### University of Houston-Downtown
Department of Urban Education
A Center for the Professional Development of Teachers
UHD-CPDT Teacher Candidate Ratings by Mentor Teacher

Teacher Candidate: ____________________________  PD Semester: (circle)  I  II
Mentor: ______________________________________  School: __________________________
Grade Level: ______  Subject: ______________________________  Date: ________________________

**Directions:** Please use the following scale for each of the items that follow:

1 - to no extent  
2 - to a little extent  
3 - to a moderate extent  
4 - to a considerable extent  
5 - to a great extent  
NA - not applicable

### Instruction

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plans instruction to achieve selected objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organizes instruction to take into account cultural diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Organizes instruction taking into account other individual differences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Obtains/uses information about students in planning for instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Plans instruction to enhance learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Creates a classroom environment that is conducive to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Communicates clearly with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates a repertoire of teaching methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Monitors student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Uses appropriate techniques to increase student motivation for learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Makes learning relevant to students’ backgrounds and needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Demonstrates mastery of the content being taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Utilizes appropriate assessment techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Adapts assessment for students with special needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Manages classroom interactions effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Demonstrates effective use of technology in instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Maximizes instructional time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Uses available materials and resources effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Develops mentoring relationships with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Seeks opportunities for professional growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Demonstrates an understanding of school-community relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Operates within the ethical and legal guidelines for teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Works cooperatively with other teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Communicates with students to increase intrinsic motivation for learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Communicates effectively with parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Communicates effectively with instructional teams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Signature ____________________________  Date ________________________
### Teacher Candidate: ___________________________  PD Semester: (circle) I II

Mentor: ________________________________________  School: __________________________

Grade Level: ______  Subject: ____________________________  Date: ________________________

**Directions:** Please use the following scale for each of the items that follow:

1 - to no extent  3 - to a moderate extent  5 - to a great extent  
2 - to a little extent  4 - to a considerable extent  NA - not applicable

#### Instruction

| 1. Plans instruction to achieve selected objectives. | 1 2 3 4 5 NA |
| 2. Organizes instruction to take into account cultural diversity. | 1 2 3 4 5 NA |
| 3. Organizes instruction taking into account other individual differences. | 1 2 3 4 5 NA |
| 4. Obtains/uses information about students in planning for instruction. | 1 2 3 4 5 NA |
| 5. Plans instruction to enhance learning. | 1 2 3 4 5 NA |
| 6. Creates a classroom environment that is conducive to learning. | 1 2 3 4 5 NA |
| 7. Communicates clearly with students. | 1 2 3 4 5 NA |
| 8. Demonstrates a repertoire of teaching methods. | 1 2 3 4 5 NA |
| 9. Monitors student learning. | 1 2 3 4 5 NA |
| 10. Uses appropriate techniques to increase student motivation for learning. | 1 2 3 4 5 NA |
| 11. Makes learning relevant to students' backgrounds and needs. | 1 2 3 4 5 NA |
| 12. Demonstrates mastery of the content being taught. | 1 2 3 4 5 NA |
| 13. Utilizes appropriate assessment techniques. | 1 2 3 4 5 NA |
| 14. Adapts assessment for students with special needs. | 1 2 3 4 5 NA |
| 15. Manages classroom interactions effectively. | 1 2 3 4 5 NA |
| 16. Demonstrates effective use of technology in instruction. | 1 2 3 4 5 NA |
| 17. Maximizes instructional time. | 1 2 3 4 5 NA |

#### Professionalism

| 18. Uses available materials and resources effectively. | 1 2 3 4 5 NA |
| 19. Develops mentoring relationships with students. | 1 2 3 4 5 NA |
| 20. Seeks opportunities for professional growth. | 1 2 3 4 5 NA |
| 21. Demonstrates an understanding of school-community relationships. | 1 2 3 4 5 NA |
| 22. Operates within the ethical and legal guidelines for teachers. | 1 2 3 4 5 NA |
| 23. Works cooperatively with other teachers. | 1 2 3 4 5 NA |

#### Communication

| 24. Communicates with students to increase intrinsic motivation for learning. | 1 2 3 4 5 NA |
| 25. Communicates effectively with parents. | 1 2 3 4 5 NA |
| 26. Communicates effectively with instructional teams. | 1 2 3 4 5 NA |

Comments: ________________________________________________________________

Signature ____________________________  Date __________________________
University of Houston-Downtown  
Department of Urban Education  
A Center for the Professional Development of Teachers  
UHD-CPDT Teacher Candidate Self-Evaluation

Teacher Candidate: __________________________  Semester/Year: __________________________

Program: (Circle One): EC-6 Gen / EC-6 Bil / 4-8 Gen / SEC  PD Semester (Circle One): I  II

School for Placement: __________________________  Number of Hours Completed: __________________________

Directions: Please use the following scale for each of the items that follow:
1-to no extent  
2-to a little extent  
3-to a moderate extent  
4-to a considerable extent  
5-to a great extent

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University personnel (Field Experience Instructors) encourage teacher candidate to be successful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The FEI, mentor teacher, and university professionals cooperate with each other to develop an effective learning environment for interns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My mentor teacher makes my work interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My field experience instructor (FEI) acknowledges the good teaching practices that I use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel that I am an important part of the school in which I teach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel successful and competent as a teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I feel that I am prepared to teach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I feel comfortable discussing any school problem with my field experience instructor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I enjoy teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I use technology in my teaching (computers, videos, online resources, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I feel prepared to meet the learning needs of individual learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My students treat me with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: If more space is needed, please use the back and indicate here that extra comments are on back of page. 

Signature __________________________  Date __________________________

Field Experience Instructor (FEI) initials __________________________  Date __________________________
### UHD-CPDT Teacher Candidate Professional Field Log

<table>
<thead>
<tr>
<th>TEA #:</th>
<th>Teacher Candidate:</th>
<th>FEI:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Duties Performed</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mentor Name Printed:**  
**Mentor Signature:**  
**Total Hours**  
**End Date**

### Directions for Logging Field Work for Each Mentor Class Visit

1. Record the date and the time you arrive in the classroom.
2. Record duties you accomplished while in the classroom (example: assisted small groups with ____; taught a short lesson on ____; helped individual students with ____).
3. Record the time you are leaving the classroom.
4. Have mentor initial form at the end of each session.
5. Count time only in quarter hour increments where 15-29 minutes equals ¼ hour, 30-44 minutes = ½ hour, and 45-59 minutes = ¾ hour.
This evaluation assesses the professional affective attributes, characteristics, and behaviors of teacher candidates. It does not address scholarship and achievement criteria. It is intended for the personnel indicated below. Note that the teacher candidate will review this evaluation. Please indicate the appropriate description of your role at the signature line.

Teacher candidate: ______________________  Mentor teacher: ______________________
Field experience instructor: ________________  Semester: fall  spring  Year: ____________

Please use the following scale for each of the items below:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-to no extent</td>
</tr>
<tr>
<td>2</td>
<td>2-to a little extent</td>
</tr>
<tr>
<td>3</td>
<td>3-to a moderate extent</td>
</tr>
<tr>
<td>4</td>
<td>4-to a considerable extent</td>
</tr>
<tr>
<td>5</td>
<td>5-to a great extent</td>
</tr>
<tr>
<td>NA</td>
<td>NA-not applicable</td>
</tr>
</tbody>
</table>

**Directions:** Please rate each item below on the basis of your perception of your current level of professionalism. Mark NA on those items for which data are not available or item is not applicable.

1. **Demeanor:** Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils.

2. **Responsibility:** Undertake and complete assigned tasks.

3. **Maturity:** Display maturity and poise in task completion and human-human interaction.

4. **Cooperation:** Display a positive willingness to work with peers, site teachers, and faculty.

5. **Flexibility:** Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks.

6. **Appearance:** Is appropriate and professional.

7. **Attendance/Punctuality:** Is regular and punctual.

8. **Initiative:** Display independence in starting and completing activities, products, and tasks.

9. **Social Sensitivity:** Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability.

10. **Humor:** Display an ability to use or respond to humor in personal and/or human-human interactions.

11. **Patience:** Display an ability to be patient in activities and/or in human-human interactions.

12. **Tactfulness:** Display the ability to recognize and compensate for the feelings and self-esteem of others.

13. **Enthusiasm:** Displayed energy and enthusiasm for teacher candidate related and site-related activities.

14. **Organization:** Display the ability to monitor/control time, materials, and product due dates.

15. **Creativity:** Display the ability to synthesize theory and practice into new personalized adaptation and applications.

16. **Written Communication:** Written products reflect appropriate spelling, grammar, punctuation, syntax, and format.

17. **Oral Communication:** Display effective voice and speech delivery patterns.

18. **Public Education Posture:** Recognize and reflect the basic tenets of American public education e.g., secularity, democracy, equity, justice, individual and societal change, etc.

19. **Intellectual Ability:** Display the knowledge and cognitive ability to process information, analyze and evaluate events and problems, and make informed decisions.

20. **Reactivity:** Display the ability to reflect and evaluate his/her own experience in terms of professional growth.

21. "**With-it-ness**": Integrate an array of emotional, attitudinal, intellectual, and behavioral attributes into holistic problem-solving professionalism.

**Signature** ______________________  **date** ______________________

**Role (circle one):**  Teacher candidate  Mentor teacher  Field Experience Instructor
UHD-CPDT PROFESSIONAL ATTRIBUTES FOR TEACHER CANDIDATES

This evaluation assesses the professional affective attributes, characteristics, and behaviors of teacher candidates. It does not address scholarship and achievement criteria. It is intended for the personnel indicated below. Note that the teacher candidate will review this evaluation. Please indicate the appropriate description of your role at the signature line.

Teacher candidate: ___________________________ Mentor teacher: ___________________________

Field experience instructor: ___________________________ Semester: fall spring Year: __________

Please use the following scale for each of the items below:

1-to no extent 3-to a moderate extent 5-to a great extent
2-to a little extent 4-to a considerable extent NA-not applicable

Directions: Please rate each item below on the basis of your perception of your current level of professionalism. Mark NA on those items for which data are not available or item is not applicable.

1. Demeanor: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils.

2. Responsibility: Undertake and complete assigned tasks.


4. Cooperation: Display a positive willingness to work with peers, site teachers, and faculty.

5. Flexibility: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks.

6. Appearance: Is appropriate and professional.

7. Attendance/Punctuality: Is regular and punctual.

8. Initiative: Display independence in starting and completing activities, products, and tasks.


10. Humor: Display an ability to use or respond to humor in personal and/or human-human interactions.

11. Patience: Display an ability to be patient in activities and/or in human-human interactions.

12. Tactfulness: Display the ability to recognize and compensate for the feelings and self-esteem of others.

13. Enthusiasm: Displayed energy and enthusiasm for teacher candidate related and site-related activities.

14. Organization: Display the ability to monitor/control time, materials, and product due dates.

15. Creativity: Display the ability to synthesize theory and practice into new personalized adaptation and applications.

16. Written Communication: Written products reflect appropriate spelling, grammar, punctuation, syntax, and format.

17. Oral Communication: Display effective voice and speech delivery patterns.

18. Public Education Posture: Recognize and reflect the basic tenets of American public education, e.g., secularity, democracy, equity, justice, individual and societal change, etc.

19. Intellectual Ability: Display the knowledge and cognitive ability to process information, analyze and evaluate events and problems, and make informed decisions.

20. Reflectivity: Display the ability to reflect and evaluate his/her own experience in terms of professional growth.


Signature ___________________________ date ___________________________

Role (circle one): Teacher candidate Mentor teacher Field Experience Instructor
University of Houston-Downtown Department of Urban Education
A Center for the Professional Development of Teachers

UHD-CPDT PROFESSIONAL ATTRIBUTES FOR TEACHER CANDIDATES

This evaluation assesses the professional affective attributes, characteristics, and behaviors of teacher candidates. It does not address scholarship and achievement criteria. It is intended for the personnel indicated below. Note that the teacher candidate will review this evaluation. Please indicate the appropriate description of your role at the signature line.

Teacher candidate: ____________________________ Mentor teacher: ____________________________

Field experience instructor: ___________________ Semester: __________ spring __________ Year: __________

<table>
<thead>
<tr>
<th>Please use the following scale for each of the items below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-to no extent</td>
</tr>
<tr>
<td>2-to a little extent</td>
</tr>
</tbody>
</table>

Directions: Please rate each item below on the basis of your perception of your current level of professionalism. Mark NA on those items for which data are not available or item is not applicable.

1. **Demeanor**: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils.

2. **Responsibility**: Undertake and complete assigned tasks.

3. **Maturity**: Display maturity and poise in task completion and human-human interaction.

4. **Cooperation**: Display a positive willingness to work with peers, site teachers, and faculty.

5. **Flexibility**: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks.

6. **Appearance**: Is appropriate and professional.

7. **Attendance/Punctuality**: Is regular and punctual.

8. **Initiative**: Display independence in starting and completing activities, products, and tasks.

9. **Social Sensitivity**: Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability.

10. **Humor**: Display an ability to use or respond to humor in personal and/or human-human interactions.

11. **Patience**: Display an ability to be patient in activities and/or in human-human interactions.

12. **Tactfulness**: Display the ability to recognize and compensate for the feelings and self-esteem of others.

13. **Enthusiasm**: Displayed energy and enthusiasm for teacher candidate related and site-related activities.

14. **Organization**: Display the ability to monitor/control time, materials, and product due dates.

15. **Creativity**: Display the ability to synthesize theory and practice into new personalized adaptation and applications.

16. **Written Communication**: Written products reflect appropriate spelling, grammar, punctuation, syntax, and format.

17. **Oral Communication**: Display effective voice and speech delivery patterns.

18. **Public Education Posture**: Recognize and reflect the basic tenets of American public education e.g., secularity, democracy, equity, justice, individual and societal change, etc.

19. **Intellectual Ability**: Display the knowledge and cognitive ability to process information, analyze and evaluate events and problems, and make informed decisions.

20. **Reflectivity**: Display the ability to reflect and evaluate his/her own experience in terms of professional growth.

21. **With-it-ness**: Integrate an array of emotional, attitudinal, intellectual, and behavioral attributes into holistic problem-solving professionalism.

Signature ________________________________ Date ________________________________

Role (circle one): Teacher candidate Mentor teacher Field Experience Instructor