UHD PD3/Student Teaching Folder

Studen	t Teacher:		TEA #:		U	HD ID:	
						Grade/Content:	
Coope	rating Teacher:	21	Email:				
	t Teacher Info					6	
						77.1	
						Work:	
Emerg	ency contact (r	name, phone, and email):					
		Form		1	Date	Notes	
1.	Classroom C	Observation Report					81
2.	General Form	ms-ST schedule, etc.					
3.	Lesson Plan	s (minimum of 3 observed 45	min. lessons)				
4.	Scripting No	otes					
5.	T-TESS (3 f	ormal evaluations-same page	s)			3	
6.	Mid-Point/F	inal Discussions					
7.	Professional	Attributes (all 3 forms)	7.		E.	2	
8.		cher Ratings by CT (4 copies)				
9.		cher Field Log (# of pages)				
10.		gh Report (minimum of 1)					
11.	Daily Attend						
12.	Grade Sumn						
13.		ledgement Form					
14.		ledgement Form					
15.	Other:		*			,	
16.	Other:			+			
17.	Other:						
Confe	·	gs, and/or visitations	e e	2	j		٠
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ready	Mark a "√" to file.	if there is writing continued	onto the back o	f this f	orm. Signat	ure indicates folder completed and	
Field	Supervisor:	7				date:	

School/University Schedules for Student Teaching Semester

Student Teacher	•	Semeste	Semester/Year:						
Phone:		n	TEA II) #:					
	cher:		Room:	e e					
School:				al:					
	n								
Student Teacher	Email:	5							
Public School Sc	hedule:								
Subject	Monday	Tuesday	Wednesday	Thursday	Friday				
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		Discussion Form for Student Teacher	
	tudent te	completed by cooperating teacher at the midpoint (7 th Week) and final weeks (13-15) of acher. Specific strengths as well as areas that need to be strengthened should be address	
5. Except	ional (hi	ghest quality) 2. Marginal (much improvement needed)	
4. Strong	(capable	e performance) 1. Unsatisfactory (performance unacceptable)	ole)
3. Adequ	ate (imp	rovement needed) X. Not observed	
Mid Pt	Final	I.PLANNING FOR INSTRUCTION	COMMENTS
		Lesson plans complete and submitted in timely manner	
		Formulates effective daily lesson plans	
		Formulates effective long-term plans	
Mid	Final	II.INSTRUCTIONAL STRATEGIES	COMMENTS
Dt		A Provides apportunities for students to participate actively and successfully	

Mid Pt	Final	I.PLANNING FOR INSTRUCTION	COMMENTS
		Lesson plans complete and submitted in timely manner	
		Formulates effective daily lesson plans	
		Formulates effective long-term plans	
Mid	Final	II.INSTRUCTIONAL STRATEGIES	COMMENTS
Pt	22	A. Provides opportunities for students to participate actively and successfully	
		Varies activities and appropriately interacts with groups	
		Solicits student participation	
		Extends responses/contributions	
		Provides time for response and/or consideration (wait time)	
		Implements at appropriate level	
Mid Pt	Final	B. Evaluates/provides feedback on student progress during instruction	COMMENTS
		Communicates learning expectations	4
		Monitors student performance	
		Solicits responses and/or demonstrations for assessment	
		Reinforces correct response and/or performance	3
		Provides corrective feedback and/or clarifies	
		Re-teaches	
Mid	Final	III. CLASSROOM MANAGEMENT AND ORGANIZATION	COMMENTS
Pt		A. Organizes materials and students	
		Secures student attention	
- E		Uses procedures/routines	
		Gives clear administrative directions	
		Has materials/aids/facilities ready	
Mid	Final	B. Maximizes amount of time available for instruction	COMMENTS
Pt			
		Begins promptly/avoids waste of time at end	
		Implements appropriate sequence of activities	
,		Maintains appropriate pace	
		Maintains focus	
) (' 1	D' I	Keeps students engaged	CONCENTRA
Mid Pt	Final	C. Manages student behavior	COMMENTS
		Specifies expectations for behavior	, v
		Prevents off-task behavior	
		Redirects/stops inappropriate / disruptive behavior	
		Applies rules consistently and fairly	
		Reinforces behavior appropriately	

Student Teacher Initials/Date	Field Supervisor Initials/Date	Cooperating Teacher Initials/Date
Midpoint	-	-
Final	·	

Mid Pt	Final	IV. PRESENTATION OF SUBJECT MATTER	COMMENTS
		Uses effective communication skills	
		Explains content / tasks clearly	
		Uses correct grammar	¥
		Uses correct pronunciation	
		Uses correct spelling	
		Models correct and legible handwriting	
Mid Pt	Final	V. LEARNING ENVIRONMENT	COMMENTS
		A. Uses strategies to motivate students for learning	2
		Relates content to interests/experiences	
		Emphasizes value/importance of activity/content	8
		Reinforces and praises behavior	
Mid Pt	Final	B. Maintains supportive environment	COMMENTS
		Avoids sarcasm/negative criticism	
		Establishes climate of courtesy	
		Encourages slow / reluctant students	
		Establishes and maintains rapport	8
Mid Pt	Final	VI. PROFESSIONAL GROWTH AND RESPONSIBILITY	COMMENTS
		Able to get along with faculty, administration, staff, students, and parents	
		Regular in attendance	
,		Punctual - meets time requirements of teacher's day	
		Participates in school activities	,
		Maintains professional appearance	
		Completes grading in correct and timely manner	
		Receptive to suggestions and criticism	
		Resourceful, creative and flexible	
		Completes assigned responsibilities	
		Demonstrates ability to do self-evaluation	

Student teacher: _

Student Teacher Initials/Date	Field Supervisor Initials/Date	Cooperating Teacher Initials/Date
Midpoint		
Final	·	

University of Houston-Downtown Department of Urban Education A Center for the Professional Development of Teachers

UHD-CPDT PROFESSIONAL ATTRIBUTES FOR STUDENT TEACHERS

This evaluation assesses the professional affective attributes, characteristics and behaviors of student teachers. It does not address scholarship and achievement criteria. This version of the form is to be completed by the student teacher.

Student Teacher:	_ Cooperating	Teacher	;	
Field Supervisor:	_Semester:	fall	spring	Year:
Please use the following scale for each of the item	s below:			
1-to no extent 2-to a little extent 3-to a moderate extend 4-to a considerable			5-to a great ex NA-not applie	
Directions: Please rate each item below on the basis Mark NA on those items for which data are not available.				evel of professionalism
1. Demeanor: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils2. Responsibility: Undertake and complete assigned tasks3. Maturity: Display maturity and poise in task completion and human-human interaction4. Cooperation: Display a positive willingness to work with peers, site teachers, and faculty5. Flexibility: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks6. Appearance: Is appropriate and professional7. Attendance/Punctuality: Is regular and punctual8. Initiative: Display independence in starting and completing activities, products, and tasks9. Social Sensitivity: Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability10. Humor: Display an ability to use or respond to humor in personal and/or human-human interactions11. Patience: Display an ability to be patient in activities and/or in human-human interactions12. Tactfulness: Display the ability to recognize an compensate for the feelings and self-esteem of others13. Enthusiasm: Displayed energy and enthusiasm teacher candidate related and site-related activities.	control	time, mate Creativity and practice of color of the color	crials, and producy: Display the acceptance into new personal communication of the spelling, grammat. In munication: It is a patterns. In ducation Postulation Postulation and Americal democracy, equivalence in the process informed problems, and problems, and problems are the synthesis of the	bility to synthesize onalized adaptations n: Written products mar, punctuation, Display effective voice re: Recognize and an public education, ty, justice, individual play the knowledge and nation, analyze and d make informed ability to reflect and in terms of

date

Student teacher signature

University of Houston-Downtown Department of Urban Education A Center for the Professional Development of Teachers

UHD-CPDT PROFESSIONAL ATTRIBUTES FOR STUDENT TEACHERS

This evaluation assesses the professional affective attributes, characteristics and behaviors of student teachers. It does not address scholarship and achievement criteria. This version of the form is to be completed by the field supervisor.

Student Teacher:C	cooperating			
Field Supervisor:S	Semester:	fall	spring	Year:
Please use the following scale for each of the items by 1-to no extent 3-to a moderate extends			5-to a great e	xtent
2-to a little extent 4-to a considerable	extent		NA-not appli	cable
Directions: Please rate each item below on the basis on named teacher candidate. Mark NA on those items for	which data 14. control15 theory and app16 reflect syntax,17 and spe18 reflect e.g., se and soe19 cogniti evalua decisio20 evalua profes21 emotice	organiz time, mat Creativi and practi olications. Written appropria and form Oral Co eech deliv Public I the basic ecularity, cietal char Intellect ve ability te events a ons. Reflecti te his/her sional gro "With-i onal, attitu	ation: Display the actions and producty: Display the action new persucce into new persucce spelling, gramat. Communication: Description of the spelling, gramat. Communication: Description o	m is not applicable. me ability to monitor/ net due dates. ability to synthesize onalized adaptations m: Written products mar, punctuation, Display effective voice re: Recognize and an public education, ty, justice, individual applay the knowledge and mation, analyze and and make informed e ability to reflect and in terms of

Field supervisor signature

date

University of Houston-Downtown Department of Urban Education A Center for the Professional Development of Teachers

UHD-CPDT PROFESSIONAL ATTRIBUTES FOR STUDENT TEACHERS

This evaluation assesses the professional affective attributes, characteristics and behaviors of student teachers. It does not address scholarship and achievement criteria. This version of the form is to be completed by the cooperating teacher.

Student Teacher:	Cooperating Teacher:					
Field Supervisor:	Semester:	fall	spring	Year:		
Please use the following scale for each of the item	ns below:					
1-to no extent 3-to a moderate 2-to a little extent 4-to a consideral			5-to a great ex NA-not applie			
Directions: Please rate each item below on the bas named teacher candidate. Mark NA on those items						
1. Demeanor: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils2. Responsibility: Undertake and complete assigned tasks3. Maturity: Display maturity and poise in task completion and human-human interaction4. Cooperation: Display a positive willingness to work with peers, site teachers, and faculty5. Flexibility: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks6. Appearance: Is appropriate and professional7. Attendance/Punctuality: Is regular and punctual8. Initiative: Display independence in starting and completing activities, products, and tasks9. Social Sensitivity: Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability10. Humor: Display an ability to use or respond to humor in personal and/or human-human interactions11. Patience: Display an ability to be patient in activities and/or in human-human interactions12. Tactfulness: Display the ability to recognize a compensate for the feelings and self-esteem of others13. Enthusiasm: Displayed energy and enthusiass teacher candidate related and site-related activities.	control	time, ma Creative and practice collications Written appropria and form Creative cech delive cech deliv	terials, and productive: Display the accident new personal terms and productions and productions of the spelling, grammat. The patterns. Education Postuments of Americal democracy, equiting, etc. tual Ability: Display the own experience in with. It-ness": Integrated dinal, intellectual interior of the specific and problems.	bility to synthesize onalized adaptations n: Written products mar, punctuation, Display effective voice re: Recognize and an public education, by, justice, individual play the knowledge and mation, analyze and d make informed ability to reflect and in terms of e an array of		

date

Cooperating teacher signature

Student Teacher:						
Cooperating Teacher:School:						-
Field Supervisor:Subject(s):						_
Note: Cooperating teacher will complete once during first week of stud week (of 2 weeks) of full classroom control, and once during last week of 4 forms.	lent teac	hing,	once d	uring	each	
Directions: Please rate the intern on the following statements using a factor $(5) = \text{strongly agree}$ $(4) = \text{agree}$ $(3) = \text{undecided}$ $(2) = \text{disagree}$ (1)				(NA) 1	not aj	plica
nstruction						
. Plans instruction to achieve selected objectives.	5	4.	3	2	1	NA
. Organizes instruction to take into account cultural diversity.	5	4	3	2	1	NA
. Organizes instruction to take into account other individual differences.	5	4	3	2	1	NA
. Obtains and uses information about students in planning for instruction.	5	4	3	2	1	NA
5. Plans instruction to enhance learning.	5	4	3	2	1	NA
6. Creates a classroom environment that is conducive to learning.	5	4	3	2	1	NA
7. Communicates clearly with students.	5	4	3	2	1	NA
3. Demonstrates a repertoire of teaching methods.	5	4	3	2	1	NA
9. Monitors student learning.	5	4	3	2	1	NA
0. Uses appropriate techniques to increase student motivation for learning.	5	4	3	2	1	NA
1. Makes learning relevant to students' backgrounds and needs.	5	4	3	2	1	NA
2. Demonstrates mastery of content taught.	5	4	3	2	1	NA
3. Utilizes appropriate assessment techniques.	5	4	3	2	1	NA
14. Adapts assessment for students with special needs.	5	4	3	2	1	NA
15. Manages classroom interactions effectively.	5	4	3	2	1	NA
16. Demonstrates effective use of technology in instruction.	5	4	3	2	1	NA
17. Maximizes instructional time.	5	4	3	2	1	NA
Professionalism	5	4	3	2	1	NA NA
18. Uses limited materials and resources effectively.	5	4	3	2	1	NA NA
19. Develops mentoring relationships with students.	5	4	3	2	1	NA NA
20. Seeks opportunities for professional growth.21. Demonstrates an understanding of school-community relationships.	5	4	3	2	1	NA NA
22. Operates within the ethical and legal guidelines for teachers.	5	4	3	2	1	NA.
	5	4	3	2	1	NA NA
23. Works cooperatively with other teachers.	3	4	. 3	12	1	NA NA
Communication 24. Communicates with students to increase intrinsic motivation for learning.	5	4	3	2	1.	_
	5	4	3	2	1	NA NA
25. Communicates effectively with parents.	5	4	3	2	1	NA NA
26. Communicates effectively with instructional teams.			3	4	1	117
COMMENTS: If more room is needed, please continue on the back and in	idicate n	ere			-	
			4			
						242
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Student Teacher:	e e	Grade	e:				
Cooperating Teacher:							
Field Supervisor:							_
Note: Cooperating teacher will complete once du week (of 2 weeks) of full classroom control, and of 4 forms.	ring first week of stud	lent teac	hing,	once	luring	each	100
Directions: Please rate the intern on the followin (5) = strongly agree (4) = agree (3) = undecide	g statements using a f d (2) = disagree (1)	ive (5) p = strong	ooint s gly dis	cale. agree	(NA)	not a	pplicat
Instruction				T	1		
1. Plans instruction to achieve selected objectives.		5	4	3	2	1	NA
2. Organizes instruction to take into account cultural div	versity.	5	4	3	2	1	NA
3. Organizes instruction to take into account other indiv		5	4	3	2	1	NA
4. Obtains and uses information about students in plann		5	4	3	2	1	NA
5. Plans instruction to enhance learning.		5	4	3	2	1	NA
6. Creates a classroom environment that is conducive to	learning.	5	4	3	2	1	NA
7. Communicates clearly with students.	8	5	4	3	2	1	NA
8. Demonstrates a repertoire of teaching methods.		5 .	4	3	2	1	NA
9. Monitors student learning.		5	4	3	2	1	NA
10. Uses appropriate techniques to increase student mot	tivation for learning.	5	4	3	2	1	NA
11. Makes learning relevant to students' backgrounds a		5	4	3	2	1	NA
12. Demonstrates mastery of content taught.		5	4	3	2 -	1	NA
13. Utilizes appropriate assessment techniques.		5	4	3	2	1	NA
14. Adapts assessment for students with special needs.		5	4	3	2	1	NA
15. Manages classroom interactions effectively.		5	4	3	2	1	NA
16. Demonstrates effective use of technology in instruc	tion.	5	4	3	2	1	NA
17. Maximizes instructional time.		5	4	3	2	1	NA
Professionalism	8					1	NA
18. Uses limited materials and resources effectively.		5	4	3	2	1	NA
19. Develops mentoring relationships with students.		.5	4	3	2	1	NA
20. Seeks opportunities for professional growth.		5	4	3	2	1	NA
21. Demonstrates an understanding of school-commun		5	4	3	2	1	NA
22. Operates within the ethical and legal guidelines for	teachers.	5	4	3	2	1	NA
23. Works cooperatively with other teachers.		5	4	3	2	1	NA
Communication	3						NA
24. Communicates with students to increase intrinsic m	notivation for learning.	5	4	3	2	1	NA
25. Communicates effectively with parents.		5	4	3	2	1	NA
26. Communicates effectively with instructional teams		5	. 4	3	2	1	NA
COMMENTS: If more room is needed, please contin	ue on the back and inc	licate he	re.				
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Signature:	v #	Date:					
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Student Teacher:		Grade	e:				
Cooperating Teacher:							
Field Supervisor:Su							_
Note: Cooperating teacher will complete once during week (of 2 weeks) of full classroom control, and once of 4 forms.	first week of stud	ent teac	hing,	once	during	each	1
Directions: Please rate the intern on the following states (5) = strongly agree (4) = agree (3) = undecided (atements using a fi (2) = disagree (1)	ve (5) p = strong	ooint s gly dis	cale. agree	(NA)	not a	pplica
Instruction				T			
1. Plans instruction to achieve selected objectives.		5	4	3	2	1	NA
2. Organizes instruction to take into account cultural diversi	tv.	5	4	3	2	1	NA
3. Organizes instruction to take into account other individua		5	4	3	2	1	NA
4. Obtains and uses information about students in planning		5	4	3	2	1	NA
5. Plans instruction to enhance learning.	TOT HIBER GOLDEN.	5	4	3	2	1	NA
6. Creates a classroom environment that is conducive to lear	ming.	5	4	3	2	1	NA.
7. Communicates clearly with students.		5	4	3	2	1	NA
8. Demonstrates a repertoire of teaching methods.		5	4	3	2	1	NA
9. Monitors student learning.		5	4	3	2	1	NA
10. Uses appropriate techniques to increase student motivat	ion for learning.	-5	4	3	2	1	NA
11. Makes learning relevant to students' backgrounds and n	eeds.	5	4	3	2	1	NA
12. Demonstrates mastery of content taught.	a a	5	4	3	2 -	1	NA
13. Utilizes appropriate assessment techniques.	150	5	4	3	2	1	NA
14. Adapts assessment for students with special needs.	N	5	4	3	2	1	NA
15. Manages classroom interactions effectively.		5	4	3	2	1	NA
16. Demonstrates effective use of technology in instruction		5	4	3	2	1	NA
17. Maximizes instructional time.	5 66	5	4	3	2	. 1	NA
Professionalism							NA
18. Uses limited materials and resources effectively.		5	4	3 .	2	1	NA
19. Develops mentoring relationships with students.		5	4	3	2	1	NA
20. Seeks opportunities for professional growth.		5	4	3	2	1	NA
21. Demonstrates an understanding of school-community r		5	4	3	2	1	NA
22. Operates within the ethical and legal guidelines for tead	chers.	5	4	3	2	1	NA
23. Works cooperatively with other teachers.		5	4	3	2	1	NA
Communication							NA
24. Communicates with students to increase intrinsic motiv	ration for learning.	5	4	3	2	1	NA
25. Communicates effectively with parents.		5	4	3	2	1	NA
26. Communicates effectively with instructional teams.		5	. 4	. 3	2	1	NA
COMMENTS: If more room is needed, please continue of	on the back and ind	licate he	re.				2122
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5	-	_	-	_	NA
	4				NA
	-		-	+	NA
5	4				NA
5	4	3	2	-	NA
5	4	3	2	_	NA
5	4	3	2	1	NA
5	4	3	2.	1	NA
5	4	3	2	1	NA
5	4	3	2	1	NA
	4	3	2	1	NA
	4	3	2	1	NA
	4	3	2	1	NA
5	4	3	2	1	NA
5	4	3	2	1	NA
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5	4	3	2	1	NA
					NA
-	4	3	2	1	NA
5		100			
5 5	4	3	2	1	NA
	7e (5) p 5 strong 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	7e (5) point s strongly dis str	5 4 3 5 4 3 5 4 3 5 4 3 5 4 3 5 4 3 5 4 3 5 4 3 5 4 3 5 4 3 5 5 5 4 3 5 5 5 4 3 5 5 5 4 3 5 5 5 4 5 5 5 5	7e (5) point scale. 7strongly disagree (NA) 5	5 strongly disagree (NA) not a 5 4 3 2 1

Student Teacher Field Log

-8	of_		
No.	Date	Duties Performed	Other Notes
1.		;	
2.	*		
3.			
1.			
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Cooperating teacher signature:	· · · · · · · · · · · · · · · · · · ·	date:



University of Houston-Downtown Department of Urban Education Cooperating Teacher Letter of Agreement

The University of Houston-Downtown Department of Urban Education appreciates you welcoming a student teacher into your classroom. The goal of our department is to prepare future teachers for the urban classroom to enhance the chances of academic success for at-risk children and adolescents in urban school environments. Our department appreciates you giving back to your profession and hosting a student teacher.

The purpose of this agreement between the Department of Urban Education and the Cooperating Teacher is to establish the conditions in which the Cooperating Teacher will provide a nurturing environment for the student teacher assigned to his/her classroom.

As a Cooperating Teacher, I agree to:

- Prepare classroom students for the arrival of the student teacher
- Complete the UH-D Cooperating Teacher Online Training
- Serve as a role model to the student teacher in demonstrating good teaching practice and positive relationships with classroom students
- Provide orientation to the school/classroom setting and procedures including:
 - o Classroom rules/regulations
 - o Classroom organization
 - o Student behavior expectations
 - o Teaching strategies and techniques
- Observe student teacher in varied situations and provide constructive feedback
- Provide regular feedback on the student teacher's lesson plan(s) that relate to his/her teaching
- Allow the student teacher to assume classroom responsibilities as he/she exhibits readiness to do so (in agreement with the UH-D Field Supervisor)
- Determine, with the student teacher, ways to work together during the student teaching semester to provide the best possible instructional experience for the students in the classroom
- Communicate with the UH-D Field Supervisor regarding progress, concerns, etc.
- Complete student teaching forms and observations and return them to the UH-D Field Supervisor

School District	School Name	Grade Level/Subject(s)
Cooperating Teacher Name	Signature	Date

Please submit signed copy to the UH-D Field Supervisor

Student Teacher Walk-Through Form

Student teacher:	Date:
Observer:	
As I visited your class today, I observed the fo	
Students were:	Teacher was:
1. On task (majority)	1. Modeling desired behavior
2. Large group activity	2. Assisting large group
3. Small group activity	3. Assisting small group
4. Individualized instruction	4. Assisting individual
5. Hands-on activity	5. Monitoring students
6. Successful in learning	6. Assessing students
7. Other:	7. Interacting with students
	8. Managing time and materials
	9. Providing constructive feedback
	10. Other:
Evidence of Critical Thinking	Evidence of a Positive Climate:
and/or Problem Solving:	
1. Higher level questions	1. Active/eager student participation
2. Teacher extending answers	2. Signs of mutual respect
3. Providing for elaboration	3. Enthusiasm for learning displayed
4. Providing for application	4. Warm/relaxed atmosphere
5. Appropriate level of	5. Disruptive behavior redirected
difficulty and/or challenge	6. Desired behavior reinforced
	7. Risk-free environment
	8. Other

Recommendations:

Student teacher:	PD3 semester/vear:	ear:		and the second second					And the second s	And the second s		- April - Apri			
Cooperating teacher: Grade:										Antonio de Probremo en en en			Maria de la company de la comp	designation of the last of the	
Campus/ISD:	Observation 1 date:	ate:				Observation 2 date:	2 date:				Observation 3 date:				Administration of the signature of column and the signature of the signatu
Supervisor:	start time:		end time:			start time:		end time:			start time:		end time:		
UHD ID: TEA ID:	\neg	accomplished	-	developing improve	improvement needed	distinguished	accomplished	profident	developing	improvement needed	-	appomplished	proficient	developing in	Improvement needed
V 1-PLANNING	-	-							-		-				
1.1 Standards and Alignment-Instructional planning includes															
rigorous and measurable goals; technology integration;											-			Marriage	n _e ne
activities and materials that are logically sequenced,						- 11			- 50						
relevant to prior knowledge, integrated with other disciplines,														-	5
provide appropriate time for student work, and are appropriate		_							- 19						
for diverse learners; and enriching extensions offered.															
1.2 Data and Assessment-Instructional planning includes formal					2										
and/or informal planning to monitor progress of all students;															
engaging students in self-assessment; and building student														- 12	
awareness of strengths and weaknesses.											-				
1.3 Knowledge of Students-Instructional planning includes											22				
lessons that connect to students' prior knowledge, experiences,		-									37			-	
and interests; opportunities for students to utilize														****	
individual learning patterns and habits; and guidance for students														A.A.	
to apply their strengths and knowledge.															
1.4 Activities-Instructional planning includes opportunities for														20	72
students to generate questions that lead to further inquiry and	-		-						21						
higher-order thinking, instructional groups based on the needs of					5					-	-				
all students allowing accountability; ability for students to set and															
reflect upon goals within instructional groups; and activities and								<u> </u>							
materials are aligned with instructional purposes and are														,	23
varied based on students' abilities allowing ownership of learning.														-	
DOMAIN 2-INSTRUCTION										2					
2.1 Achieving Expectations-The teacher provides opportunities for															******
students to establish high academic and social-emotional						1									
expectations for themselves; all students to demonstrate	-														
mastery of the objective; and students self-monitor				•											
and self-correct.				72											
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						900							8		
provides students with opportunities to use different types of												20			
thinking.													-		
2.3 Communication-The teacher inspires student-led learning;			-							dans de la constanta				_	
uses student misunderstandings to highlight misconceptions;				78											
asks questions that require a deeper and broader understanding;															
balances walt time and questioning; and establishes routines that	-						<u> </u>								
encourage various kinds of communication and sharing.								-	27						

Student teacher:	PD3 semester/year:	r/vear:	Annual continues and	and the same of th			- Angle description of the second of the sec				True remains and the second se				
Cooperating teacher: Grade:															
	Observation 1 date:	1 date:	otherwise and an additional	Andrews and an arrangement of the second		Observation 2 da	on 2 date:		- Company of the Comp		Observation 3 date:	3 date:			
Supervisor:	start time:		end time:		And the second s	start time:		end time:	9.		start time:		end time:		
UHD ID: TEA ID:	distinguished	accomplished	-	developing	Improvement needed	distinguished	accomplished	_	developing	improvement needed	distinguished	accomplished	proficient	Budolevep	Improvement needed
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.															-
DOMAIN 3-LEARNING ENVIRONMENT								1							
3.1 Classroom Environment, Routines, and Procedures-The teacher															10
uses effective routines, procedures, and transitions that rely on		***************************************													
student responsibility; students take leadership in managing	10														
groups and supplies; and the classroom engages students to															34
participate in high-level learning.															
3.2 Managing Student Behavior-The teacher reinforces positive															Wes.
behaviors and intercepts misbehaviors.															
3.3 Classroom Culture-The teacher engages all students with														9	
relevant, meaningful learning based on their interests and															
abilities creating a positive rapport and students collaborate															~
with each other.									21						
DOMAIN 4-PROFESSIONAL PRACTICES AND RESPONSIBILITIES															100
Dimension four reflects upon a teacher's professional demeanor								Not asses	Not assessed in PD3						
and ethics, goal setting, professional development, and school															
community involvement. This will not be assessed in PD3.															
Signature lines:															
Observation 1:															
student teacher	S	supervisor					cooperating teacher	g teacher			ما	date			
Observation 2:											f				
student teacher	SI	supervisor					cooperating teacher	g teacher			a.	date			
Observation 3:															
student teacher	5	supervisor					cooperating teacher	g teacher			d	date			

T-TESS Classroom Observation Report

Student teacher:	TEA ID:						
Field Supervisor:Coop	oerat	ing T	eache'	r:			
DOMAINS		Distinguished	Accomplished	Proficient	Developing	Improvement needed	Comments
I. Planning-Instructional planning includes: Standards & Alignment-measurable goals, technology integration, activities & materials sequenced, relevant to prior knowledge, integrated with other disciplines, appropriate time for student work, appropriate for diverse learners, enriching extensions offered. Data & Assesment-formal & or informal assessment, monitor progress of students, students engage in self-assessment, builds student awareness of strengths & weaknesses Knowledge of Students-connect to students prior knowledge & interests, opportunities for students to utilize individual learning patterns & habits, guide students to apply strengths & knowledge Activities-opportunities to generate questions that lead to further inquiry & higher level thinking, groups based on needs of all students allowing accountability, ability for students to set & reflect goals within groups, aligned with instructional purposes, activities varied based on students' abilities allowing ownership of learning. II. Instruction- Achieving Expectations-opportunities of students to establish high academic and social-emotional expectation for themselves, all students demonstrate mastery of objective, students self-monitor and self-correct. Content Knowledge & Expertise-Displays extensive content knowledge allowing differentiation, integrates objectives with other content areas and real-world experience, proactively anticipates student misunderstandings, provides students with opportunities to use different types of thinking Communication-Inspires student-led learning, uses student misunderstandings, provides students with opportunities to use different types of thinking Communication-Inspires student-led learning, uses student misunderstandings to highlight misconceptions, asks questions that require deeper and broader understanding, balances wait time and questioning, establishes routines that encourage various kinds of communication and sharing Differentiation-Adapts lesson to address needs of all students, consistently monito							
Not Rated on this instrument Please note: Not all criteria under each domain wil	l ha	obsar	zvoblo	during	, o sino	la obs	conversion Itams not
observed can be marked "NA".	1 00	OUSCI	vaule	dulille	s a sing	,10 008	servation, mems not
Principal/Designee's Signature:						date:	
Cooperating teacher signature:	22					date:	
Student teacher signature:	_ ^				ja .	_date:	
Field supervisor signature:				-		date:	

T-TESS Classroom Observation Report

Student teacher:				T	EA ID:		
Field Supervisor:Coop	perat	ting [Геасh	er:			
DOMAINS		Distinguished	Accomplished	Proficient	Developing	Improvement needed	Comments
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Classroom Environment, Routines & Procedures-Uses reflective routines, procedures, and transitions that rely on student responsibility, students take leadership in managing groups and supplies, classroom engages students to participate in high-level learning. Managing Student Behavior-Reinforces positive behaviors and intercepts misbehaviors Classroom Culture-Engages all students with relevant, meaningful learning based on their interests and abilities creating a positive rapport, students collaborate with each other. IV-Professional Practices & Responsibilities: Not Rated on this instrument							
Please note: Not all criteria under each domain wil	The	ohse	rvahle	durin	o a sino	le obs	ervation Items not
observed can be marked "NA".		0000	1 1 4010	GUIIII	S a sills	,10 003	ranon, noms not
Principal/Designee's Signature:							
Cooperating teacher signature:						date:	
Student teacher signature:					2	_date:	
Field supervisor signature:						date:	

T-TESS Classroom Observation Report

Student teacher:				T	EA ID:		
Field Supervisor:Coop	perat	ting T	Геасh	er:			
DOMAINS		Distinguished	Accomplished	Proficient	Developing	Improvement	Comments
I. Planning-Instructional planning includes: Standards & Alignment-measurable goals, technology integration, activities & materials sequenced, relevant to prior knowledge, integrated with other disciplines, appropriate time for student work, appropriate for diverse learners, enriching extensions offered. Data & Assessment-formal & or informal assessment, monitor progress of students, students engage in self-assessment, builds student awareness of strengths & weaknesses Knowledge of Students-connect to students prior knowledge & interests, opportunities for students to utilize individual learning patterns & habits, guide students to apply strengths & knowledge Activities-opportunities to generate questions that lead to further inquiry & higher level thinking, groups based on needs of all students allowing accountability, ability for students to set & reflect goals within groups, aligned with instructional purposes, activities varied based on students' abilities allowing ownership of learning. II. Instruction- Achieving Expectations-opportunities of students to establish high academic and social-emotional expectation for themselves, all students demonstrate mastery of objective, students self-monitor and self-correct. Content Knowledge & Expertise-Displays extensive content knowledge allowing differentiation, integrates objectives with other content areas and real-world experience, proactively anticipates student misunderstandings, provides students with opportunities to use different types of thinking Communication-Inspires student-led learning, uses student misunderstandings to highlight misconceptions, asks questions that require deeper and broader understanding, balances wait time and questioning, establishes routines that encourage various kinds of communication and sharing Differentiation-Adapts lesson to address needs of all students, consistently monitors quality of student participation and performance, uses multiple strategies to teach and assess students. Monitor & Adjust-Invites input from s							
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observed can be marked "NA".							
Principal/Designee's Signature:						date: _	
Cooperating teacher signature:						date:	
Student teacher signature:					e e	_date:	
Field supervisor signature:						date:	

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

Student Name:	900 #:	Date:
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Please print and sign name below to inc	ilicate participation in co	nierence.
Student teacher signature:		
Field supervisor signature:		
Cooperating teacher signature:		
Comments:		
9		

Student Teacher 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.			
Student teacher signature:			
Field supervisor signature:			
Cooperating teacher signature:			
Comments			
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Student Teacher 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.			
Student teacher signature:			
Field supervisor signature:			
Cooperating teacher signature:			
Comments:			
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