

UHD PD3/Student Teaching Folder

Student Teacher: _____ TEA #: _____ UHD ID: _____

Field-based School/ISD: _____ Grade/Content: _____

Cooperating Teacher: _____ Email: _____

Principal: _____ Email: _____

School Phone: _____

Student Teacher Information:

Email address: _____

Home Phone: _____ Cell: _____ Work: _____

Emergency contact (name, phone, and email): _____

	Form	√	Date	Notes
1.	Classroom Observation Report			
2.	General Forms-ST schedule, etc.			
3.	Lesson Plans (minimum of 3 observed 45 min. lessons)			
4.	Scripting Notes			
5.	T-TESS (3 formal evaluations-same pages)			
6.	Mid-Point/Final Discussions			
7.	Professional Attributes (all 3 forms)			
8.	Student Teacher Ratings by CT (4 copies)			
9.	Student Teacher Field Log (# of pages _____)			
10.	Walk Through Report (minimum of 1)			
11.	Daily Attendance Sheet			
12.	Grade Summary Form			
13.	CT Acknowledgement Form			
14.	ST Acknowledgement Form			
15.	Other:			
16.	Other:			
17.	Other:			

Conferences, meetings, and/or visitations

	Date	Content/Persons Involved
1.		First contact made with student teacher (within first six weeks of student teaching semester)
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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

Field Supervisor: _____ date: _____

School/University Schedules for Student Teaching Semester

Student Teacher: _____ Semester/Year: _____

Phone: _____ TEA ID#: _____

Cooperating Teacher: _____ Room: _____

School: _____ Principal: _____

School Phone: _____ FAX: _____

Student Teacher Email: _____

Public School Schedule:

Subject	Monday	Tuesday	Wednesday	Thursday	Friday

NOTES:

Student teacher: _____

Discussion Form for Student Teacher

Directions: To be completed by cooperating teacher at the midpoint (7th Week) and final weeks (13-15) of placement for discussion with the student teacher. Specific strengths as well as areas that need to be strengthened should be addressed here. Use the numbers as indicated below:

- | | |
|--|---|
| <p>5. Exceptional (highest quality)
 4. Strong (capable performance)
 3. Adequate (improvement needed)</p> | <p>2. Marginal (much improvement needed)
 1. Unsatisfactory (performance unacceptable)
 X. Not observed</p> |
|--|---|

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 Pt	Final	II.INSTRUCTIONAL STRATEGIES	COMMENTS
		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	
		Monitors student performance	
		Solicits responses and/or demonstrations for assessment	
		Reinforces correct response and/or performance	
		Provides corrective feedback and/or clarifies	
		Re-teaches	
Mid Pt	Final	III. CLASSROOM MANAGEMENT AND ORGANIZATION	COMMENTS
		A. Organizes materials and students	
		Secures student attention	
		Uses procedures/routines	
		Gives clear administrative directions	
		Has materials/aids/facilities ready	
Mid Pt	Final	B. Maximizes amount of time available for instruction	COMMENTS
		Begins promptly/avoids waste of time at end	
		Implements appropriate sequence of activities	
		Maintains appropriate pace	
		Maintains focus	
		Keeps students engaged	
Mid Pt	Final	C. Manages student behavior	COMMENTS
		Specifies expectations for behavior	
		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 _____	_____	_____

Student teacher: _____

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	
		Relates content to interests/experiences	
		Emphasizes value/importance of activity/content	
		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	
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 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 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.

<p>___ 1. Demeanor: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils.</p> <p>___ 2. Responsibility: Undertake and complete assigned tasks.</p> <p>___ 3. Maturity: Display maturity and poise in task completion and human-human interaction.</p> <p>___ 4. Cooperation: Display a positive willingness to work with peers, site teachers, and faculty.</p> <p>___ 5. Flexibility: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks.</p> <p>___ 6. Appearance: Is appropriate and professional.</p> <p>___ 7. Attendance/Punctuality: Is regular and punctual.</p> <p>___ 8. Initiative: Display independence in starting and completing activities, products, and tasks.</p> <p>___ 9. Social Sensitivity: Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability.</p> <p>___ 10. Humor: Display an ability to use or respond to humor in personal and/or human-human interactions.</p> <p>___ 11. Patience: Display an ability to be patient in activities and/or in human-human interactions.</p> <p>___ 12. Tactfulness: Display the ability to recognize and compensate for the feelings and self-esteem of others.</p> <p>___ 13. Enthusiasm: Displayed energy and enthusiasm for teacher candidate related and site-related activities.</p>	<p>___ 14. Organization: Display the ability to monitor/control time, materials, and product due dates.</p> <p>___ 15. Creativity: Display the ability to synthesize theory and practice into new personalized adaptations and applications.</p> <p>___ 16. Written Communication: Written products reflect appropriate spelling, grammar, punctuation, syntax, and format.</p> <p>___ 17. Oral Communication: Display effective voice and speech delivery patterns.</p> <p>___ 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.</p> <p>___ 19. Intellectual Ability: Display the knowledge and cognitive ability to process information, analyze and evaluate events and problems, and make informed decisions.</p> <p>___ 20. Reflectivity: Display the ability to reflect and evaluate his/her own experience in terms of professional growth.</p> <p>___ 21. “With-it-ness”: Integrate an array of emotional, attitudinal, intellectual, and behavioral attributes into holistic problem-solving professionalism.</p>
--	--

Student teacher 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 field supervisor.**

Student Teacher: _____ Cooperating Teacher: _____

Field Supervisor: _____ 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 personal interactions with and observation of the named teacher candidate. Mark NA on those items for which data are not available or item is not applicable.

<p>___ 1. Demeanor: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils.</p> <p>___ 2. Responsibility: Undertake and complete assigned tasks.</p> <p>___ 3. Maturity: Display maturity and poise in task completion and human-human interaction.</p> <p>___ 4. Cooperation: Display a positive willingness to work with peers, site teachers, and faculty.</p> <p>___ 5. Flexibility: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks.</p> <p>___ 6. Appearance: Is appropriate and professional.</p> <p>___ 7. Attendance/Punctuality: Is regular and punctual.</p> <p>___ 8. Initiative: Display independence in starting and completing activities, products, and tasks.</p> <p>___ 9. Social Sensitivity: Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability.</p> <p>___ 10. Humor: Display an ability to use or respond to humor in personal and/or human-human interactions.</p> <p>___ 11. Patience: Display an ability to be patient in activities and/or in human-human interactions.</p> <p>___ 12. Tactfulness: Display the ability to recognize and compensate for the feelings and self-esteem of others.</p> <p>___ 13. Enthusiasm: Displayed energy and enthusiasm for teacher candidate related and site-related activities.</p>	<p>___ 14. Organization: Display the ability to monitor/control time, materials, and product due dates.</p> <p>___ 15. Creativity: Display the ability to synthesize theory and practice into new personalized adaptations and applications.</p> <p>___ 16. Written Communication: Written products reflect appropriate spelling, grammar, punctuation, syntax, and format.</p> <p>___ 17. Oral Communication: Display effective voice and speech delivery patterns.</p> <p>___ 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.</p> <p>___ 19. Intellectual Ability: Display the knowledge and cognitive ability to process information, analyze and evaluate events and problems, and make informed decisions.</p> <p>___ 20. Reflectivity: Display the ability to reflect and evaluate his/her own experience in terms of professional growth.</p> <p>___ 21. “With-it-ness”: Integrate an array of emotional, attitudinal, intellectual, and behavioral attributes into holistic problem-solving professionalism.</p>
--	--

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 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 personal interactions with and observation of the named teacher candidate. Mark NA on those items for which data are not available or item is not applicable.

<p>___ 1. Demeanor: Demonstrate positive attitudes in interactions with mentors, peers, faculty, and pupils.</p> <p>___ 2. Responsibility: Undertake and complete assigned tasks.</p> <p>___ 3. Maturity: Display maturity and poise in task completion and human-human interaction.</p> <p>___ 4. Cooperation: Display a positive willingness to work with peers, site teachers, and faculty.</p> <p>___ 5. Flexibility: Display a positive willingness and ability to adapt to changes in events, conditions, activities, and tasks.</p> <p>___ 6. Appearance: Is appropriate and professional.</p> <p>___ 7. Attendance/Punctuality: Is regular and punctual.</p> <p>___ 8. Initiative: Display independence in starting and completing activities, products, and tasks.</p> <p>___ 9. Social Sensitivity: Display a recognition of empathy for human differences in ethnicity, gender, physical ability, and intellectual ability.</p> <p>___ 10. Humor: Display an ability to use or respond to humor in personal and/or human-human interactions.</p> <p>___ 11. Patience: Display an ability to be patient in activities and/or in human-human interactions.</p> <p>___ 12. Tactfulness: Display the ability to recognize and compensate for the feelings and self-esteem of others.</p> <p>___ 13. Enthusiasm: Displayed energy and enthusiasm for teacher candidate related and site-related activities.</p>	<p>___ 14. Organization: Display the ability to monitor/control time, materials, and product due dates.</p> <p>___ 15. Creativity: Display the ability to synthesize theory and practice into new personalized adaptations and applications.</p> <p>___ 16. Written Communication: Written products reflect appropriate spelling, grammar, punctuation, syntax, and format.</p> <p>___ 17. Oral Communication: Display effective voice and speech delivery patterns.</p> <p>___ 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.</p> <p>___ 19. Intellectual Ability: Display the knowledge and cognitive ability to process information, analyze and evaluate events and problems, and make informed decisions.</p> <p>___ 20. Reflectivity: Display the ability to reflect and evaluate his/her own experience in terms of professional growth.</p> <p>___ 21. “With-it-ness”: Integrate an array of emotional, attitudinal, intellectual, and behavioral attributes into holistic problem-solving professionalism.</p>
--	--

Cooperating teacher signature _____

date _____

Student Teacher Ratings by Cooperating Teacher
University of Houston – Downtown

Student Teacher: _____ Grade: _____

Cooperating Teacher: _____ School: _____

Field Supervisor: _____ Subject(s): _____ Date: _____

Note: Cooperating teacher will complete once during first week of student teaching, once during each week (of 2 weeks) of full classroom control, and once during last week of student teaching for a total of 4 forms.

Directions: Please rate the intern on the following statements using a five (5) point scale.
 (5) = strongly agree (4) = agree (3) = undecided (2) = disagree (1) = strongly disagree (NA) not applicable

Instruction						
1. Plans instruction to achieve selected objectives.	5	4	3	2	1	NA
2. Organizes instruction to take into account cultural diversity.	5	4	3	2	1	NA
3. Organizes instruction to take into account other individual differences.	5	4	3	2	1	NA
4. 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
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 motivation for learning.	5	4	3	2	1	NA
11. Makes learning relevant to students' backgrounds and needs.	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 instruction.	5	4	3	2	1	NA
17. Maximizes instructional time.	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 relationships.	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						NA
24. Communicates with students to increase intrinsic motivation 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 on the back and indicate here. _____

Signature: _____ Date: _____

Student Teacher Ratings by Cooperating Teacher
University of Houston – Downtown

Student Teacher: _____ Grade: _____

Cooperating Teacher: _____ School: _____

Field Supervisor: _____ Subject(s): _____ Date: _____

Note: Cooperating teacher will complete once during first week of student teaching, once during each week (of 2 weeks) of full classroom control, and once during last week of student teaching for a total of 4 forms.

Directions: Please rate the intern on the following statements using a five (5) point scale.

(5) = strongly agree (4) = agree (3) = undecided (2) = disagree (1) = strongly disagree (NA) not applicable

Instruction						
1. Plans instruction to achieve selected objectives.	5	4	3	2	1	NA
2. Organizes instruction to take into account cultural diversity.	5	4	3	2	1	NA
3. Organizes instruction to take into account other individual differences.	5	4	3	2	1	NA
4. 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
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 motivation for learning.	5	4	3	2	1	NA
11. Makes learning relevant to students' backgrounds and needs.	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 instruction.	5	4	3	2	1	NA
17. Maximizes instructional time.	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 relationships.	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						NA
24. Communicates with students to increase intrinsic motivation 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 on the back and indicate here. _____

Signature: _____ Date: _____

Student Teacher Ratings by Cooperating Teacher
University of Houston – Downtown

Student Teacher: _____ Grade: _____

Cooperating Teacher: _____ School: _____

Field Supervisor: _____ Subject(s): _____ Date: _____

Note: Cooperating teacher will complete once during first week of student teaching, once during each week (of 2 weeks) of full classroom control, and once during last week of student teaching for a total of 4 forms.

Directions: Please rate the intern on the following statements using a five (5) point scale.

(5) = strongly agree (4) = agree (3) = undecided (2) = disagree (1) = strongly disagree (NA) not applicable

Instruction						
1. Plans instruction to achieve selected objectives.	5	4	3	2	1	NA
2. Organizes instruction to take into account cultural diversity.	5	4	3	2	1	NA
3. Organizes instruction to take into account other individual differences.	5	4	3	2	1	NA
4. 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
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 motivation for learning.	5	4	3	2	1	NA
11. Makes learning relevant to students' backgrounds and needs.	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 instruction.	5	4	3	2	1	NA
17. Maximizes instructional time.	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 relationships.	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						NA
24. Communicates with students to increase intrinsic motivation 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 on the back and indicate here. _____

Signature: _____ Date: _____

Student Teacher Ratings by Cooperating Teacher
University of Houston – Downtown

Student Teacher: _____ Grade: _____

Cooperating Teacher: _____ School: _____

Field Supervisor: _____ Subject(s): _____ Date: _____

Note: Cooperating teacher will complete once during first week of student teaching, once during each week (of 2 weeks) of full classroom control, and once during last week of student teaching for a total of 4 forms.

Directions: Please rate the intern on the following statements using a five (5) point scale.

(5) = strongly agree (4) = agree (3) = undecided (2) = disagree (1) = strongly disagree (NA) not applicable

Instruction						
1. Plans instruction to achieve selected objectives.	5	4	3	2	1	NA
2. Organizes instruction to take into account cultural diversity.	5	4	3	2	1	NA
3. Organizes instruction to take into account other individual differences.	5	4	3	2	1	NA
4. 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
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 motivation for learning.	5	4	3	2	1	NA
11. Makes learning relevant to students' backgrounds and needs.	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 instruction.	5	4	3	2	1	NA
17. Maximizes instructional time.	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 relationships.	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						NA
24. Communicates with students to increase intrinsic motivation 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 on the back and indicate here. _____

Signature: _____ Date: _____

Student Teacher Field Log

Student teacher: _____

Page # _____ of _____

No.	Date	Duties Performed	Other Notes
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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:
 - Classroom rules/regulations
 - Classroom organization
 - Student behavior expectations
 - 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: _____ Grade/Subject: _____

As I visited your class today, I observed the following:

Students were:

1. On task (majority) _____
2. Large group activity _____
3. Small group activity _____
4. Individualized instruction _____
5. Hands-on activity _____
6. Successful in learning _____
7. Other: _____

Teacher was:

1. Modeling desired behavior _____
2. Assisting large group _____
3. Assisting small group _____
4. Assisting individual _____
5. Monitoring students _____
6. Assessing students _____
7. Interacting with students _____
8. Managing time and materials _____
9. Providing constructive feedback _____
10. Other: _____

Evidence of Critical Thinking and/or Problem Solving:

1. Higher level questions _____
2. Teacher extending answers _____
3. Providing for elaboration _____
4. Providing for application _____
5. Appropriate level of
difficulty and/or challenge _____

Evidence of a Positive Climate:

1. Active/eager student participation _____
2. Signs of mutual respect _____
3. Enthusiasm for learning displayed _____
4. Warm/relaxed atmosphere _____
5. Disruptive behavior redirected _____
6. Desired behavior reinforced _____
7. Risk-free environment _____
8. Other _____

Recommendations:

Student teacher: Cooperating teacher: Campus/SD: UHD ID: TEA ID:	PD3 semester/year:						Observation 1 date:						Observation 2 date:						Observation 3 date:					
	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:	start time:	end time:				
Supervisor:	distinct	accomplished	proficient	developing	improvement needed	distinct	accomplished	proficient	developing	improvement needed	distinct	accomplished	proficient	developing	improvement needed	distinct	accomplished	proficient	developing	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																								
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.																								
DOMAIN 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 PD3.	Not assessed in PD3																							

Signature lines:

Observation 1:

student teacher

supervisor

cooperating teacher

date

Observation 2:

student teacher

supervisor

cooperating teacher

date

Observation 3:

student teacher

supervisor

cooperating teacher

date

T-TESS Classroom Observation Report

Student teacher: _____ TEA ID: _____

Field Supervisor: _____ Cooperating Teacher: _____

DOMAINS		Distinguished	Accomplished	Proficient	Developing	Improvement needed	Comments
<p>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.</p>							
<p>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 students to monitor and adjust instruction, checks understanding through purposeful questioning, adjusts instruction to maintain engagement</p>							
<p>III. Learning Environment 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.</p>							
<p>IV-Professional Practices & Responsibilities: Not Rated on this instrument</p>							

Please note: Not all criteria under each domain will be observable during a single observation. Items not observed can be marked "NA".

Principal/Designee's Signature: _____ date: _____

Cooperating teacher signature: _____ date: _____

Student teacher signature: _____ date: _____

Field supervisor signature: _____ date: _____

T-TESS Classroom Observation Report

Student teacher: _____ TEA ID: _____

Field Supervisor: _____ Cooperating Teacher: _____

DOMAINS	Distinguished	Accomplished	Proficient	Developing	Improvement needed	Comments
<p>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.</p>						
<p>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 students to monitor and adjust instruction, checks understanding through purposeful questioning, adjusts instruction to maintain engagement</p>						
<p>III. Learning Environment 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.</p>						
<p>IV-Professional Practices & Responsibilities: Not Rated on this instrument</p>						

Please note: Not all criteria under each domain will be observable during a single observation. Items not observed can be marked "NA".

Principal/Designee's Signature: _____ date: _____

Cooperating teacher signature: _____ date: _____

Student teacher signature: _____ date: _____

Field supervisor signature: _____ date: _____

T-TESS Classroom Observation Report

Student teacher: _____ TEA ID: _____

Field Supervisor: _____ Cooperating Teacher: _____

DOMAINS	Distinguished	Accomplished	Proficient	Developing	Improvement needed	Comments
<p>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.</p>						
<p>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 students to monitor and adjust instruction, checks understanding through purposeful questioning, adjusts instruction to maintain engagement</p>						
<p>III. Learning Environment 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.</p>						
<p>IV-Professional Practices & Responsibilities: Not Rated on this instrument</p>						

Please note: Not all criteria under each domain will be observable during a single observation. Items not observed can be marked "NA".

Principal/Designee's Signature: _____ date: _____

Cooperating teacher signature: _____ date: _____

Student teacher signature: _____ date: _____

Field supervisor signature: _____ date: _____

