

STEP 1- FINAL EVALUATION¹

©UTeach, University of Texas at Austin

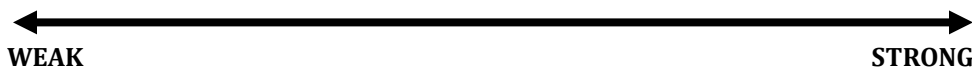
Note: After observing the Step 1 students teach all of their lessons, please fill out one final evaluation PER STUDENT and return via email or in our postage paid envelope. Thank you for mentoring Step 1 students this semester!

| | | | |
|----------------|--|----------------------------|--|
| UTEACH STUDENT | | GRADE LEVEL AND SUBJECT | |
| MENTOR TEACHER | | DATE/SEMESTER | |

Assess the performance of the student in each category by placing an **X** on the sliding scale. The endpoints of the scale are described under the label **Beginning Competent**. The target of **Advanced Competent** is not an expectation for Step 1 students.

Cluster I – Subject Matter Knowledge

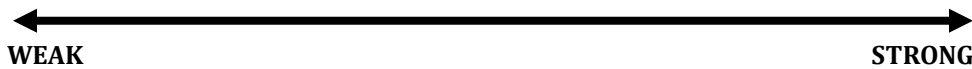
| Component 1a – The UTeach teacher demonstrates an understanding of the subject at the target level. | | |
|--|---|--|
| BEGINNING COMPETENT | | TARGET: ADVANCED COMPETENT |
| Displays a limited understanding of the subject, making significant errors and is unaware or unable to correct inaccuracies. | Displays a general understanding of the subject, but makes occasional errors or does not respond well to questions. | Displays comprehensive understanding of the subject and can explain complex topics in a variety of ways, making connections and generalizations with previously learned content and responds knowledgeably to questions. |



In the space below, describe at least one observation as evidence to support your assessment.

Cluster III – Teaching Preparation

| Component 3a – The UTeach teacher utilizes subject knowledge to design activities that promote interest, participation, and learning for students at all ability levels. | | |
|---|--|---|
| BEGINNING COMPETENT | | TARGET: ADVANCED COMPETENT |
| Designs activities that do not allow students to participate in constructing their own understanding of the subject. Activities generally do not promote interest, participation, or learning of the subject. | Designs activities that allow students a limited participation in constructing their own understanding of the subject. Activities promote interest and participation for some students, but may lack depth of subject content and may not always promote student learning. | Student activities reflect instructor's deep understanding of the subject and are designed to include students consistently participating in constructing their own understanding of the subject. Activities promote interest, participation and learning for all students. |



In the space below, describe at least one observation as evidence to support your assessment.

¹ Adapted from the Teacher Development Rubric (TDR) UTeach – College of Natural Sciences, The University of Texas at Austin.

Cluster IV – Classroom Environment

Component 4a – The UTeach teacher manages student behavior and creates rapport with and among students in an environment of respect.

| BEGINNING COMPETENT | | TARGET: ADVANCED COMPETENT |
|---|--|---|
| <p>Fails to communicate clear expectations of classroom behavior, and minimally monitors or inappropriately responds to student misbehavior. Classroom interactions are not positive and may be characterized by sarcasm, put-downs, or conflict.</p> | <p>Demonstrates an awareness of student behavior, has established standards of conduct, but responds inconsistently or inappropriately to students. Classroom interactions are respectful.</p> | <p>Demonstrates an awareness of student behavior, has established clear standards of conduct and consistently and appropriately responds to students. Classroom interactions are characterized by students who are considerate of others, time, and property.</p> |



In the space below, describe at least one observation as evidence to support your assessment.

Component 4b – The UTeach teacher effectively and safely uses physical space to enhance learning for all students.

| BEGINNING COMPETENT | | TARGET: ADVANCED COMPETENT |
|--|--|--|
| <p>Fails to use standard procedures in the physical environment, resulting in unsafe or inaccessible conditions for some students. The physical arrangement or technology does not support the lesson.</p> | <p>Consistently uses standard procedures in the physical environment resulting in students' ability to complete activities without risk of physical harm. The physical arrangement and use of technology generally supports the learning activities.</p> | <p>Establishes a learning environment that is safe, and students contribute to ensuring that the physical environment supports the learning of all students. The physical arrangement and use of technology consistently supports the learning activities.</p> |



In the space below, describe at least one observation as evidence to support your assessment.

Cluster V – Instruction and Delivery

Component 5b – The UTeach teacher communicates clearly and articulately.

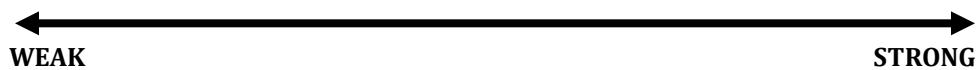
| BEGINNING COMPETENT | | TARGET: ADVANCED COMPETENT |
|--|--|---|
| <p>Fails to effectively communicate orally or in writing. Communication contains errors, is unclear, or inappropriate for students. Does not respond to or understand student questions or concerns.</p> | <p>Communicates clearly and expressively both orally and in writing. Anticipates possible student misconceptions and responds to and understands student questions and concerns.</p> | <p>Communicates clearly and accurately, encouraging students to ask questions of the teacher, one another, and themselves. Responds to student questions and concerns, challenging students to test their own conceptual understandings</p> |



In the space below, describe at least one observation as evidence to support your assessment.

Component 5c – The UTeach teacher uses questioning and assessment technique to enhance students’ participation and learning.

| BEGINNING COMPETENT | | TARGET: ADVANCED COMPETENT |
|---|---|--|
| <p>Asks limited questions in a recitation format, resulting in trivialized student participation. Formative assessments give little information about student learning.</p> | <p>Asks some questions that go beyond recitation, though most are answered by a limited number of students. Formative assessments give limited feedback about student learning.</p> | <p>Systematically uses questioning and assessment techniques that promote all students to participate in classroom activities. Follows student responses with prompts that encourage students to think deeper about the subject and continually collects information from formative assessments to measure student learning.</p> |



In the space below, describe at least one observation as evidence to support your assessment.

MENTOR TEACHER SIGNATURE