

Teacher Candidate: \_\_\_\_\_

Placement \_\_\_\_\_

Coop / Mentor: \_\_\_\_\_ Course No: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

University of Wisconsin-La Crosse  
**Standards in Practice**  
**Student Teaching - Final**

Signatures

\_\_\_\_\_ Teacher Candidate

\_\_\_\_\_ Coop / Mentor

\_\_\_\_\_ Univ. Supervisor

**Standard 1:** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>connects knowledge</b> of the central concepts and structures of the discipline. <input type="checkbox"/> TC <b>evaluates</b> errors and inaccuracies in content within the learning environment.	<input type="checkbox"/> TC <b>connects knowledge</b> of the central concepts and structures of the discipline <b>to make the subject matter relevant</b> for learners. <input type="checkbox"/> TC <b>remediates</b> errors and inaccuracies in content within the learning environment.	<input type="checkbox"/> TC <b>engages</b> learners in generating knowledge of the discipline to make the subject matter meaningful for learners. <input type="checkbox"/> TC <b>predicts errors</b> and designs lessons to <b>preempt</b> them.	<input type="checkbox"/> Ready to Advance <input type="checkbox"/> Develop Remediation Plan (Please Explain)

Comments

**Standard 2:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>designs and delivers</b> instruction based on knowledge of learner abilities (i.e., intellectual, social and personal).	<input type="checkbox"/> TC <b>designs and delivers</b> instruction based on knowledge of learner abilities that supports whole learner development (i.e., intellectual, social and personal).	<input type="checkbox"/> TC <b>elicits</b> learner input in designing and delivering individualized instruction to support whole learner development (i.e., intellectual, social and personal).	<input type="checkbox"/> Ready to Advance <input type="checkbox"/> Develop Remediation Plan (Please Explain)

Comments

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**Standard 3:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>creates learning experiences</b> that incorporate awareness of <b>both</b> individual differences and the barriers that impede learning. <input type="checkbox"/> TC <b>evaluates</b> situations in the learning environment where barriers exist.	<input type="checkbox"/> TC <b>creates an inclusive learning environment</b> that respects individual differences and provides support for the diverse needs of learners. <input type="checkbox"/> TC <b>remediates</b> situations in the learning environment where barriers exist.	<input type="checkbox"/> TC <b>celebrates the diversity</b> of individual learning styles and builds learning experiences that <b>draw upon individual learners' strengths</b> . <input type="checkbox"/> TC <b>cultivates a learning environment</b> in which barriers are made permeable.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)

Comments

**Standard 4:** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>uses</b> a variety of instructional strategies, which may include appropriate technology, <b>during practice</b> . <input type="checkbox"/> TC <b>creates learning experiences</b> that encourage critical thinking, problem solving, and performance skills.	<input type="checkbox"/> TC <b>uses a variety</b> of relevant instructional strategies, which may include appropriate technology, <b>to build coherent learning experiences</b> . <input type="checkbox"/> TC <b>cultivates a learning environment</b> that encourages critical thinking, problem solving, and performance skills.	<input type="checkbox"/> TC <b>facilitates</b> the learning experience to help students to bring relevance to learning in real life situations. <input type="checkbox"/> TC <b>cultivates a learning environment</b> that encourages <u>growth in</u> critical thinking, problem solving, and performance skills.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)

Comments

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<b>Standard 5:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.			
Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>articulates a framework</b> for using individual and group motivation to cultivate a stimulating learning environment. <input type="checkbox"/> TC <b>creates experiences</b> that encourage positive social interaction, engagement, and self-motivation for all learners.	<input type="checkbox"/> TC <b>uses</b> individual and group motivation strategies to <b>cultivate</b> a stimulating learning environment for all learners. (e.g., encouraging positive social interaction, fostering active engagement, and bolstering self-motivation)	<input type="checkbox"/> TC <b>readily adapts instruction</b> based on individual and group motivational needs in order to encourage positive social interaction, foster active engagement, and bolster self-motivation for all learners.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			
<b>Standard 6:</b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.			
Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>uses</b> effective communication techniques in the learning environment.	<input type="checkbox"/> TC <b>uses</b> effective communication techniques <b>to foster</b> active inquiry, collaboration, and supportive interaction in the learning environment.	<input type="checkbox"/> TC <b>fosters</b> effective communication techniques among learners in their environment.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			

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<b>Standard 7:</b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.			
<b>Below Student Teaching Proficiency</b>	<b>Student Teaching Proficiency</b>	<b>Exceeds Student Teaching Proficiency</b>	<b>Overall Rating</b>
<input type="checkbox"/> TC <b>plans sequential</b> learning experiences that convey subject matter relevant to the learner to meet curriculum goals.	<input type="checkbox"/> TC <b>plans sequential</b> learning experiences that integrate subject matter relevant to the learner, making community connections while meeting curriculum goals.	<input type="checkbox"/> TC <b>collaborates</b> with learners to plan and implement relevant learning experiences that meet curriculum goals and makes connections to the global community.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			
<b>Standard 8:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			
<b>Below Student Teaching Proficiency</b>	<b>Student Teaching Proficiency</b>	<b>Exceeds Student Teaching Proficiency</b>	<b>Overall Rating</b>
<input type="checkbox"/> TC <b>designs informal assessments to evaluate</b> the development of learners. <input type="checkbox"/> TC designs effective <b>formal assessments</b> to evaluate learner development.	<input type="checkbox"/> TC <b>uses informal assessment data</b> to ensure the continuous development of learners. <input type="checkbox"/> TC <b>uses formal assessment data</b> to effectively evaluate the continuous development of learners.	<input type="checkbox"/> TC <b>collaborates with learners</b> to implement &/or design informal assessments that evaluate learner development. <input type="checkbox"/> TC <b>collaborates with learners</b> to develop &/or implement effective formal assessments that evaluate learner development.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)
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<b>Standard 9:</b> The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.			
Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>evaluates</b> the effects of his/her choices and actions on learners <input type="checkbox"/> TC <b>articulates</b> strategies for improving practice <input type="checkbox"/> TC <b>seeks and integrates</b> feedback to improve instruction and for professional growth.	<input type="checkbox"/> TC <b>continually evaluates</b> the effects of his/her choices and actions on learners. <input type="checkbox"/> TC <b>makes adjustments</b> to improve his/her practice. <input type="checkbox"/> TC continually <b>seeks and integrates</b> feedback to improve instruction and for professional growth.	<input type="checkbox"/> TC <b>continually evaluates</b> the effects of his/her choices and actions on learners, <u>parents, and professionals</u> <input type="checkbox"/> TC <b>makes immediate adjustments</b> to improve the learning experience. <input type="checkbox"/> TC continually <b>seeks and integrates</b> feedback while <b>also</b> serving as a <b>mentor for others</b> .	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			
<b>Standard 10:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.			
Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC <b>acts with integrity</b> , fairness, and in an ethical manner. <input type="checkbox"/> TC <b>communicates effectively</b> with <b>school colleagues, parents, &amp;/or agencies</b> to support pupil learning and well-being.	<input type="checkbox"/> TC <b>acts with integrity</b> , fairness, and in an ethical manner and involves students to act in the same manner. <input type="checkbox"/> TC <b>fosters relationships</b> with <b>school colleagues, parents, &amp;/or agencies</b> to support pupil learning and well-being.	<input type="checkbox"/> TC <b>consistently acts with integrity</b> , fairness, and in an ethical manner and leads others to do the same. <input type="checkbox"/> TC <b>fosters relationships</b> with and makes use of school colleagues, parents, and larger community agencies <b>to ensure</b> pupil learning and well-being.	<input type="checkbox"/> Ready to Advance  <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			