

Teacher Candidate: _____

Placement _____

Coop / Mentor: _____ Course No: _____ Semester/Year: _____

University of Wisconsin-La Crosse
Standards in Practice
Student Teaching - Midterm

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 connects knowledge of the central concepts and structures of the discipline. <input type="checkbox"/> TC evaluates errors and inaccuracies in content within the learning environment.	<input type="checkbox"/> TC connects knowledge of the central concepts and structures of the discipline to make the subject matter relevant for learners. <input type="checkbox"/> TC remediates errors and inaccuracies in content within the learning environment.	<input type="checkbox"/> TC engages learners in generating knowledge of the discipline to make the subject matter meaningful for learners. <input type="checkbox"/> TC predicts errors and designs lessons to preempt 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 designs and delivers instruction based on knowledge of learner abilities (i.e., intellectual, social and personal).	<input type="checkbox"/> TC designs and delivers instruction based on knowledge of learner abilities that supports whole learner development (i.e., intellectual, social and personal).	<input type="checkbox"/> TC elicits 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 creates learning experiences that incorporate awareness of both individual differences and the barriers that impede learning. <input type="checkbox"/> TC evaluates situations in the learning environment where barriers exist.	<input type="checkbox"/> TC creates an inclusive learning environment that respects individual differences and provides support for the diverse needs of learners. <input type="checkbox"/> TC remediates situations in the learning environment where barriers exist.	<input type="checkbox"/> TC celebrates the diversity of individual learning styles and builds learning experiences that draw upon individual learners' strengths . <input type="checkbox"/> TC cultivates a learning environment 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 uses a variety of instructional strategies, which may include appropriate technology, during practice . <input type="checkbox"/> TC creates learning experiences that encourage critical thinking, problem solving, and performance skills.	<input type="checkbox"/> TC uses a variety of relevant instructional strategies, which may include appropriate technology, to build coherent learning experiences . <input type="checkbox"/> TC cultivates a learning environment that encourages critical thinking, problem solving, and performance skills.	<input type="checkbox"/> TC facilitates the learning experience to help students to bring relevance to learning in real life situations. <input type="checkbox"/> TC cultivates a learning environment 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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Standard 5: 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 articulates a framework for using individual and group motivation to cultivate a stimulating learning environment. <input type="checkbox"/> TC creates experiences that encourage positive social interaction, engagement, and self-motivation for all learners.	<input type="checkbox"/> TC uses individual and group motivation strategies to cultivate a stimulating learning environment for all learners. (e.g., encouraging positive social interaction, fostering active engagement, and bolstering self-motivation)	<input type="checkbox"/> TC readily adapts instruction 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			
Standard 6: 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 uses effective communication techniques in the learning environment.	<input type="checkbox"/> TC uses effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning environment.	<input type="checkbox"/> TC fosters 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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Standard 7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.			
Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC plans sequential learning experiences that convey subject matter relevant to the learner to meet curriculum goals.	<input type="checkbox"/> TC plans sequential learning experiences that integrate subject matter relevant to the learner, making community connections while meeting curriculum goals.	<input type="checkbox"/> TC collaborates 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			
Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			
Below Student Teaching Proficiency	Student Teaching Proficiency	Exceeds Student Teaching Proficiency	Overall Rating
<input type="checkbox"/> TC designs informal assessments to evaluate the development of learners. <input type="checkbox"/> TC designs effective formal assessments to evaluate learner development.	<input type="checkbox"/> TC uses informal assessment data to ensure the continuous development of learners. <input type="checkbox"/> TC uses formal assessment data to effectively evaluate the continuous development of learners.	<input type="checkbox"/> TC collaborates with learners to implement &/or design informal assessments that evaluate learner development. <input type="checkbox"/> TC collaborates with learners 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)
Comments			

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Standard 9: 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 evaluates the effects of his/her choices and actions on learners <input type="checkbox"/> TC articulates strategies for improving practice <input type="checkbox"/> TC seeks and integrates feedback to improve instruction and for professional growth.	<input type="checkbox"/> TC continually evaluates the effects of his/her choices and actions on learners. <input type="checkbox"/> TC makes adjustments to improve his/her practice. <input type="checkbox"/> TC continually seeks and integrates feedback to improve instruction and for professional growth.	<input type="checkbox"/> TC continually evaluates the effects of his/her choices and actions on learners, <u>parents, and professionals</u> <input type="checkbox"/> TC makes immediate adjustments to improve the learning experience. <input type="checkbox"/> TC continually seeks and integrates feedback while also serving as a mentor for others .	<input type="checkbox"/> Ready to Advance <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			
Standard 10: 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 acts with integrity , fairness, and in an ethical manner. <input type="checkbox"/> TC communicates effectively with school colleagues, parents, &/or agencies to support pupil learning and well-being.	<input type="checkbox"/> TC acts with integrity , fairness, and in an ethical manner and involves students to act in the same manner. <input type="checkbox"/> TC fosters relationships with school colleagues, parents, &/or agencies to support pupil learning and well-being.	<input type="checkbox"/> TC consistently acts with integrity , fairness, and in an ethical manner and leads others to do the same. <input type="checkbox"/> TC fosters relationships with and makes use of school colleagues, parents, and larger community agencies to ensure pupil learning and well-being.	<input type="checkbox"/> Ready to Advance <input type="checkbox"/> Develop Remediation Plan (Please Explain)
Comments			