

## Professional Final Evaluation

**The student teacher demonstrates proficiency of the Wisconsin Department of Public Instruction's Teacher Standards.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student Teacher)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Cooperating Teacher)

Signed: \_\_\_\_\_ Dept/Course/Sect: \_\_\_\_\_  
(University Supervisor)

### Proficiency Categories:

#### Professional (P)

The teacher candidate demonstrates accomplishment of the components of the standard. The teacher candidate meets the knowledge, dispositions and/or performance skills of an initial educator.

#### Beginning (B)

The teacher candidate demonstrates partial implementation of the components of the standard. The teacher candidate needs support for continued development of the knowledge, dispositions and/or performance skills.

#### Unmet (U)

The teacher candidate articulates very little understanding of the concepts related to the component. The teacher candidate must improve on the knowledge, dispositions, and/or performance skills associated with the standard. The teacher candidate will not pass his/her student teaching courses or receive certification at this level.

**Please review artifacts and observation forms to rate proficiency. Rate proficiency by placing a P, B or U in the box. Please refer to the University of Wisconsin-La Crosse Standards in Practice for more detailed information about these proficiency categories. If the cooperating teacher believes the teacher candidate is between developmental levels, he/she may use +s and -s. Please add comments to support your rating.**

**Standard 1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to learners.**

Component	Proficiency	Comments
<b>Content Knowledge</b>		
<b>Creation of Learning Experiences</b>		

**Standard 2: The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.**

Component	Proficiency	Comments
<b>Developmental Characteristics and Progression of Learners</b>		
<b>Learners' Prior Knowledge and Experiences</b>		

**Standard 3: The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

Component	Proficiency	Comments
<b>Knowledge of Learner Differences</b>		
<b>Strategies for Support</b>		

**Standard 4: The teacher candidate understands and uses a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.**

Component	Proficiency	Comments
<b>Instructional Models and Strategies</b>		
<b>Instructional Role</b>		

**Standard 5: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.**

Component	Proficiency	Comments
<b>Motivation</b>		
<b>Learning Environment</b>		

**Standard 6: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

Component	Proficiency	Comments
<b>Communication</b>		

**Standard 7: The teacher candidate plans instruction based upon knowledge of the subject matter, learners, the community, and curriculum goals.**

Component	Proficiency	Comments
<b>Planning</b>		

**Standard 8: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

Component	Proficiency	Comments
<b>Uses of Assessment Strategies</b>		
<b>Uses of Assessment Data</b>		

**Standard 9: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

Component	Proficiency	Comments
<b>Reflection for Professional Growth</b>		

**Standard 10: The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

Component	Proficiency	Comments
<b>Development of Family, Staff, and Community Relationships</b>		

**Comments:**