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| Teacher Candidate: Click or tap here to enter text. | University of Wisconsin – La Crosse School of Education  Standards in Practice | Program: Choose an item. |
| Placement Site: Click or tap here to enter text. | Certification Area (e.g., Art, Chemistry, Spanish, etc.):  Click or tap here to enter text. |
| Coop Teacher: Click or tap here to enter text. |
| University Supervisor: Click or tap here to enter text. | The following were present for a discussion of this evaluation:  Teacher Candidate  Coop Teacher | Experience Type: Choose an item. |
| Course Number: Click or tap here to enter text. | Date: Click or tap to enter a date. |

**NOTE:** The “N/A” option should only be used when evaluating teacher candidates in Field Experiences I and II. Student teachers must have a numerical rating for each standard.

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| **THE LEARNER AND LEARNING** | | | | | |
| **Standard 1- Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC **does not** plan developmentally appropriate learning experiences | TC **inconsistently** plans developmentally appropriate learning experiences | TC **plans** developmentally appropriate learning experiences for whole group | TC plans developmentally appropriate learning experiences for the whole group that are **responsive to individual learners’ academic strengths, interests, and/or needs** | TC plans developmentally appropriate learning experiences based on **knowledge of learners’ personal, cultural and/or community assets** |  |

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| **Standard 2 – Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC **does not** identify instructional supports | TC **identifies and describes** instructional supports | TC **plans** instructional supports that facilitate an **inclusive learning environment** | TC plans **and implements** instructional supports that facilitate an inclusive learning environment | TC **collaborates and/or engages with community** to plan and implement instructional supports that facilitate an inclusive learning environment |  |

**Comments (Standards 1, 2 & 3):**

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| **Standard 3 – Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that  encourage positive social interaction, active engagement in learning, and self-motivation. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC **does not** create an engaging or safe learning environment | TC **plans for and/or creates** a safe learning environment | TC creates a safe **and engaging** learning environment **that supports positive social interaction** | TC **collaborates with colleagues** to create a safe and engaging learning environment that supports positive social interaction **between learners** | TC collaborates with colleagues **and learners** to create a safe and engaging learning environment that supports positive social interaction between learners |  |
| TC **does not** demonstrate respect for learners | **At times** TC demonstrates respect for learners | TC **demonstrates** respect for **all** learners | TC demonstrates respect for and **responsiveness to individual learners** |  |  |

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| **CONTENT KNOWLEDGE** | | | | | |
| **Standard 4 – Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC communicates  **inaccurate** content | TC communicates  **accurate** content | TC communicates accurate content **through use of multiple explanations and representations** | TC communicates accurate content through use of multiple explanations and representations, providing **meaningful and relevant opportunities for learners to apply content** | TC communicates accurate content through use of multiple explanations and representations, providing meaningful and relevant opportunities for learners to apply **and master** content |  |
| TC **does not** recognize learner misconceptions and errors in content | TC **recognizes** learner misconceptions and errors in content | TC recognizes **and responds** to learner misconceptions and errors | TC recognizes and responds to learner misconceptions and errors **and uses information to adjust subsequent plans and/or current instruction** | TC **anticipates** learner misconceptions and errors and purposefully plans to make the content **more accessible to all learners** |  |
| TC **does not** identify academic language demands | TC **identifies** academic language demands | TC identifies academic language demands and **creates opportunities for learners to practice the language** | TC creates opportunities for learners to practice academic language demands **and implements whole class supports that make the content accessible to learners** | TC creates opportunities for learners to practice academic language demands and implements whole class **and individual learner supports** that make the content accessible to **all** learners |  |

**Comments (Standards 4 & 5):**

Click or tap here to enter text.

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| **Standard 5 – Application of Content**: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC **does not** engage learners in critical thinking or problem solving | TC **inconsistently** engages learners in critical thinking or problem solving | TC engages learners in critical thinking or problem solving | TC engages learners in critical thinking or problem solving that **deepens learning** | TC engages learners **independently and collaboratively** in critical thinking or problem solving that **allows learners to generate their own ideas about the content** |  |
| TC **does not** link content to other disciplines or authentic, real world situations | TC **inconsistently** links content to other disciplines or authentic, real world situations | TC **links** content to other disciplines or authentic, real world situations | TC links content to other disciplines or authentic, real world situations **to promote learners' ability to make relevant connections** | TC links content to other disciplines or authentic, real world situations to promote learners' ability to make relevant connections **in a collaborative manner** |  |

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| **INSTRUCTIONAL PRACTICE** | | | | | |
| **Standard 6 – Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner  progress, and to guide the teachers’ and learner’s decision making. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC does not use assessment | TC uses assessment that is **misaligned or loosely tied** to learning objectives | TC uses assessment that is **aligned to learning objectives** | TC **uses multiple methods** of assessment that are aligned to learning objectives | TC uses multiple methods of assessment that **span depth of knowledge levels** |  |
| TC does not provide feedback | TC provides **inaccurate and/or superficial feedback** | TC **uses assessment data** to provide **meaningful** feedback aligned to learning objectives | TC **analyzes** assessment data to provide meaningful feedback **to address patterns and gaps in learning and to guide planning and instruction** | TC **engages the learner** in analyzing data and setting learning goals |  |

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| **Standard 7 – Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC selects and/or creates **inappropriate and/or irrelevant** learning experiences | TC selects and/or creates learning experiences that are **aligned to curriculum goals and/or content standards** | TC selects and/or creates, and **sequences** learning experiences that are aligned to curriculum goals and/or content standards, **and makes content relevant to learners** | TC **collaborates with others** to select and/or create, and sequences learning experiences that are aligned to curriculum goals and/or content standards, and makes the content relevant to learners | TC collaborates with others to select and/or create, and sequences **personalized** learning experiences that are aligned to curriculum goals and/or content standards |  |
| TC **does not plan** learning experiences based on learners’ prior knowledge/skill or information from assessment | TC **inconsistently** plans learning experiences based on learners’ prior knowledge/skill or information from assessment | TC plans learning experiences based on **learners’ prior knowledge/skill or information from assessment** | TC adjusts plans based on learners’ response | TC adjusts plans based on **individual learner’s response** |  |

**Comments (Standards 6, 7 & 8):**

Click or tap here to enter text.

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| **Standard 8 – Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep  understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC uses instructional strategies that **do not** support learning objectives and content standards | TC uses a **single** instructional strategy that **supports** learning objectives and content standards | TC uses **various** instructional strategies that support learning objectives and content standards | TC uses various instructional strategies that support learning objectives and content standards **in a way that makes learning accessible to all learners** | TC **collaborates with learners to determine** instructional strategies that support learning objectives and content standards |  |
| TC does not engage learners | TC engages learners **in low level learning** | TC engages learners in  **higher level learning** | TC engages learners in higher level learning **in relevant and meaningful ways** | TC engages learners in **the design and implementation** of higher level learning in relevant and meaningful ways |  |

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| **PROFESSIONALRESPONSIBILITY** | | | | | |
| **Standard 9 – Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet  the needs of each learner. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC **does not** accept or reflect upon feedback | TC **accepts and reflects upon** feedback to evaluate the effects of his/her decisions on others | TC **seeks, reflects upon and uses** feedback to adapt instruction for the whole group | TC seeks, reflects upon and uses feedback to adapt instruction for the whole group **and individual learners** | TC participates in an ongoing cycle of reflection**, continuously working to improve practice**, inorder to adapt instruction for whole groups and individual learners |  |

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| **Standard 10 – Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | | | | | |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| TC **does not** collaborate | TC **collaborates** with colleagues | TC collaborates with colleagues **to support learner growth and development** | TC collaborates with colleagues**, families, and learners** to support learner growth and development | TC collaborates with colleagues, other school professionals, families, learners **and community** to support learner growth and development |  |
| TC demonstrates  **unprofessional behaviors** | TC demonstrates  **professional behaviors** | TC demonstrates professional behaviors **and engages in advocacy efforts that contribute to student learning** | TC engages in advocacy efforts that contribute to student learning **and to the profession** | TC assumes **leadership roles** that promote and advance the profession |  |

**Comments (Standards 9 & 10):**

Click or tap here to enter text.

**OVERALL RATING**

Progressing (Student Teaching Midterm Only)

Ready to Advance

Develop Support Plan

**Overall Comments:**

Click or tap here to enter text.