Teacher Candidate:	**University of Wisconsin – La Crosse** **School of Education** **Standards in Practice**	Program:	
Placement Site:		Certification Area:	
Coop Teacher:		Experience Type:	
University Supervisor:	The following were present for a discussion of this evaluation: ☐ Teacher Candidate ☐ Coop Teacher	Semester:	Course #
Portfolio Advisor:		Date:	

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.

5	4	3	2	1
☐ TC plans developmentally appropriate learning experiences based on **knowledge of learners' personal, cultural and/or community assets**	☐ 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 for whole group	☐ TC **inconsistently** plans developmentally appropriate learning experiences	☐ TC **does not** plan developmentally appropriate learning experiences

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.

5	4	3	2	1
☐ TC **collaborates and/or engages with community** to plan and implement instructional supports that facilitate an inclusive learning environment	☐ TC plans **and implements** instructional supports that facilitate an inclusive learning environment	☐ TC **plans** instructional supports that facilitate an **inclusive learning environment**	☐ TC **identifies and describes** instructional supports	☐ TC **does not** identify instructional supports

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.

5	4	3	2	1
☐ TC collaborates with colleagues **and learners** to create a safe and engaging learning environment that supports positive social interaction between learners	☐ TC **collaborates with colleagues** to create a safe and engaging learning environment that supports positive social interaction **between learners**	☐ TC creates a safe **and engaging** learning environment **that supports positive social interaction**	☐ TC **plans for and/or creates** a safe learning environment	☐ TC **does not** create an engaging or safe learning environment
	☐ TC demonstrates respect for and **responsiveness to individual learners**	☐ TC **demonstrates** respect for **all** learners	☐ **At times** TC demonstrates respect for learners	☐ TC **does not** demonstrate respect for learners

Comments (Standards 1, 2 & 3):

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.

5	4	3	2	1
☐ TC communicates accurate content through use of multiple explanations and representations, providing meaningful and relevant opportunities for learners to apply **and master** content	☐ 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**	☐ TC communicates **accurate** content	☐ TC communicates **inaccurate** content
☐ TC **anticipates** learner misconceptions and errors and purposefully plans to make the content **more accessible to all learners**	☐ TC recognizes and responds to learner misconceptions and errors **and uses information to adjust subsequent plans and/or current instruction**	☐ TC recognizes **and responds** to learner misconceptions and errors	☐ TC **recognizes** learner misconceptions and errors in content	☐ TC **does not** recognize learner misconceptions and errors in content
☐ 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	☐ TC creates opportunities for learners to practice academic language demands **and implements whole class supports that make the content accessible to learners**	☐ TC identifies academic language demands and **creates opportunities for learners to practice the language**	☐ TC **identifies** academic language demands	☐ TC **does not** identify academic language demands

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.

5	4	3	2	1
☐ TC engages learners **independently and collaboratively** in critical thinking or problem solving that **allows learners to generate their own ideas about the content**	☐ TC engages learners in critical thinking or problem solving that **deepens learning**	☐ TC engages learners in critical thinking or problem solving	☐ TC **inconsistently** engages learners in critical thinking or problem solving	☐ TC **does not** engage learners in critical thinking or problem solving
☐ TC links content to other disciplines or authentic, real world situations to promote learners' ability to make relevant connections **in a collaborative manner**	☐ 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	☐ TC **inconsistently** links content to other disciplines or authentic, real world situations	☐ TC **does not** link content to other disciplines or authentic, real world situations

Comments (Standards 4 & 5):

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.

5	4	3	2	1
☐ TC uses multiple methods of assessment that **span depth of knowledge levels**	☐ TC **uses multiple methods** of assessment that are aligned to learning objectives	☐ TC uses assessment that is **aligned to learning objectives**	☐ TC uses assessment that is **misaligned or loosely tied** to learning objectives	☐ TC **does not** use assessment
☐ TC **engages the learner** in analyzing data and setting learning goal**s**	☐ TC **analyzes** assessment data to provide meaningful feedback **to address patterns and gaps in learning and to guide planning and instruction**	☐ TC **uses assessment data** to provide **meaningful** feedback aligned to learning objectives	☐ TC provides **inaccurate and/or superficial feedback**	☐ TC **does not provide feedback**

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.

5	4	3	2	1
☐ 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 **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 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 selects and/or creates learning experiences that are **aligned to curriculum goals and/or content standards**	☐ TC selects and/or creates **inappropriate and/or irrelevant** learning experiences
☐ TC adjusts plans based on **individual learner's response**	☐ TC **adjusts plans based on learners' response**	☐ TC plans 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 **does not plan** learning experiences based on learners' prior knowledge/skill or information from assessment

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.				
5	**4**	**3**	**2**	**1**
☐ TC **collaborates with learners to determine** 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 uses **various** instructional strategies that support learning objectives and content standards	☐ TC uses a **single** instructional strategy that **supports** learning objectives and content standards	☐ TC uses instructional strategies that **do not** support learning objectives and content standards
☐ TC engages learners in **the design and implementation** of higher level learning in relevant and meaningful ways	☐ TC engages learners in higher level learning **in relevant and meaningful ways**	☐ TC engages learners in **higher level learning**	☐ TC engages learners **in low level learning**	☐ TC does not engage learners

Comments (Standards 6, 7 & 8):

PROFESSIONAL RESPONSIBILITY

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.

5	4	3	2	1
☐ TC participates in an ongoing cycle of reflection, **continuously working to improve practice**, in order to adapt instruction for whole groups and individual learners	☐ TC seeks, reflects upon and uses feedback to adapt instruction for the whole group **and individual learners**	☐ TC **seeks, reflects upon and uses** feedback to adapt instruction for the whole group	☐ TC **accepts and reflects upon** feedback to evaluate the effects of his/her decisions on others	☐ TC **does not** accept or reflect upon feedback

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.

5	4	3	2	1
☐ TC collaborates with colleagues, other school professionals, families, learners **and community** to support learner growth and development	☐ TC collaborates with colleagues, **families, and learners** to support learner growth and development	☐ TC collaborates with colleagues **to support learner growth and development**	☐ TC **collaborates** with colleagues	☐ TC **does not** collaborate
☐ TC assumes **leadership roles** that promote and advance the profession	☐ TC engages in advocacy efforts that contribute to student learning **and to the profession**	☐ TC demonstrates professional behaviors **and engages in advocacy efforts that contribute to student learning**	☐ TC demonstrates **professional behaviors**	☐ TC demonstrates **unprofessional behaviors**

Comments (Standards 9 & 10):

OVERALL RATING

☐ Progressing (Student Teaching Midterm Only)

☐ Ready to Advance

☐ Develop Support Plan

OVERALL COMMENTS