

Teacher Candidate:	University of Wisconsin – La Crosse School of Education Standards in Practice	Program:	
Placement Site:		Certification Area:	
Coop Teacher:		Course Number:	
University Supervisor:		Semester:	Year:
Experience Type:		Date:	
		The following were present for a discussion of this evaluation:	
		<input type="checkbox"/> Teacher Candidate <input type="checkbox"/> Coop Teacher	

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
<input type="checkbox"/> TC does not plan developmentally appropriate learning experiences	<input type="checkbox"/> TC inconsistently plans developmentally appropriate learning experiences	<input type="checkbox"/> TC plans developmentally appropriate learning experiences for whole group	<input type="checkbox"/> TC plans developmentally appropriate learning experiences for the whole group that are responsive to individual learners' academic strengths, interests, and/or needs	<input type="checkbox"/> TC plans developmentally appropriate learning experiences based on knowledge of learners' personal, cultural and/or community assets

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
<input type="checkbox"/> TC does not identify instructional supports	<input type="checkbox"/> TC identifies and describes instructional supports	<input type="checkbox"/> TC plans instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> TC plans and implements instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> TC collaborates and/or engages with community to plan and implement instructional supports that facilitate an inclusive learning environment

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
<input type="checkbox"/> TC does not create an engaging or safe learning environment	<input type="checkbox"/> TC plans for and/or creates a safe learning environment	<input type="checkbox"/> TC creates a safe and engaging learning environment that supports positive social interaction	<input type="checkbox"/> TC collaborates with colleagues to create a safe and engaging learning environment that supports positive social interaction between learners	<input type="checkbox"/> TC collaborates with colleagues and learners to create a safe and engaging learning environment that supports positive social interaction between learners
<input type="checkbox"/> TC does not demonstrate respect for learners	<input type="checkbox"/> At times TC demonstrates respect for learners	<input type="checkbox"/> TC demonstrates respect for all learners	<input type="checkbox"/> TC demonstrates respect for and responsiveness to individual 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.

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

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
<input type="checkbox"/> TC does not engage learners in critical thinking or problem solving	<input type="checkbox"/> TC inconsistently engages learners in critical thinking or problem solving	<input type="checkbox"/> TC engages learners in critical thinking or problem solving	<input type="checkbox"/> TC engages learners in critical thinking or problem solving that deepens learning	<input type="checkbox"/> TC engages learners independently and collaboratively in critical thinking or problem solving that allows learners to generate their own ideas about the content
<input type="checkbox"/> TC does not link content to other disciplines or authentic, real world situations	<input type="checkbox"/> TC inconsistently links content to other disciplines or authentic, real world situations	<input type="checkbox"/> TC links content to other disciplines or authentic, real world situations	<input type="checkbox"/> TC links content to other disciplines or authentic, real world situations to promote learners' ability to make relevant connections	<input type="checkbox"/> TC links content to other disciplines or authentic, real world situations to promote learners' ability to make relevant connections in a collaborative manner

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.

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

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
<input type="checkbox"/> TC selects and/or creates inappropriate and/or irrelevant learning experiences	<input type="checkbox"/> TC selects and/or creates learning experiences that are aligned to curriculum goals and/or content standards	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> TC collaborates with others to select and/or create, and sequences personalized learning experiences that are aligned to curriculum goals and/or content standards
<input type="checkbox"/> TC does not plan learning experiences based on learners’ prior knowledge/skill or information from assessment	<input type="checkbox"/> TC inconsistently plans learning experiences based on learners’ prior knowledge/skill or information from assessment	<input type="checkbox"/> TC plans learning experiences based on learners’ prior knowledge/skill or information from assessment	<input type="checkbox"/> TC adjusts plans based on learners’ response	<input type="checkbox"/> TC adjusts plans based on individual learner’s response

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
<input type="checkbox"/> TC uses instructional strategies that do not support learning objectives and content standards	<input type="checkbox"/> TC uses a single instructional strategy that supports learning objectives and content standards	<input type="checkbox"/> TC uses various instructional strategies that support learning objectives and content standards	<input type="checkbox"/> TC uses various instructional strategies that support learning objectives and content standards in a way that makes learning accessible to all learners	<input type="checkbox"/> TC collaborates with learners to determine instructional strategies that support learning objectives and content standards
<input type="checkbox"/> TC does not engage learners	<input type="checkbox"/> TC engages learners in low level learning	<input type="checkbox"/> TC engages learners in higher level learning	<input type="checkbox"/> TC engages learners in higher level learning in relevant and meaningful ways	<input type="checkbox"/> TC engages learners in the design and implementation of higher level learning in relevant and meaningful ways

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.

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

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
<input type="checkbox"/> TC does not collaborate	<input type="checkbox"/> TC collaborates with colleagues	<input type="checkbox"/> TC collaborates with colleagues to support learner growth and development	<input type="checkbox"/> TC collaborates with colleagues, families, and learners to support learner growth and development	<input type="checkbox"/> TC collaborates with colleagues, other school professionals, families, learners and community to support learner growth and development
<input type="checkbox"/> TC demonstrates unprofessional behaviors	<input type="checkbox"/> TC demonstrates professional behaviors	<input type="checkbox"/> TC demonstrates professional behaviors and engages in advocacy efforts that contribute to student learning	<input type="checkbox"/> TC engages in advocacy efforts that contribute to student learning and to the profession	<input type="checkbox"/> TC assumes leadership roles that promote and advance the profession

Comments (Standards 9 & 10):

OVERALL RATING

- Progressing (Student Teaching Midterm Only)
- Ready to Advance
- Develop Support Plan

OVERALL COMMENTS