



Student Teaching Evaluation Form

Student:		Cooperating Teacher:		Supervisor:	Michael Beeth
Email address:				beeth@uwosh.edu	

Semester:	Fall	School Year:	2013-14	School District:	
Grade level:		Subject(s):			

Note: As students progress through their field experiences, from Clinical Experiences through Student Teaching, it is expected that their teaching performance will become more sophisticated and refined. In most cases, a Skills Rating 2 or 3 is indicative of satisfactory progress in early field experiences; a rating of 3 is indicative of satisfactory progress in later field experiences; and a rating of 4 is indicative of satisfactory progress in Student Teaching. Most candidates will not receive ratings of 5. All ratings, 1 through 5, must be accompanied by comments explaining why the student received that rating. However, your written comments will be most helpful to our candidates as they improve their skills and may be entered for any level of performance.

Instructions: Each of the 10 Wisconsin Educator Standards and its' definition is listed below. Examples for each standard are listed next. Please reflect on the standard and note a rating in the Skill Rating column for the student utilizing the above scale. A disposition reflective of each standard is also included. If there are concerns regarding a student's disposition, please place a checkmark in the Skills Rating column.

Skills Ratings

1	2	3	4	5
Unacceptable performance – student has demonstrated inadequate skills	Emergent – student has demonstrated inconsistent skills and further work is needed	Progressing- student has demonstrated some skills consistently, but is not yet proficient	Proficient – student has demonstrated competence expected of a beginning teacher	Advanced performance – student has demonstrated superior performance indicative of an exemplary teacher

10 Wisconsin Teaching Standards

Skills rating (1-5)

<p>Standard 1: Knows the subject(s) they teach – 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 subject matter meaningful for pupils.</p> <p>Examples: Possesses depth and breadth in academic content areas with ability to adapt/modify curriculum ~ Evaluates teaching resources and curriculum materials ~ Uses multiple explanations of difficult disciplinary concepts ~ Applies national, state, and district standards to guide planning and teaching.</p>	
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<p>Disposition - Shows enthusiasm for the subject and values multiple points of view, theories, knowledge, and methods of teaching.</p>	
<p>Comments:</p>	
<p>Standard 2: Knows how children grow – The teacher understands how children learn and provides instruction that supports intellectual, social, and personal development across the range of abilities in the classroom. Examples: Designs and implements instructional activities consistent with the developmental characteristics of age groups ~ Understand and supports students’ intellectual, social, emotional, and physical development ~ Adequately prepares students for intellectual transitions during learning. Disposition -Recognizes and appreciates variation in students’ development, respects diversity in the classroom, and builds on individual strengths to facilitate student growth.</p>	
<p>Comments:</p>	
<p>Standard 3: Understands that children learn differently – 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. Examples: Demonstrates positive regard for diversity (race, ethnicity, gender, culture, sexual orientation, socioeconomic status, linguistic differences) ~ Demonstrates flexibility when responding to individual student needs ~ Demonstrates understanding of individual differences when developing adaptations/modifications of curriculum ~ Identifies and accesses appropriate professional services or resources. Disposition – Believes that all children can learn and is committed to the pursuit of excellence by all students.</p>	
<p>Comments:</p>	
<p>Standard 4: Knows how to teach - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage development of critical thinking, problem solving, and performance skills. Examples: Gains and maintains student attention ~ Facilitates effective transitions between activities ~ Provides appropriate guided and independent practice ~ Engages active participation of all students ~ Demonstrates appropriate variety, pacing, and intensity ~ Provides explicit instructional strategies appropriate to curriculum content ~ Integrates instruction technology and various media within lessons effectively ~ Incorporates IEP/IFSP goals into lessons. Disposition – Values the active engagement of all learners and teaches in ways that support/encourage independence, critical thinking, and problem solving.</p>	
<p>Comments:</p>	

<p>Standard 5: Knows how to manage a classroom – 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.</p> <p>Examples: Creates a positive learning environment ~ Uses positive and proactive behavior management techniques ~ Models appropriate behavior through effort, enthusiasm, attitude, and initiative ~ Implements specific management strategies with individual students ~ Organizes and monitors independent and group work.</p> <p>Disposition -Demonstrates positive regard toward students and their families and takes responsibility for establishing a positive climate in the classroom.</p>	
<p>Comments:</p>	
<p>Standard 6: Communicates well – 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.</p> <p>Examples: Responds appropriately to student feedback ~ Fosters collaboration between students ~ Consistently demonstrates a high degree of oral and written skills ~ Uses multimedia communication tools and assistive technology as appropriate ~ Follows confidentiality regulations ~ Stimulates effective classroom discussions.</p> <p>Disposition – Recognizes the power of language for fostering self-expression, identity development, and the role of language in learning and encourages many modes of communication by students in the classroom.</p>	
<p>Comments:</p>	
<p>Standard 7: Able to plan different kinds of lessons – The teacher organizes and plans systematic instruction based upon knowledge of subject matter, curriculum goals, student performance expectations, and parent and community expectations.</p> <p>Examples: Develops specific and well-designed unit and lesson plans ~ Integrates IEP/IFSP goals into lesson plans as appropriate ~ Creates lessons and activities accessible to multiple levels of development ~ Includes culturally responsive teaching methods and materials.</p> <p>Disposition – Values short- and long-term planning and the importance of connecting this to state and national standards, but understands the importance of flexibility in planning and is willing to change lessons according to the needs and understanding of students.</p>	
<p>Comments:</p>	

<p>Standard 8: Knows how to test for student performance – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. Examples: Collects, records and analyzes data regarding student behaviors ~ Demonstrates effective use of formal and informal student performance assessments ~ Involves learners in self-assessment activities ~ Maintains and communicates information on student performance to the student, parent(s) and professionals in the learning community. Disposition -Values on-going assessment as essential to the instructional process and recognizes that many strategies are necessary for promoting student growth.</p>	
<p>Comments:</p>	
<p>Standard 9: Able to evaluate themselves – 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. Examples: Adheres to ethical mandates in interacting with students, colleagues and the community ~ Reflects on student achievement as an outcome from instructional effectiveness ~ Engages in self-reflection of teaching performance and uses this to modify future lessons ~ Seeks out professional literature, colleagues and other resources to support his/her own development as a learner and a teacher. Disposition – Believes reflection is an essential and powerful part of the professional growth that leads to improvement of instruction, and seeks help and refines practices to improve his or her effectiveness as a teacher.</p>	
<p>Comments:</p>	
<p>Standard 10: Connected with other teachers and the community – 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. Examples: Displays respect in interactions with colleagues and families ~ Empowers and advocates on behalf of families when appropriate ~ Identifies and uses appropriate community resources in teaching ~ Participates in school collegial activities. Disposition – Collaborates with other professionals to improve the overall performance of students while respecting students’ rights to privacy and confidentiality.</p>	
<p>Comments:</p>	

Summary Comments

Please comment below on this candidate’s strengths, weaknesses and/or growth across all 10
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Wisconsin Teaching Standards; and include comments about anything you observed that was not covered by these Standards:

A three-way conference was held to discuss this evaluation:		Yes		No
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Date

Student Teacher's signature

Cooperating Teacher's signature

Supervisor's signature