

## Cooperating Teacher Summary Evaluation Report

**INSTRUCTIONS:** Specify at least two separate examples of evidence for each standard along with identifying the teacher candidate's overall progress, as outlined on the assessment scale below. Successful teacher candidates must be rated **READY** for licensure in all 10 standards as per [PI34.023 \(2\)](#).

<b>NA (No Attempt):</b>	<b>B (Beginning):</b>	<b>D (Developing):</b>	<b>P (Proficient):</b>	<b>AM (Approaching Mastery):</b>
Teacher candidate has made no attempt to demonstrate this standard despite having the opportunity to do so.	Teacher candidate is beginning to demonstrate some characteristics of this standard, but without enough progress needed to successfully lead a classroom.	Teacher candidate demonstrates some characteristics of standard but is continuing to develop those skills; aspects of the standard have not become a regular part of their practice.	Teacher candidate is proficient for an early-career educator; all aspects of this standard are a regular part of the teacher candidate's practice.	Teacher candidate is approaching mastery of the standard, meaning all aspects of the standard have become fully integrated into their practice.
<b>Not Ready Yet</b>			<b>Ready</b>	
Teacher candidate is lacking progress toward proficiency and has not yet demonstrated the skills needed to be an early career educator licensed in Wisconsin.			Teacher candidate demonstrates the skills needed to be inducted into the profession, where they will continue to learn and grow.	

**Additional formats of this document can be found at**

<https://www.uwsp.edu/education/school-of-education/student-resources/field-experiences/>

<b>Teacher Candidate:</b>	<b>Select One</b> <input type="checkbox"/> <b>Student Teacher</b> <input type="checkbox"/> <b>Intern Teacher</b>				
<b>Cooperating Teacher:</b>	<b>Date:</b>				
<b>Subject(s):</b>	<b>School/City:</b>				
<b>Grade Level(s):</b>	<b>Start Date:</b>				
	<b>End Date:</b>				
<b>Description of Context:</b>					
The Learner & Learning					
<b>#1: Pupil Development</b>					
The teacher candidate understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.					
<b>Standard 1 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	
<b>Notes or plan for Growth:</b>					
<b>Standard 1 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	
<b>Evidence:</b>					

**#2: Learning Differences**

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

<b>Standard 2 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 2 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#3: Learning Environments**

The teacher candidate 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.

<b>Standard 3 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 3 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#4: Content Knowledge**

The teacher candidate understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher candidate creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

<b>Standard 4 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 4 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#5: Application of Content**

The teacher candidate understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

<b>Standard 5 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 5 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#6: Assessment**

The teacher candidate understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher candidate's and pupil's decision making.

<b>Standard 6 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 6 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#7: Planning for Instruction**

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

<b>Standard 7 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 7 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#8: Instructional Strategies**

The teacher candidate understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in a meaningful way.

<b>Standard 8 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 8 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#9: Professional Learning and Ethical Practice**

The teacher candidate engages in ongoing professional learning. The teacher candidate uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher candidate's choices and actions on pupils, their families, other educators, and the community. The teacher candidate adapts the teacher's practice to meet the needs of each pupil.

<b>Standard 9 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 9 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

**#10: Leadership and Collaboration**

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for pupil learning, to collaborate with pupils, educators, and the community, and to advance the profession.

<b>Standard 10 Formative Rating; Date:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Notes or plan for Growth:**

<b>Standard 10 Summative Rating:</b>	<b>NA</b>	<b>B</b>	<b>D</b>	<b>P</b>	<b>AM</b>
	<b>Not Ready Yet</b>			<b>Ready</b>	

**Evidence:**

<b>Summary Comments:</b>	
<b><i>Original Signatures Required</i></b>	
<b>Cooperating Teacher</b>	<b>Date</b>
<b>Cooperating Teacher (if two)</b>	<b>Date</b>
<i>My signature below signifies that I have read this evaluation.</i>	
<b>Teacher Candidate</b>	<b>Date</b>

*Cooperating Teachers:*

- ❖ We suggest the formative assessment be done around midway through the placement, allowing the teacher candidate time to focus and make gains on areas that require growth.
- ❖ Evidence for each standard can be collected cumulatively.
- ❖ Please return completed forms to [field.experiences@uwsp.edu](mailto:field.experiences@uwsp.edu) within one week of the last day of the teacher candidate's placement.