**University of Wisconsin-Stevens Point**

College of Professional Studies
School of Education
Office of Field Experiences

Stevens Point WI 54481-3897
715-346-2449; Fax 715-346-2549
E-mail: field.experiences@uwsp.edu
www.uwsp.edu/education/Pages/fieldExp

## University Supervisor Formative Assessment

| Teacher Candidate | | Coop Teacher | | Supervisor | |
|---|---|---|---|---|---|
| Subject/Grade | | School/City | | | |
| Date | | Start Time | | End Time | |

### ASSESSMENT SCALE

| NO (No Opportunity): | NA (No Attempt): | B (Beginning): | D (Developing): | P (Proficient): | AM (Approaching Mastery): |
|---|---|---|---|---|---|
| No opportunity to demonstrate this standard. | Teacher candidate 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. |

*Disclaimer:* The observations recorded here are based on a singular snapshot of the teacher candidate's time in the classroom and not wholly representative of the teacher candidate's skills, proficiency in regard to all the standards, or summative evaluation.

| Wisconsin Educator Standards – Teachers | Feedback and Observations |
|---|---|
| 1. Pupil Development: 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. | Observed Rating:    NO    NA    B    D    P    AM <br><br>Observations/Evidence: |
| 2. Learning Differences:  The teacher candidate uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. | Observed Rating:    NO    NA    B    D    P    AM <br><br>Observations/Evidence: |
| 3. Learning Environment:  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. | Observed Rating:    NO    NA    B    D    P    AM <br><br>Observations/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. | Observed Rating:    NO    NA    B    D    P    AM <br><br>Observations/Evidence: |
| 5. Application of Content:  The teacher candidate | Observed Rating:    NO    NA    B    D    P    AM |

*Revised May 2024*

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|---|---|
| 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. | Observations/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. | Observed Rating:     NO    NA    B     D     P     AM <br> Observations/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. | Observed Rating:     NO    NA    B     D     P     AM <br> Observations/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. | Observed Rating:     NO    NA    B     D     P     AM <br> Observations/Evidence: |
| 9. Professional Learning & 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. | Observed Rating:     NO    NA    B     D     P     AM <br> Observations/Evidence: |
| 10. Leadership & 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. | Observed Rating:     NO    NA    B     D     P     AM <br> Observations/Evidence: |

## Comments, Feedback and Guidance for Teacher Candidate's Growth:

Who discussed these observations in a post-observation debrief? (Check all who attended) □ Teacher Candidate     □ Cooperating Teacher     □ Supervisor

| Prepared by Supervisor (name): | | On (date): | |
|---|---|---|---|

*The university supervisor will send an <u>electronic version</u> of this evaluation to the teacher candidate following the visit.*