

College of Education and Human Services Field Experience Evaluation Form

University of Wisconsin Oshkosh

Candidate: _____ **Supervisor:** _____ **Cooperating Teacher:** _____

Please fill in all names above and indicate who completed this form by checking the appropriate box.

Semester: _____ **Year:** _____ **Group Size/Setting:** _____ **Subject:** _____
School & District: _____ **Grade Level:** _____ **Disability Category:** _____

Field Experience: _____

Candidate e-Mail: _____

Address: _____

Note: As teacher candidates (“Candidates”) progress through their field experiences from Practicum or Clinical Experiences through Student Teaching, it is expected that their teaching performance will become more sophisticated and refined. In most cases, a 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 5s. *Ratings of 1 or 5 must be accompanied by comments explaining why the candidate received these ratings.* However, comments are helpful to our candidates and may be entered at any level of performance.

Rating Scale:

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

Instructions:

Each of the 10 InTASC standards and its definition is listed first, followed by the correlating Wisconsin Educator Standards and the COEHS Conceptual Model components. Please reflect on the standard and note a rating in the Skill Rating column for the candidate utilizing the above scale. Additional information including descriptions of the knowledge, dispositions, and performances expected of teacher candidates can be found at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html *If there are concerns regarding the candidate’s disposition, please place a checkmark in the Disposition Concern column and complete the Notification of Concern form* –see <http://www.uwosh.edu/coehs/departments/OFE/forms>

	<u>InTASC - Wisconsin Educator Standards – COEHS Conceptual Model</u>	Skill Rating:	Disposition Concern:
1.	<p>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. WES - #2 – Know how children grow. COEHS – Learning, Pedagogy.</p> <p>Comments:</p>		

2.	<p>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. WES - #3 – Understand that children learn differently. COEHS – Diversity, Culture, Learning, Pedagogy.</p> <p>Comments:</p>		
3.	<p>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. WES - #5 – Know how to manage a classroom. COEHS – Skillful practitioner.</p> <p>Comments:</p>		
4.	<p>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 the discipline accessible and meaningful for learners to assure mastery of the content. WES - #1 – Know the subject they teach. COEHS – Content, Life-long learner.</p> <p>Comments:</p>		

5.	<p>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. WES - #6 – Communicates well with students. COEHS – Skillful practitioner.</p> <p>Comments:</p>		
6.	<p>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 teacher’s and learner’s decision making. WES - # 8 – Know how to test for student progress. COEHS – Skillful practitioner.</p> <p>Comments:</p>		
7.	<p>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 the community context. WES - #7 – Able to plan different kinds of lessons. COEHS - Curriculum, Skillful practitioner, Content, Pedagogy, Learning.</p> <p>Comments:</p>		

8.	<p>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. WES - #4 – Know how to teach. COEHS – Pedagogy, Skillful practitioner.</p> <p>Comments:</p>		
9.	<p>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. WES - #9 – Able to evaluate themselves. COEHS - Life-long learner, Reflective professional.</p> <p>Comments:</p>		
10.	<p>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. WES - #10 – Are connected with other teachers and the community. COEHS – Culture, Change agent, Reflective professional.</p> <p>Comments:</p>		

Please reflect on this candidate's performance in this placement setting. Include statements that address the candidate's relative strengths, weaknesses, and growth in the classroom and across standards. Also, please address the candidate's strengths and weaknesses as related to general professional behavior.

Summary Comments:

A three-way conference was held to discuss this evaluation: Yes No
If no conference was held, please explain why:

Signature – University Supervisor

Signature – Candidate

Signature – Cooperating Teacher

Date Completed