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| University Supervisor Formative Assessment | | | | | | | | |
| Teacher Candidate | |  | Coop Teacher |  | | Supervisor | |  |
| Subject/Grade | |  | School/City |  | | | | |
| Date | |  | Start Time |  | | End Time |  | |
| Wisconsin Educator Standard | | | 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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |
| ***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. | | | |  | | | |

**Overall Guidance/Feedback for Teacher Candidate**:

**Recommendations for Teacher Candidate Growth**:

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

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

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