



**University of Wisconsin-Stevens Point**

College of Professional Studies  
 School of Education  
 Office of Field Experiences

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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			
<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>2. Learning Differences</b>	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.				
<b>3. Learning Environment</b>	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>4. Content Knowledge</b>	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>5. Application of Content</b>	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>6. Assessment</b>	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>7. Planning for Instruction</b>	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>8. Instructional Strategies</b>	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>9. Professional Learning &amp; Ethical Practice</b>	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>10. Leadership &amp; Collaboration</b>	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

Prepared by Supervisor (name):		On (date):	
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The university supervisor will send an electronic version of this evaluation to the teacher candidate following the visit.