

Professional Program in Education  
 University of Wisconsin Green Bay  
**Student Teaching Observation/Evaluation Form**

*For use by both the cooperating teacher and university supervisor*

<b>First Placement:</b>	<b>⚡ (CHECK ONE) ⚡</b>	<b>Second Placement:</b>	
_____ 1 <sup>st</sup> Observation	_____ 2 <sup>nd</sup> Observation	_____ 1 <sup>st</sup> Observation	_____ 2 <sup>nd</sup> Observation

Date of Visit \_\_\_\_\_ Class Period or Time of Visit \_\_\_\_\_

**Student Teacher** \_\_\_\_\_

**School** \_\_\_\_\_ **City** \_\_\_\_\_

**Observer/Evaluator** \_\_\_\_\_

(Please Print Your Name)

**Subject(s)/Grade(s)** \_\_\_\_\_

**Topic(s) for Lesson** \_\_\_\_\_

**Teaching Method(s) Used** \_\_\_\_\_

**Background Information:** Students completing the teacher education program at the University of Wisconsin Green Bay are expected to demonstrate competence with respect to the Ten Wisconsin Teacher Standards identified by the Wisconsin Department of Public Instruction.

**Directions:** For each standard, please assess the student's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher.

<b>Assessment Scale:</b>	4	-	<b>Advanced.</b> Extensive evidence of meeting or exceeding the criterion.
	3	-	<b>Proficient.</b> Adequate evidence that the criterion has been met.
	2	-	<b>Basic.</b> Some evidence that criterion has been met.
	1	-	<b>Unacceptable.</b> Little or no evidence of meeting the criterion

(Please note: All standards must be observed before a student can receive a final passing grade)

**Did the student teacher give you lessons plans?**     YES     NO

<b>1. Teachers know the subjects they are teaching.</b> The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student teacher exemplifies this standard because he/she				
3 effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding				
3 uses differing "ways of knowing," and methods of inquiry in teaching concepts				
3 uses teaching resources, curriculum materials, and content area standards				
3 develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives				
3 creates interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas				
<b>2. Teachers know how children grow.</b> The teacher understands how children with broad ranges of ability learn and provides instruction that support their intellectual, social, and personal development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student teacher exemplifies this standard because he/she				
3 models respect toward students and expects students to demonstrated respect for the teacher and for other students				
3 uses pedagogical approaches that address the developmental attributes of students				
3 uses formal and informal methods to observe student-learning				
3 uses instructional strategies that promote student learning for a wide range of student abilities				
3 encourages self-assurance in all students				
3 plans lessons that facilitate and enhance independent learning and thinking				
<b>3. Teachers understand that children learn differently.</b> The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

adapt instructions to meet the diverse needs of pupils, including those with disabilities and exceptionalities				
<p>The student teacher exemplifies this standard because he/she</p> <ul style="list-style-type: none"> <li>3understands and identifies differences in learning and performance</li> <li>3determines the stages of development, learning styles, learning differences, strengths, and needs of students</li> <li>3creates a learning community in which individual differences are respected and in which the students learn to value each other</li> <li>3uses understanding of students, families, cultures and communities to implement instruction and assessment</li> <li>3differentiates instruction and assessment to meet the needs of all learners</li> <li>3 shows positive disposition toward students with cognitive, emotional, cultural, and physical differences</li> <li>3encourages, accepts, and values diverse opinions from students</li> </ul>				
<b>4. Teachers know how to teach.</b> The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking, problem solving, and performance skills.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>The student teacher exemplifies this standard because he/she</p> <ul style="list-style-type: none"> <li>3uses a variety of teaching and learning strategies as appropriate</li> <li>3incorporates varying levels of cognitive challenges in learning activities</li> <li>3designs lessons to encourage critical thinking and problem solving processes</li> <li>3constantly monitors and adjusts strategies in response to learner feedback</li> <li>3shows a willingness to incorporate various instructional methods including technology when appropriate</li> <li>3values flexibility and reciprocity in the teaching process and adapts instruction to students' responses, ideas, and needs</li> </ul>				
<b>5. Teachers know how to manage a classroom.</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>The student teacher exemplifies this standard because he/she</p> <ul style="list-style-type: none"> <li>3selects and applies appropriate models of discipline</li> <li>3designs and applies effective strategies to increase and maintain student motivation</li> <li>3designs learning activities that increase student motivation</li> <li>3structures the classroom environment to promote positive social relationships for learning</li> <li>3is sensitive to and has empathy for the differences in student behavior and motivation</li> <li>3has confidence in managing and motivating individual learners and entire class</li> </ul>				
<b>6. Teachers communicate well.</b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>The student teacher exemplifies this standard because he/she</p> <ul style="list-style-type: none"> <li>3demonstrates basic technology literacy and effectively uses available technology</li> <li>3uses effective verbal and non-verbal communication skills</li> <li>3uses communication styles that demonstrate flexibility in adapting to a variety of factors (gender, race, ethnicity, and exceptionality)</li> <li>3prepares and implements instruction that effectively integrates a variety of technology tools when available</li> </ul>				
<b>7. Teachers are able to plan different kinds of lessons..</b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>The student teacher exemplifies this standard because he/she</p> <ul style="list-style-type: none"> <li>3understands the elements of effective instruction</li> <li>3designs instruction with the essential components using an effective format and organization</li> <li>3designs instruction that effectively addresses issues of culture, disability, and learning style</li> <li>3designs instructions with standards, benchmarks and assessments embedded and identified</li> <li>3is sensitive to the importance of addressing diversity throughout the curriculum</li> </ul>				
<b>8. Teachers know how to test for student progress.</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>The student teacher exemplifies this standard because he/she</p> <ul style="list-style-type: none"> <li>3effectively uses a variety of strategies and/or tools to assess student learning</li> <li>3uses the appropriate method of assessment for the type of learning target/outcome</li> <li>3assesses the reliability and validity of assessment instruments</li> <li>3documents changes in student learning</li> </ul>				
<b>9. Teachers are able to evaluate themselves.</b> The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents,	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

professionals in the learning community and others and who actively seeks out opportunities to grow professionally.				
The student teacher exemplifies this standard because he/she 3critiques own classroom organization and management techniques and decides on appropriate plans 3demonstrates appropriate student-teacher classroom interaction 3possesses the personal and professional attributes of an effective teacher 3analyzes behaviors of effective teachers 3demonstrates a desire and commitment to teaching and learning 3uses reflection as a practice for growth				
<b>10. Teachers are connected with other teachers and the community.</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student teacher exemplifies this standard because he/she 3is knowledgeable about various community and family environments 3effectively works with families, students and community support organizations 3develops positive working relationships with schools, community, school personnel, and parents 3attends professional development activities in the school district 3participates in professional organizations				

**Summary of Activity Observed/Observation Notes:**

**Recommendations**

**Please note:** *This form is used by both the cooperating teacher and the university supervisor to provide a consistent assessment tool for assessing the progress of the student teacher using the Ten Wisconsin Teacher Standards. The cooperating teacher should complete the form after approximately 4 1/2 weeks **AND** near the end of the quarter. It is not necessary to obtain the signature of the university supervisor on the cooperating teacher's evaluation. Please discuss the evaluation with the student teacher.*

**UNIVERSITY SUPERVISOR:** Did the Student, Cooperating Teacher and University Supervisor discuss the student's progress in a three-way conference after this supervisory visit? YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_  
Name of Evaluator (Print)

\_\_\_\_\_  
Signature of University Supervisor (*when appropriate*)

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Cooperating Teacher

***University of Wisconsin – Green Bay***  
***Professional Program in Education***  
***Student Teaching Observation/Evaluation Report***

Observation Notes/Recommendations  
*(This space is provided if you need additional space for comments)*

Student \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_