

INSTRUCTIONS: Specify at least two separate examples of evidence for each standard. Successful candidates must be rated READY for licensure under all 10 standards as per PI34.15.5 (5) B (3).

Ready- *the teacher candidate is able to:*

- *apply their learning*
- *reflect upon practice*
- *demonstrate growth*
- *is prepared to be inducted into the profession where they will continue to learn and grow*

Not Ready Yet- *must be accompanied by specific evidentiary statements related to the four expectations stated above. Include specific recommendations for needed growth experiences.*

This fillable DOCX file is also available at

<http://www.uwsp.edu/education/Pages/fieldExp/CooperatingTeachers.aspx>

Cooperating Teacher Summary Evaluation Report		
Teacher Candidate:	<i>Select One</i> <input type="checkbox"/> Student Teacher <input type="checkbox"/> Intern Teacher	
Cooperating Teacher:	Date:	
Subject(s):	School/City:	
Grade Level(s):	Start Date:	
	End Date:	
Description of Context: 		
The Learner & Learning		
#1: Learner Development The teacher candidate 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.		
Rating for Standard 1	Not Ready Yet ___	Ready ___
Evidence: 		
#2: Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		
Rating for Standard 2	Not Ready Yet ___	Ready ___

Evidence:

#3: Learning Environments

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.

Rating for Standard 3

Not Ready Yet ___

Ready ___

Evidence:

Content Knowledge

#4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Rating for Standard 4

Not Ready Yet ___

Ready ___

Evidence:

#5: Application of Content

The teacher candidate 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.

Rating for Standard 5

**Not Ready
Yet** ___

Ready ___

Evidence:

Instructional Practice

#6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.

Rating for Standard 6

**Not Ready
Yet __**

Ready ____

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, and pedagogy, as well as knowledge of learners and the community context.

Rating for Standard 7

**Not Ready
Yet __**

Ready ____

Evidence:

#8: Instructional Strategies

The teacher candidate 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.

Rating for Standard 8

**Not Ready
Yet ___**

Ready ____

Evidence:

Professional Responsibility

#9: Professional Learning and Ethical Practice

The teacher candidate 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.

Rating for Standard 9

**Not Ready
Yet ___**

Ready ____

Evidence:

#10: Leadership and Collaboration

The teacher candidate 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.

Rating for Standard 10

**Not Ready
Yet ___**

Ready ____

Evidence:

Summary Comments:	
<i>Original Signatures Required</i>	
Cooperating Teacher	Date
Cooperating Teacher (if two)	Date
<i>My signature below signifies that I have read this evaluation.</i>	
Teacher Candidate	Date