

College of Professional Studies School of Education Office of Field Experiences

University Supervisor Formative Assessment				
Teacher Candida	ate	Coop Teacher	Supervisor	
Subject/Grade		School/City		
Date		Start Time	End Time	
	InTASC Standard		Observations	
The Learner and Learning				
1. Learner Development	The teacher understands how learners grow a develop, recognizing that patterns of learning development vary individually within and acro cognitive, linguistic, social emotional, and phy areas, and designs and implements developm appropriate and challenging learning experier	; and oss the ysical nentally		
2. Learning Differences	The teacher uses understanding of individual differences and diverse cultures and commur ensure inclusive learning environments that e each learner to meet high standards.	nities to		
3. Learning Environment	The teacher works with others to create envir- that support individual and collaborative learn that encourage positive social interaction, act engagement in learning, and self-motivation.	ning, and		
Content				
4. Content Knowledge	The teacher understands the central concepts of inquiry, and structures of the discipline(s) It teachers and creates learning experiences th the discipline accessible and meaningful for I to assure mastery of the content.	ne/she at make		
5. Application of Content	The teacher understands how to connect con and use differing perspectives to engage lear critical thinking, creativity, and collaborative p solving related to authentic local and global is	ners in problem		
Instructional Practice				
6. Assessment	The teacher understands and uses multiple n of assessment to engage learners in their own to monitor learner progress, and to guide the teacher's and learner's decision making.	n growth,		
7. Planning for Instruction	The teacher plans instruction that supports er student in meeting rigorous learning goals by upon knowledge of content areas, curriculum disciplinary skills, and pedagogy, as well as knowledge of learners and the community con	drawing , cross-		
8. Instructional Strategies	<b>al</b> 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.			
Professional Responsibility				
9. Professional Learning & Ethical Practice	The teacher engages in ongoing professional and uses evidence to continually evaluate his practice, particularly the effects of choices an actions on others, and adapts practice to mee needs of each learner.	s/her		
10. Leadership & Collaboration	The teacher seeks appropriate leadership role opportunities to take responsibility for studen learning, to collaborate with learners, families colleagues, other school professionals, and community members to ensure learner growt advance the profession.	it s,		

## Guidance/Feedback for Teacher Candidate:

## **Recommendations for Teacher Candidate Growth:**

The [teacher candidate] [cooperating teacher] [university supervisor] discussed the observation in a conference.
\*\* Please underline conference participants\*\*

Prepared by university supervisor: \_

Date: