



EDGEWOOD COLLEGE

— Division of Education —

Supervisor Evaluation Wisconsin Educator/InTASC Standards

Student: _____ Date: _____

Subject: _____ School: _____

Supervisor: _____ Observation # _____

Assessment Levels:	Not Demonstrated 0	Not Acceptable 1	Emerging 2	Developing 3	Meeting 4	Exceeding 5
---------------------------	-------------------------------------	-----------------------------------	-----------------------------	-------------------------------	----------------------------	------------------------------

Assessment Areas:	0	1	2	3	4	5
1. Pupil Development. The teacher 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.	The candidate exhibits very limited understanding of how children develop, their range of abilities, and provides instruction that supports their intellectual, social, and personal development.		The candidate exhibits a basic or intermediate understanding of how children develop, their range of abilities, and provides instruction that supports their intellectual, social, and personal development.		The 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.	
Comments:						

Assessment Areas:	0 1	2 3	4 5
<p>2. Learning Differences. The teacher 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.</p>	<p>The candidate exhibits limited knowledge of learning differences and rarely focuses on creating an inclusive learning environment.</p>	<p>The candidate exhibits a basic or intermediate knowledge of individual differences and diverse cultures and communities. The candidate is working towards creating an inclusive learning environment.</p>	<p>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>3. Learning Environments. The teacher 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.</p>	<p>The candidate exhibits limited knowledge of how people learn and how students differ in their approaches to learning.</p>	<p>The candidate exhibits basic or intermediate knowledge of human learning; provides instruction using behavioral, cognitive, and affective learning theories.</p>	<p>The 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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.	The candidate exhibits limited understanding of the standards, general education background for teaching, and subject matter she/he plans to teach and gives some examples of important principles or concepts delineated in professional, state, and institutional standards.	The candidate exhibits a basic or intermediate understanding of the standards, general education background for teaching, and subject matter she/he plans to teach and gives some examples of important principles or concepts delineated in professional state, and instructional standards.	The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Comments:			

Assessment Areas:	0 1	2 3	4 5
5. Application of Content. The teacher 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.	The candidate exhibits limited knowledge of the skills and strategies needed for motivating students for effective learning.	The candidate exhibits a basic or intermediate understanding of and applies the skills and strategies needed to challenge, interest, and motivate students for optimum learning.	The 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.
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>6. Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.</p>	<p>The candidate exhibits limited knowledge of formal and informal assessment strategies for student learning and limited understanding of and practice in reporting outcomes of students' performance.</p>	<p>The candidate exhibits a basic or intermediate understanding of formal and informal assessment strategies and reports student learning outcomes.</p>	<p>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>7. Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.</p>	<p>The candidate instructional plans often do not meet the needs of all students.</p>	<p>The candidate organizes and plans basic or intermediate systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p>The 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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.</p>	<p>The candidate draws upon limited instructional strategies or instructional strategies may not appropriately build on content areas to allow students to apply skills.</p>	<p>The candidate attempts to use a basic or intermediate range of instructional strategies to encourage learners to develop understanding of content areas or apply skills and knowledge.</p>	<p>The 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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p>	<p>The candidate exhibits limited ability to reflect on the effectiveness of his/her choices and actions as a teacher or does not seek out opportunities to grow professionally. The candidate does not adapt practice to meet the needs of each learner.</p>	<p>The candidate engages in ongoing professional learning but uses limited or intermediate evidence to evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community). The candidate is adapting practice to meet the needs of each learner at a basic or intermediate level.</p>	<p>The 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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p>	<p>The candidate exhibits limited ability to reflect on the effectiveness of his/her choices and actions as a teacher and does not seek out opportunities to grow professionally.</p>	<p>The candidate begins at a basic or intermediate level to seek 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.</p>	<p>The 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.</p>
<p>Comments:</p>			

Goals for next observation:

Student Signature: _____

Supervisor Signature: _____

Cooperating Teacher (if available): _____