

**University of Wisconsin-Whitewater  
College of Education  
Final Evaluation of Teaching Experience—Cooperating Teacher**

**DIRECTIONS**

Check the appropriate box that best describes the performance of the student teacher. Provide comments as needed.

**KEY TO SCALE**

N/O	MINIMAL	EMERGING	PROFICIENT	ADVANCED
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not observed	marginal performance at this time	exhibits potential but requires regular supervision	performs at a level associated with successful beginning teachers	performs at a level associated with competent, experienced teachers

**PLEASE PRINT:**

Student Teacher (Print Name): \_\_\_\_\_

Student Teacher (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher (Print Name): \_\_\_\_\_

Cooperating Teacher (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

Name of University Supervisor: \_\_\_\_\_

Name of School/Center: \_\_\_\_\_

Semester: fall \_\_\_ spring \_\_\_ summer \_\_\_ Year: \_\_\_\_\_

**Return form to:  
Office of Field Experiences  
800 West Main Street  
Whitewater, Wisconsin 53190-1790**

**University of Wisconsin-Whitewater  
College of Education  
Evaluation of Teaching Experience**

*PLEASE READ THIS BEFORE COMPLETING THE EVALUATION INSTRUMENT*

This evaluation form is based on the ten Wisconsin Teacher Standards for effective teaching performance as identified by the Wisconsin Department of Public Instruction (DPI). Student teachers are assessed based on these standards by the College of Education in accordance with the principles of the National Council for the Accreditation of Teacher Education (NCATE). This evaluation is intended to assist both the student teacher and the cooperating teacher in assessing teaching performance. **All items may not apply in all clinical experiences.** However, using the same instrument for all experiences allows the university and the student to measure progress in specific areas of the course of his/her program. Specific comments on student performance and/or teaching conditions are helpful. Goal setting is an important part of the evaluation process, and the student and cooperating teacher are encouraged to set and discuss goals at the beginning, middle and conclusion of the teaching experience with the help of this instrument. Cooperating teachers should complete the entire form at the intervals indicated below. **If this is a final evaluation, cooperating teachers should also complete the final summary sheet and send the entire packet to the Office of Field Experiences.**

FOR USE WITH FIELD STUDY STUDENTS

The cooperating teacher is **REQUIRED** to complete this form toward the **END** of the field/alternate student teaching experience. The cooperating teacher and the student should discuss the items and the rating and each should sign the form. Then return the completed form to the Office of Field Experiences by mailing it to the address given or be giving it to the field study student or university supervisor. **A rating of N/O should be indicated for any item that the cooperating teacher feels was not applicable to this experience.**

FOR USE WITH STUDENT TEACHERS

Both the cooperating teacher and the student teacher individually complete this form around the **MIDDLE** of the placement. This should be used as a tool for discussing the progress of the student teacher and to formulate goals for the remainder of the experience. **BOTH** copies should be signed by both parties and returned to the Office of Field Experiences. At the **END** of the placement, only the cooperating teacher is **REQUIRED** to complete the form (including the summary form), discuss it with the student teacher, secure the signature of the student teacher, and send it to the Office of Field Experiences. The cooperating teacher is also **REQUIRED** to provide a Written Statement of Reference (letter of recommendation) for the student teacher. A copy of the letter should be given to the student teacher and filed with the Office of Field Experiences.

1. SUBJECT MATTER COMPETENCY (Wisconsin Teacher Standard 1)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Exhibits knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates subject matter at appropriate student level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adapts content to student levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Seeks to increase personal knowledge base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Utilizes outside resources to supplement curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Integrates curriculum with other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

2. STUDENT GROWTH AND DEVELOPMENT (Wisconsin Teacher Standard 2)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Demonstrates awareness that all aspects of a student's life have an impact on learning disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Bases planning and instruction on developmental models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Encourages student to take responsibility for his/her own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Elicits responses (oral, written, visual, musical, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

3. KNOWLEDGE OF DIVERSE LEARNERS (Wisconsin Teacher Standard 3)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Uses innovative instructional approaches to meet student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows the ability to modify tasks to meet individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses available resources to meet diverse student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates an understanding of cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Encourages students to treat others respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

4. INSTRUCTIONAL STRATEGIES (Wisconsin Teacher Standard 4)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Delivers information in a clear, accurate and sequential manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses a wide range of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Offers a variety of explanations and/or representations to assist student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Encourages critical thinking and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses a variety of questioning strategies that are age/grade level appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Chooses a variety of modes for student expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses technology to enhance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

5. CLASSROOM MANAGEMENT (Wisconsin Teacher Standard 5)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Presents clearly defined goals and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides a safe environment for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is consistent and fair when dealing with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies and incorporates appropriate consequences for various student behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

6. COMMUNICATION TECHNIQUES (Wisconsin Teacher Standard 6)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Effectively uses a variety of communication methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates sensitivity to individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is a thoughtful and responsive listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communication demonstrates command of language articulation and grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

7. INSTRUCTIONAL PLANNING (Wisconsin Teacher Standard 7)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED	
• Creates short and long range plans that are linked to student needs and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops lesson plans that are clear and concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Completes lesson plans on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prepares and incorporates supportive materials and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adjusts and revises plans based on changing circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

8. ASSESSMENT STRATEGIES (Wisconsin Teacher Standard 8)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED	
• Uses on-going systematic assessment processes to promote student growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Incorporates a variety of assessment strategies, both formal and informal, formative and summative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correlates assessment instruments to learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understands measurement theory and assessment related issues (i.e. validity, limitations, reliability)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains useful records of student work and performance for student feedback and for use in reporting systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

9. REFLECTIVE PRACTITIONER (Wisconsin Teacher Standard 9)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Demonstrates commitment to professional growth as an on-going process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies areas of weakness and strives to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Continually evaluates the effects of persona/professional choices and actions on students, parents, and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

10. POSITIVE RELATIONSHIPS (Wisconsin Teacher Standard 10)

	n/o	MINIMAL		EMERGING		PROFICIENT		ADVANCED
• Respects the privacy of students and confidentiality of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops productive relationships with parent/guardians colleagues and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Responds appropriately to behavioral cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understands and follows laws related to students' rights and teacher responsibilities (i.e. modifications, discrimination, and possible abuse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is aware of agencies and specialists within and outside of the school available to meet student needs and makes referrals appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: