

*University of Wisconsin – Green Bay
Professional Program in Education*



University Supervisor Handbook

Policies and Guidelines for Working with Student Teachers and Interns

Fall 2023

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Mission/Vision Statement of the UW-Green Bay Professional Program in Education

The Professional Program in Education seeks to inspire and prepare future educators by cultivating knowledge, skills, and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice, and decision-making based on data. In keeping with this mission, the following integrated themes are evident in this course:

- A commitment to effective communication and ethical decision making
- Proficiency through performance-based assessment
- Environments that promote inquiry as the basis the authentic learning
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

The University Supervisor

The primary role of the university supervisor is to be a second party in the observation and evaluation of the student teacher/intern and to provide professional input to the cooperating teacher and to the student teacher during the experience. Many university supervisors are full-time faculty members; however, they may be ad hoc faculty members with teaching and supervisory experience and expertise in instruction at the grade levels and/or subject areas of the student teacher/intern's assignment. The university supervisor's role is to supervise the student teacher and evaluate their performance. It is not his/her responsibility to evaluate the cooperating teacher nor to change the cooperating teacher's classroom.

Requirements

The university supervisor will make a minimum of four classroom visits (2 per quarter) of at least one hour in length to observe the teaching of each student teacher or teaching intern. For each student teacher or intern, the university supervisor will

- confer a minimum of two times with both the cooperating teacher and the student teacher present at the conference during the semester.
- attempt to have a three-way conference involving her/himself, the cooperating teacher, and the student teacher or intern before or after **each observational** visit, but responsibilities and time constraints on all of the parties involved may make such a three-way conference impossible on some observational visits.

Responsibilities

It is the responsibility of the university supervisor

- to become acquainted with the cooperating teacher(s) of each student teacher/intern under his/her supervision, and
- to work cooperatively with the cooperating teacher(s) in promoting the student teacher's or intern's continuous growth as a professional educator.

The university supervisor should objectively evaluate the strengths and weaknesses of each student teacher/intern and counsel with the student teacher/intern and cooperating teacher(s) as needed. The primary function of this consulting with student teachers/interns and cooperating teachers is to help plan experiences that will lead to any needed improvements in the teaching performance of the student teachers/interns. The university supervisor also has the responsibility

- to write letters of recommendation, based on her/his observations of classroom performance,
- to evaluate the overall performance of the student teachers,
- to become familiar with the pre-student teaching preparation of his/her student teachers/interns and with the programs of the cooperating schools and cooperating teachers,
- and to share a responsibility with cooperating teachers, student teachers/interns and others in assisting the university in identifying areas of needed improvement in the pre-service education programs of the university and in helping to improve those programs.

The Evaluation Process

In addition to the essential day-to-day evaluation, we believe that it is important to complete formal evaluations of the student teacher. The University of Wisconsin Green Bay requires a minimum of four written evaluations for each student teacher/intern, based upon classroom observation by the cooperating teacher and the university supervisor. The following evaluation forms will meet the minimum requirements for a **9-week** student teaching placement:

1. An *Interim (Mid-Term) Evaluation* of teaching performance (See Appendix);
2. A *Final Evaluation* of teaching performance;
3. The *Recommendation for Teacher Certification* form (See appendix B); and
4. The *Cooperating Teacher's Letter of Recommendation (Requested but optional)*.

The following evaluation forms will meet the minimum requirements for an **18-week** student teaching placement:

1. *Three Evaluations of teaching performance throughout the first 12-15 weeks* (See Appendix);
2. A *Final Evaluation* of teaching performance;
3. The *Recommendation for Teacher Certification* form (See appendix B); and
4. The *Cooperating Teacher's Letter of Recommendation (Requested but optional)*.

The main question to ask yourself is “Does this student teacher have the potential to become a successful teacher”? Criteria for the evaluation of the student teacher's and intern's performance are in the areas of

- lesson preparation and planning,
- knowledge of subject matter,
- management of teaching processes,
- enthusiasm and initiative demonstrated in her/his teaching,
- the criterion of a positive learning atmosphere in the classroom,
- the motivation of pupils, his/her practices or classroom management and control,
- competence in human relations skills,
- professional attitudes,
- and their interactions with their pupils and with school staff members.

Such personal characteristics as emotional stability, adaptability and creativity, dependability and cooperation, communication and language skills, and voice quality, are also evaluated by the cooperating teacher.

Cooperating teachers are asked to complete the *Student Teaching Observation/Evaluation Form* and to send it to the UWGB Education Office. A final evaluation using the same form should be completed at or near the end of the student teacher's assignment. All evaluations and recommendations made by the cooperating teacher and the university supervisor should be reviewed with the student teacher. Instructions on returning evaluations are below.

After the Coordinator/Director of Clinical Experiences receives and reviews the evaluations written by both the student teacher's/intern's Cooperating Teacher(s) and the University

Supervisor, the UWGB Education Office will place copies of all documents in the student's education file in the Education Office.

It is very important that the student teacher/intern be aware of any problems (particularly those which would affect a certification recommendation) well before the end of the student teaching assignment. It is recommended that the student teacher/intern make every effort to communicate effectively with his/her cooperating teacher(s) and that he/she informs the university supervisor before problems that might jeopardize a favorable certification recommendation become irreconcilable. The Coordinator/Director of Clinical Experiences should be appraised of major problems or issues as they arise. DO NOT wait to inform the student, university supervisor, or the Coordinator/Director of Clinical Experiences of a problem which will affect the deferral or denial of a recommendation for a teaching license. All parties to the student teaching experience have the responsibility to communicate often and honestly in an effort to assist the student teacher in becoming an effective educator.

At the conclusion of the student teaching assignment, the cooperating teacher will hold a final, culminating conference with the student. The "Final Evaluation" of the student teaching/interning performance report and the other formal evaluations should be discussed with the student teacher/intern at that conference. If desired, the cooperating teacher and/or student teacher/intern may request that the university supervisor also participate in this culminating conference.

As stated earlier, the cooperating teacher will forward the completed "Final Evaluation" of teaching performance, "Recommendation for Teacher Certification," and the written letter of evaluation to the Education Department Office. These may be mailed to the UWGB Education Office or submitted electronically (See instructions below). The final evaluation form(s) and the recommendation for teacher certification are placed in the student's file in the Education Office. Student teachers who are applying for teaching positions before completion of their student teaching assignment are advised to request an interim letter of recommendation from both the cooperating teacher and the university supervisor.

Evaluation Materials

The evaluation forms and materials are offered electronically via the UWGB Education Website under the student teaching tab. There are numerous ways that cooperating teachers and/or supervisors may submit evaluations to the Education Office. Instructions for all available options are explained further in detail below. The student should always receive one copy of the evaluation for his or her personal records:

Paper Evaluation Process:

1. Print, or save, the Evaluation Forms and Recommendation Forms at: www.uwgb.edu/education
2. [Complete the evaluation either on paper or via a computer.](#)
3. Mail, or email, the completed evaluation to Kory Baker, Professional Program in Education 2420 Nicolet Drive Green Bay, WI 54311, (bakerko@uwgb.edu) by the suggested timeline dates.

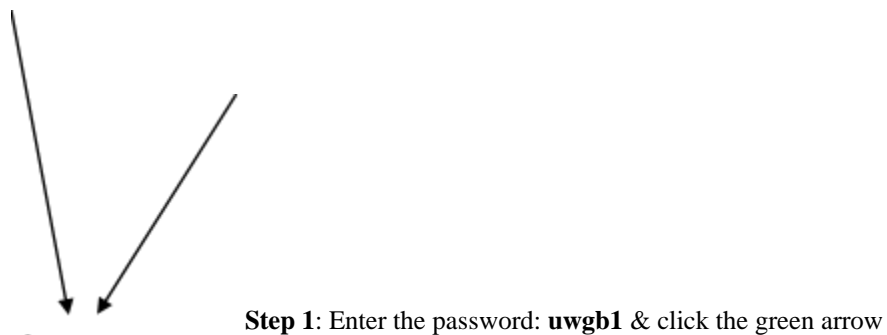
Electronic Student Teacher Evaluation Tutorial

The Student Teacher Evaluation can be accessed via the UWGB Education Website:

<http://www.uwgb.edu/education/student-teaching/cooperating-teachers/>

The electronic Student Teacher Evaluation can also be accessed via this link:

http://uwgreenbay.qualtrics.com/jfe/form/SV_1NrnPEdTKOrF8PP



Step 1: Enter the password: **uwgb1** & click the green arrow

Domain 1: Planning and Preparation


(Please use component indicators to assist with scoring. Indicators are located on the paper version of the evaluation which can be accessed on the UWGB Education Webpage)

0 1 2 3 4

1.a Demonstrating Knowledge of Content & Pedagogy

1.b Demonstrating Knowledge of Students

1.c Setting Instruction Outcomes



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This survey requires a password.

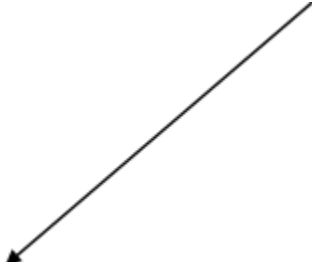
Step 2: Using the Levels of Performance, slide the green dot for each of the components within each domain.

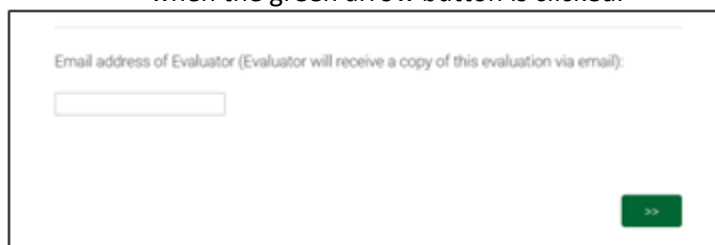
***For more information on what is included in each domain, please refer to the paper evaluation located in the Cooperating Teacher Handbook, which has been posted on the UWGB Education Website.*

Step 3: Enter your email address in the last box. This is to ensure that you receive a copy of the evaluation. Once you receive a copy, please forward the email to your student teacher.

NOTES:

- Sometimes the evaluation email is sent to your spam folder, so please check your spam folder as well.

-  The evaluation is automatically submitted to the University when the green arrow button is clicked.



The screenshot shows a form with the following elements:

- A label: "Email address of Evaluator (Evaluator will receive a copy of this evaluation via email):"
- An empty text input field below the label.
- A green button with a white right-pointing arrow (>) located at the bottom right of the form.

Grading

Grading of student teaching/interning at UWGB is on a pass-no credit basis. The cooperating teacher, in consultation with the University Supervisor, will recommend that certification be granted, deferred, or denied. Normally, this recommendation will be made at the conclusion of the scheduled student teaching assignment.

If the cooperating teacher(s) decides that a student does not merit recommendation for certification at the completion of his/her student teaching assignment but is of the opinion that the student teacher/intern has demonstrated enough progress that an extension of the student teaching/interning assignment or the completion of another assignment would likely provide sufficient opportunity for the desired additional experience and professional growth, the student teacher or intern will be permitted to enroll in a second student teaching assignment in a subsequent semester, if that is his/her desire. When a recommendation is made that certification be **deferred**, the cooperating teacher is asked to recommend any conditions which should be met before the student should be allowed to become licensed. Usually, cooperating teachers who recommend that certification be deferred, also recommend a second student teaching assignment in a subsequent semester. If the cooperating teacher(s) indicates that the student should be **denied** certification, the student's overall performance is evaluated and may not be given an opportunity to undertake further student teaching, and he/she will not receive a recommendation for a teaching license from the Certification Officer at UWGB.

Timelines for Student Teaching

Student teaching is the final supervised field experience for students seeking teacher certification. Learning to teach is a gradual process which includes observing teachers, preparing lesson plans and classroom activities, implementing the prepared lessons, assessing students, and assessing the performance of the student teacher to provide feedback for improvement. To make the student teaching experience as beneficial as possible, we suggest the following timeline as a GUIDE to assist you in your student teaching planning. While this timeline is provided as a guide, students may feel ready to accept more responsibility sooner. This is a mutual decision between the cooperating teacher and the student teacher. It should be noted, however, that the student teacher cannot fill in as a substitute teacher. The student teacher should be providing assistance to the classroom teacher while learning the role and responsibilities of the classroom teacher.

Week 1	Become acquainted with the school, staff, and students. Meet the teachers and administrators. Begin attending school activities include staff, unit, and committee meetings as well as PTO meetings and student activities. Learn the students' names and classroom procedures. Begin planning and preparing for one class. Discuss lesson planning with the cooperating teacher. Observe the cooperating teacher and assist in daily teacher tasks such as grading papers.
Week 2	Develop and implement lesson plans in one class period. Assist with planning all other classes. Assist the cooperating teacher with daily duties. Assist with one-on-one instruction and small group instruction.
Week 3	Completely take responsibility for one or two more class periods a day. Cooperatively plan and teach a second period with your cooperating teacher. With guidance from the cooperating, develop your own teacher-made tests and worksheets.
Week 4	Begin teaching two or more class periods a day adjusting the teaching load as the cooperating teacher feels it is appropriate. Develop and implement plans for lead teaching as appropriate. Complete a self-assessment. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 5	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 6	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits.
Week 7	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 8	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 9	Prepare for and complete final evaluation with your cooperating teacher and university supervisor. At cooperating teacher's direction, reduce teaching load to permit cooperating teacher to assume control of classroom. Resume role as an observer and assistant to your cooperating teacher. Continue to grade papers and assist teacher in small group or one-on-one instruction. Return all classroom materials to the cooperating teacher. NOTE: <i>Student teachers are expected to be involved at school through the end of the quarter and the semester or the end of the school year. The actual number of weeks in either placement may vary due to trimester schedules in some schools. If there are questions, please contact the Student Teaching Coordinator at UWGB at 920-465-2566.</i>

By Wisconsin State Statute 118.19(3)(a), "each student in the program is required to completed student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school."

18 Week Student Teaching Timeline Options

Option 1:

Weeks 1 & 2	Become acquainted with the school, staff, and students. Meet the teachers and administrators. Begin attending school activities include staff, unit, and committee meetings as well as PTO meetings and student activities. Learn the students' names and classroom procedures. Begin planning and preparing for one class. Discuss lesson planning with the cooperating teacher. Observe the cooperating teacher and assist in daily teacher tasks such as grading papers.
Week 3 & 4	Develop and implement lesson plans in one class period. Assist with planning all other classes. Assist the cooperating teacher with daily duties. Assist with one-on-one instruction and small group instruction.
Week 5 & 6	Completely take responsibility for one or two more class periods a day. Cooperatively plan and teach a second period with your cooperating teacher. With guidance from the cooperating, develop your own teacher-made tests and worksheets. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 7 & 8	Begin teaching two or more class periods a day adjusting the teaching load as the cooperating teacher feels it is appropriate. Develop and implement plans for lead teaching as appropriate. Complete a self-assessment. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 9 & 10	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 11 & 12	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 13 & 14	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 15 & 16	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 17 & 18	Prepare for and complete final evaluation with your cooperating teacher and university supervisor. At cooperating teacher's direction, reduce teaching load to permit cooperating teacher to assume control of classroom. Resume role as an observer and assistant to your cooperating teacher. Continue to grade papers and assist teacher in small group or one-on-one instruction. Return all classroom materials to the cooperating teacher. NOTE: <i>Student teachers are expected to be involved at school through the end of the quarter and the semester or the end of the school year. The actual number of weeks in either placement may vary due to trimester schedules in some schools. If there are questions, please contact the Student Teaching Coordinator at UWGB at 920-465-2835.</i>

Option 2: Complete two 9-week cycles following the 9-week timeline above

Option 3:

Week 1	Become acquainted with the school, staff, and students. Meet the teachers and administrators. Begin attending school activities include staff, unit, and committee meetings as well as PTO meetings and student activities. Learn the students' names and classroom procedures. Begin planning and preparing for one class. Discuss lesson planning with the cooperating teacher. Observe the cooperating teacher and assist in daily teacher tasks such as grading papers.
Week 2	Develop and implement lesson plans in one class period. Assist with planning all other classes. Assist the cooperating teacher with daily duties. Assist with one-on-one instruction and small group instruction.
Week 3	Completely take responsibility for one or two more class periods a day. Cooperatively plan and teach a second period with your cooperating teacher. With guidance from the cooperating, develop your own teacher-made tests and worksheets.
Week 4	Begin teaching two or more class periods a day adjusting the teaching load as the cooperating teacher feels it is appropriate. Develop and implement plans for lead teaching as appropriate. Complete a self-assessment. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 5	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 6	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits.
Week 7	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 8	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 9	Prepare for and complete evaluation with your cooperating teacher and university supervisor. At cooperating teacher's direction, reduce teaching load to permit cooperating teacher to assume control of classroom. Resume role as an observer and assistant to your cooperating teacher. Continue to grade papers and assist teacher in small group or one-on-one instruction. Return all classroom materials to the cooperating teacher.
Weeks 10-18	<ul style="list-style-type: none"> a. Cooperating Teacher & Student Teacher Team Teach for remainder of placement -or- b. Develop a personalized schedule that works best for students, cooperating teacher and student teacher Prepare for and complete two more evaluations with your cooperating teacher and university supervisor throughout the remainder of student teaching.

Role of the Cooperating Teacher

The cooperating teacher plays an extremely important role in the pre-service preparation of a student teacher or teaching intern. The cooperating teacher serves as a role model and mentor in providing opportunities for the student teacher/intern to observe professional behavior. The cooperating teacher also provides the day-to-day evaluation, guidance, and training necessary to becoming a successful teacher. The role includes helping the student teacher/intern explore ways to involve pupils actively in their learning.

The cooperating teacher role includes:

- Providing guidance
- Offering suggestions
- Evaluating Performances
- Scaffolding opportunities
- Providing clarification and feedback to questions
- The cooperating teacher is expected to:
 - Guide the student teacher/intern in understanding school organization
 - Assist with developing classroom routine
 - Demonstrate lessons for teaching specific learning objectives including standards and benchmarks
 - Provide appropriate materials and resources to enable the student teacher/intern to develop lessons appropriate to the students need.

The cooperating teacher helps the student/intern to become self-evaluative and also monitors the progress of the individual. Assistance is provided to help him/her develop their own solutions to problems in the classroom. The cooperating teacher should challenge the student/intern to further develop their strengths while encouraging the student to refine all teaching skills.

A Final Word

In addition to making periodic visits, the university supervisor is available for consultation as needed throughout the student teaching experience. Whenever any problems or difficulties arise, cooperating teachers and student teachers/interns are urged to contact the university supervisor or the Coordinator/Director of Clinical Experiences in Education without delay. Experience has shown that many serious problems can be averted through early consultation and discussion. In the event of questions or problems, please call the Education Department office at (920) 465-2835.

Policy Statement Concerning Student Teaching Clinical Experiences Expectations

Under the policies and guidelines of the Professional Program in Education, students participating in the student teaching clinical experience in schools and other professional settings at all times are to display appropriate conduct. Included in this behavior is:

- Wearing proper attire (blue jeans are not to be worn to your assignments)
- Hats are also not appropriate professional attire in the classroom.
- T-shirts with slogans encouraging political or antisocial behavior of any kind are not to be worn. (This includes commercial endorsements of various products.)

Further, as a student teacher, students are not to serve as a **substitute teacher**. Substitute teaching is not recognized as student teaching and does not fulfill the University requirement for student teaching.

Appendix A: Student Teacher Evaluation



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Student Teacher Evaluation

[Modeled after the Danielson Framework](#)

Student Teacher:	School:	
Evaluator:	Date:	Grade Level/Subject:

Levels of Performance: Use this rubric to guide your evaluation of the four domains and their respective components. The domains and components follow the Danielson Framework. The evaluation should be completed with the understanding that these are emerging educators. As such, the rubric designations differ from the traditional Danielson Framework.

1 = Unsatisfactory	2 = Basic	3 = Proficient	4 = Distinguished
Refers to student teaching that does not convey understanding of the concepts underlying the component. This level of performance is unsatisfactory and ineffective.	Refers to student teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent across the component.	Refers to successful, student teacher practice. The student teacher consistently teaches at a proficient level. It would be expected that student teachers would perform at this level.	Refers to advanced student teaching that involves students in innovative learning processes and creates a true community of learners. Student teachers performing at this level are advanced in the field, both inside and outside of their school.

Domain 1: Planning and Preparation				
Component	1	2	3	4
1.a Applying Knowledge of Content and Pedagogy				
<ul style="list-style-type: none"> • Planning and preparation demonstrate understanding of the central concepts of the discipline and content • Lesson and unit plans include a variety of strategies appropriate to the discipline and students • Adaptations are made to meet the unique needs of the students • Plans and preparation include interdisciplinary material and skills that connect to real world application 				
1.b Knowing and Valuing Students				
<ul style="list-style-type: none"> • The teacher applies knowledge of the students' race, culture, and identities to planning and preparation • The teacher differentiates based on the varied knowledge and skills of the students • Lesson planning and preparation incorporate the students' cognitive, social, and emotional development • The teacher works to build strong relationships with the students 				
1.c Setting Instructional Outcomes				
<ul style="list-style-type: none"> • Instructional outcomes are relevant and reflect important learning and development • Instructional outcomes reflect grade-level standards • Instructional outcomes are clear and specific • Instructional outcomes integrate academic, social-emotional, and character development 				
1.d Using Resources Effectively				
<ul style="list-style-type: none"> • Evidence of prior training or collaboration with colleagues • Evidence of teacher seeking out resources (online or other people) • District-provided instructional, assessment, and other materials used as appropriate • Technology and other digital resources are used to enhance learning when appropriate and available • Resources are culturally responsive 				
1.e Planning Coherent Instruction				
<ul style="list-style-type: none"> • Tasks and activities are aligned with learning outcomes • Multiple strategies and approaches are used to meet the needs of various students • Instructional groups are organized thoughtfully • Plans for learning are well structured 				
1.f Designing and Analyzing Assessments (Optional)				
<ul style="list-style-type: none"> • Assessments are aligned to instructional outcomes and provide evidence of student understanding • Assessment criteria and standards are established, clear, and understandable by students • Formative assessments are planned and provide an accurate picture of student learning progress • Assessment results are used in future planning 				
Comments/Evidence:				

Domain 2: Learning Environments				
Component	1	2	3	4
2a. Cultivating Respectful and Affirming Environments				
<ul style="list-style-type: none"> Classroom interactions demonstrate caring and respect Verbal and nonverbal communication indicates that students feel part of the classroom community Learning environments reflect elements of students' racial and cultural identities Learning environments recognize and honor individual differences Teacher and students use a clear approach to conflict resolution 				
2b. Fostering a Culture for Learning				
<ul style="list-style-type: none"> The teacher and students demonstrate a belief in the importance of learning and personal growth The teacher encourages student curiosity, critical thinking, reasoning, and reflection Students have multiple opportunities to exercise agency The teacher encourages confidence, resilience, persistence, and teamwork 				
2c. Maintaining Purposeful Environments				
<ul style="list-style-type: none"> Students are engaged during group work Routines and procedures support student autonomy and assumption of responsibility Resources and supports are used efficiently effectively, and equitably Non-instructional tasks are completed efficiently 				
2d. Supporting Positive Student Behavior				
<ul style="list-style-type: none"> Positive behavior is modeled and taught explicitly The teacher and students establish and communicate expectations The teacher models and teaches habits of character The teacher encourages students to monitor their own behavior 				
2e. Organizing Spaces for Learning (Optional)				
<ul style="list-style-type: none"> The space is safe and accessible to all students The design of the space support student learning and development Students have a voice in creating the space Learning spaces are thoughtfully designed 				
Comments/Evidence:				

Domain 3: Learning Experiences				
Component	1	2	3	4
3a. Communicating About Purpose and Content				
<ul style="list-style-type: none"> • The teacher clearly explains what students will be learning and why • Expectations for the learning activities are clear • Explanations of content are clear and accurate • The teacher uses content-specific language and vocabulary 				
3b. Using Questioning and Discussion Techniques				
<ul style="list-style-type: none"> • The teacher promotes critical thinking • Questions and discussions invite students to explain their thinking • Questions encourage reflection • The teacher engages students and invites them to participate 				
3c. Engaging Students in Learning				
<ul style="list-style-type: none"> • Students engage in activities that support agency and require critical thinking • Students collaborate during the lesson in a way that supports learning • Instructional materials and resources are used effectively by the students • The pacing of the lesson supports reflection and learning 				
3d. Using Assessment for Learning				
<ul style="list-style-type: none"> • Standards for of high-quality work and success are clear to students • Teacher monitors student understanding • Teacher provides timely, constructive feedback • The teacher and students use formative assessments to support learning and development 				
3e. Responding Flexibly to Student Needs				
<ul style="list-style-type: none"> • The teacher adjusts learning experiences to meet students' needs • The teacher incorporates students' interests and questions into learning experiences • The teacher demonstrates determination and persistence in regard to student learning 				
Comments/Evidence:				

Domain 4: Principled Teaching				
Component	1	2	3	4
4a. Engaging in Reflective Practices				
<ul style="list-style-type: none"> • The teacher reflects on their practices • The teacher uses student work to assess the effectiveness of their instruction • The teacher analyzes the impact of their actions and beliefs on student learning • The teacher considers multiple plans throughout the reflection process 				
4b. Documenting Student Progress (Optional)				
<ul style="list-style-type: none"> • The teacher documents and celebrates student progress • There is a clear system for tracking progress • The teacher engages students and those who support them in identifying and monitoring goals • The teacher has accurate and accessible systems for tracking student learning 				
4c. Engaging Families and Communities (Optional)				
<ul style="list-style-type: none"> • The teacher engages with families and the community with respect and cultural awareness • The teacher engages families and communities in contributing to the learning community • The teacher shares accessible and informative updates about the instructional program • The teacher invites families to engage in learning experiences 				
4d. Contributing to School Community and Culture				
<ul style="list-style-type: none"> • The teacher takes initiative in contributing to the school culture • The teacher has supportive and collaborative relationships with colleagues • The teacher participates in professional inquiry with colleagues • The teacher participates in school events 				
4e. Growing and Developing Professionally				
<ul style="list-style-type: none"> • The teacher engages in professional learning opportunities • The teacher accepts and respects cultural differences • The teacher takes initiative in deepening content knowledge and pedagogical knowledge • The teacher invites, accepts, and acts on feedback 				
4f. Acting in Service of Students				
<ul style="list-style-type: none"> • The teacher acts honestly and with care and integrity • The teacher seeks to make decisions in the best interest of students • The teacher addresses the needs of all students 				
Comments/Evidence:				

Summary	
Key Strengths:	Areas for Development:
Overall Comments of Evaluator:	
Student Teacher Signature:	Date:
Evaluator Signature:	Date:

Appendix B: Recommendation for Certification

UNIVERSITY OF WISCONSIN – GREEN BAY
Professional Program in Education

University Supervisor/Cooperating Teacher Recommendation for Teacher Certification

Please submit this form with the Final Evaluation form at, or near, the conclusion of student teaching or intern experience.

Student Name _____

School (s) _____

1. Length of Assignment: 9 weeks _____ 18 weeks _____

2. Subject(s) Taught: _____

Grade Level (s): _____

Estimated # of days absent: _____ Estimated # of days tardy: _____

My overall assessment of this student teacher/intern (Choose One):

_____ I highly recommend that this student be considered for licensure.

_____ I recommend that this student be considered for licensure.

_____ I recommend with reservations that this student be considered for licensure.
Please identify your concerns below.

_____ I do not recommend that this student be considered for licensure. The student needs to meet the following conditions to receive a positive recommendation for licensure from me.

Comments/Recommendations:

Signature of Evaluator _____ Date _____

RETURN TO:

Kory Baker
Email as PDF
Bakerko@uwgb.edu

or

ATTN: Kory Baker
Education Office
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001