

College of Education and Human Services Field Experience Observation Form

University of Wisconsin Oshkosh

Candidate: _____ **Supervisor:** _____ **Cooperating Teacher:** _____
Please fill in all names above and indicate who completed this form by checking the appropriate box.

Semester: _____ **Year:** _____ **Group Size/Setting:** _____ **Subject:** _____

School: _____ **District:** _____

Grade Level: _____ **Disability Category:** _____

Field Experience: _____ **Candidate e-Mail Address:** _____

Rating Scale:

-	√	+	N/O
Candidate has demonstrated unacceptable/inconsistent performance	Candidate has demonstrated some skills consistently, but is not yet proficient	Candidate has demonstrated competent skills at a proficient level	<u>Not Observed</u>

Instructions: Each of the 10 InTASC standards and its definition is listed first, followed by the correlating Wisconsin Educator Standard and the COEHS Conceptual Model components. Please reflect on the standard and note a rating in the Skill Rating column for the candidate utilizing the above scale. Additional information including descriptions of the knowledge, dispositions, and performances expected of teacher candidates can be found at http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html *If there are concerns regarding the candidate's disposition, please place a checkmark in the Disposition Concern column and complete the Notification of Concern form* – see <http://www.uwosh.edu/coehs/departments/OFE/forms>

	<u>InTASC - Wisconsin Educator Standards – COEHS Conceptual Model</u>	Skill Rating:	Disposition Concern:
1.	Learner Development – The teacher 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. WES - #2 – Know how children grow. COEHS – Learning, Pedagogy.		
2.	Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. WES - #3 – Understand that children learn differently. COEHS – Diversity, Culture, Learning, Pedagogy.		
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. WES - #5 – Know how to manage a classroom. COEHS – Skillful practitioner.		
4.	Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. WES - #1 – Know the subject they teach. COEHS – Content, Life-long learner.		
5.	Application of Content – The teacher 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. WES - #6 – Communicates well with students. COEHS – Skillful practitioner.		

6.	Assessment – The teacher 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. WES - # 8 – Know how to test for student progress. COEHS – Skillful practitioner.		
7.	Planning for Instruction – The teacher 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. WES - #7 – Able to plan different kinds of lessons. COEHS - Curriculum, Skillful practitioner, Content, Pedagogy, Learning.		
8.	Instructional Strategies – 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. WES - #4 – Know how to teach. COEHS – Pedagogy, Skillful practitioner.		
9.	Professional Learning and Ethical Practice – The teacher 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. WES - #9 – Able to evaluate themselves. COEHS - Life-long learner, Reflective professional.		
10.	Leadership and Collaboration – The teacher 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. WES - #10 – Are connected with other teachers and the community. COEHS – Culture, Change agent, Reflective professional.		

The questions below can be used to initiate conversations about key points of teaching that are reflective of thoughtful planning, instruction, and assessment.

In what ways does the candidate:

- **demonstrate an understanding of his/her students’ cultural and/or personal assets and/or current knowledge, to support student learning?**
- **engage students in active learning activities to deepen student learning?**
- **provide feedback to his/her students to guide further learning?**
- **make connections between student performance and progression toward standards/objectives?**
- **use knowledge about what his/her students know to plan the next steps of instruction?**
- **use and support the academic language within the lesson?**
- **support the use of professional language in communicating with students and the university supervisor?**

What connections to theory and research can the candidate use to support the planning, instruction, and assessment decisions he/she has made?

Summary Comments:

A three-way conference was held to discuss this observation: Yes No
If no conference was held, please explain why:

Signature – University Supervisor

Signature – Candidate

Signature – Cooperating Teacher

Date Completed