

**CENTER FOR ADDITIONAL TEACHING LICENSES: ADD-ON PROGRAM  
PRACTICUM SELF-EVALUATION FORM  
College of Education and Human Services – University of Wisconsin Oshkosh**

**Candidate:**

**Semester:**

**Year:**

**Group Size:**

**Subject(s):**

**School & District:**

**Grade Level:**

Rating Scale:

<b>1 Unacceptable</b>	<b>2 Emergent</b>	<b>3 Progressing</b>	<b>4 Proficient</b>	<b>5 Advanced</b>
Candidate has demonstrated inadequate skills	Candidate has demonstrated inconsistent skills and further work is needed	Candidate has demonstrated some skills consistently, but is not yet proficient	Candidate has demonstrated competence expected of a beginning teacher	Candidate has demonstrated superior performance indicative of an exemplary teacher

**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. Additional information including descriptions of the knowledge, dispositions, and performances expected of teacher candidates can be found at the InTASC Standards link on the [Practicum webpage](#).

Please reflect and **COMMENT** on *each category* and note a **RATING** for the candidate utilizing the above scale; there is a section at the end of the form for any additional comments you wish to share.

**INTASC - WISCONSIN EDUCATOR STANDARDS – COEHS CONCEPTUAL MODEL**

**THE LEARNER AND LEARNING**

**Rating:** \_\_\_\_\_

**Standard 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.

**Standard 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.

**Standard 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.

**Comments:** (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

**CONTENT KNOWLEDGE**

**Rating:** \_\_\_\_\_

**Standard 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.

**Standard 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.

**Comments:** (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

**INSTRUCTIONAL PRACTICE****Rating:** \_\_\_\_\_

**Standard 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.

**Standard 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.

**Standard 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.

**Comments:** (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

**PROFESSIONAL RESPONSIBILITY****Rating:** \_\_\_\_\_

**Standard 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.

**Standard 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.

**Comments:** (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

**Additional Comments:**\_\_\_\_\_  
Add On Candidate’s name\_\_\_\_\_  
Signature\_\_\_\_\_  
Date