

**Utah Valley University
Education Preparation Program**

3-Week Field Formative Evaluation (Based on the PAES Rubric)

Candidate Information

Full Name: _____

Program: EDEL EDSP

Semester: Junior 1 Junior 2 Senior 1

Semester/Term: _____

Field Experience

School: _____

District: _____

Grade Levels: _____
(For multiple grades, separate by commas; e.g., 2, 3, 4)

Evaluator Information

Full Name: _____

Role:

UVU Supervisor
 Mentor Teacher

Evidence for Evaluation (check all that apply):

Reviewed formative evaluation with candidate
 Conferenced with candidate
 Reviewed candidate's performance with mentor teacher/
university supervisor

Date of Observation: _____ Time: _____

—Mentor teacher- 1 form per student at end of field
—University supervisor- 2 forms per student at end of field

NOT Effective (0)	BEGINNING (1)	DEVELOPING (2)	NOT SCORED (NS)
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O = Observed C = Consultation

The Learner and Learning

STANDARD 1: Learner Development—The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

1.1 O: Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs.

STANDARD 2: Learning Differences—The teacher understands individual learner differences and cultural and linguistic diversity.

2.1 O: Allows learners multiple ways to demonstrate learning sensitive to diverse experiences while holding high expectations for all.

STANDARD 3: Learning Environments—The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

3.2 O: Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

3.3 O: Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively.

Instructional Practice

STANDARD 4: Content Knowledge—The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline.

4.1 O: Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.

STANDARD 5: Assessment—The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

5.1 C: Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.

STANDARD 6: Instructional Planning—The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, practices, and the community context.

6.1 C: Demonstrates knowledge of the Utah Core Standards and references it in short- and long-term planning.

STANDARD 7: Instructional Strategies—The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7.1 O: Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.

7.3 O: Supports and expands each learner’s communication skills through reading, writing, listening, and speaking.

7.4 O: Uses a variety of available and appropriate technology and/or resources to support learning.

7.5 O: Develops learners' ability to find and use information to solve real-world problems.

Professional Responsibility

Please mark the following standard as a Yes (Y) if the teacher understands, adheres to, and upholds or No (N) if he/she does not understand or adheres to based on the PAES rubric decision rules.

STANDARD 10: Professional and Ethical Behavior—The teacher demonstrates the highest standard of legal, moral, and ethical conduct.

10.1 C: Is teachable, responsible and acts professionally in terms of work ethic, dress, treatment of students, and respect for mentor teacher and university supervisor. **No** **Yes**

Strengths and Suggestions

Strengths: My teacher candidate’s greatest strengths:	Suggestions: My teacher candidate needs some additional work on the following:
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Evaluator Name: _____ Signature: _____ Date: _____

Candidate Name: _____ Signature: _____ Date: _____

(I have read and discussed my evaluation with my evaluator)