

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

<i>Performance Expectation</i>	<i>Not Effective</i>	<i>Beginning</i>	<i>Developing</i>	<i>Preservice Effective (USBE Emerging Effective)</i>	<i>Inservice Effective</i>	
The Learner and Learning						
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.						
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. UETS 1a, 2e InTASC 1 CAEP 1.1, 3.5	<ul style="list-style-type: none"> Provides developmentally inappropriate instruction Lacks awareness of developmental needs 	<ul style="list-style-type: none"> Creates lessons according to grade level Utah Core Standards 	...and <ul style="list-style-type: none"> Adds to or modifies lessons to provide varied learning experiences 	...and <ul style="list-style-type: none"> Implements learning experiences based on specific learners' developmental levels 	...and <ul style="list-style-type: none"> Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction learning experiences Incorporates methods of language development into planning and instruction
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. UETS 2a, 2b, 2c, 2d InTASC 2 CAEP 1.1, 3.5 Cross-cutting Diversity	<ul style="list-style-type: none"> Not aware of learner differences Not accepting of differences Does not hold high expectations for learners 	<ul style="list-style-type: none"> Demonstrates awareness of learner diversity Respects individual differences 	...and <ul style="list-style-type: none"> Applies general strategies for diverse learners 	...and <ul style="list-style-type: none"> Applies understanding of specific strategies for learner diversity to encourage all learners to reach their full potential 	...and <ul style="list-style-type: none"> Uses learner differences as an asset to adapt and deliver instruction for all learners Provides students multiple ways to demonstrate learning

Standard 3. Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging 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. UETS 3b InTASC 3 CAEP 1.1, 3.5	<ul style="list-style-type: none"> • Demonstrates negative demeanor • Reprimands frequently • Leaves students unattended 	<ul style="list-style-type: none"> • Communicates with students using developmentally appropriate language 	<p>...and</p> <ul style="list-style-type: none"> • Communicates explicitly the expectations for classroom interactions • Provides opportunities for teacher-student interactions • Provides opportunities for student interactions 	<p>...and</p> <ul style="list-style-type: none"> • Maintains positive interactions with and among students 	<p>...and</p> <ul style="list-style-type: none"> • Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry • Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership
3.3 O	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively. UETS 3c, 3d InTASC 3 CAEP 1.1, 3.5	<ul style="list-style-type: none"> • Uses time, space, and attention ineffectively • Does not have management plan 	<ul style="list-style-type: none"> • Plans classroom management strategies • Plans instruction for the allotted time 	<p>...and</p> <ul style="list-style-type: none"> • Paces instruction appropriate for student learning • Addresses inappropriate student behavior 	<p>...and</p> <ul style="list-style-type: none"> • Implements classroom management strategies • Encourages learners to be engaged with the content • Manages time, space, and attention to increase participation 	<p>...and</p> <ul style="list-style-type: none"> • Uses differentiated management strategies focusing on individual learner need • Gains and maintains student attention through active participation • Adjusts instructional pacing and transitions to maintain learner participation and support learning

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4. Content Knowledge: The teacher 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. UETS 4a, 4c, 4d, 4e, 7c InTASC 4 and 5 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	<ul style="list-style-type: none"> • Provides inaccurate lesson content 	<ul style="list-style-type: none"> • Demonstrates content knowledge 	<p>...and</p> <ul style="list-style-type: none"> • Uses more than one way to explain concept • Uses accurate academic language 	<p>...and</p> <ul style="list-style-type: none"> • Models critical and/or creative thinking in the content area • Supports learner use of content-specific academic language 	<p>...and</p> <ul style="list-style-type: none"> • Uses multiple representations and explanations of concepts to deepen each learner's understanding • Models and expects learners to evaluate, create, and think critically about the content • Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning
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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 O	<p>Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.</p> <p>UETS 5a, 5c, 5d, 8a InTASC 6 CAEP 1.1, 1.2, 3.5</p>	<ul style="list-style-type: none"> Does not collect or use data 	<ul style="list-style-type: none"> Collects data 	<p>...and</p> <ul style="list-style-type: none"> Analyzes data to document student learning Uses formative assessment during instruction 	<p>...and</p> <ul style="list-style-type: none"> Uses data to evaluate the outcomes of teaching Monitors learning and adjusts instruction during the lesson 	<p>...and</p> <ul style="list-style-type: none"> Targets instructional, intervention, and enrichment strategies based on data. Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs
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Standard 6. Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

6.1 C	<p>Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning.</p> <p>UETS 4b, 6a InTASC 7 CAEP 1.1, 1.3, 1.4, 3.4, 3.5</p>	<ul style="list-style-type: none"> Unfamiliar with Utah Core Standards Instructional materials do not align with standards No evidence of learning objectives No evidence of planning 	<ul style="list-style-type: none"> Includes Utah Core Standards in lesson plans 	<p>...and</p> <ul style="list-style-type: none"> Includes appropriate learning objectives based on Utah Core Standards 	<p>...and</p> <ul style="list-style-type: none"> Aligns daily instruction with Utah Core Standards Selects instructional materials that support standards 	<p>...and</p> <ul style="list-style-type: none"> Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content Organizes and adapts learning experiences and materials to align with the Utah Core Standards
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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	<p>Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners.</p> <p>UETS 2b, 2e, 6c, 7a, 7b InTASC 8 CAEP 1.1, 1.2, 1.4, 3.5 Cross-cutting diversity</p>	<ul style="list-style-type: none"> Inappropriate strategies No variety of strategies Insensitivity to individual differences No adjustments to instruction 	<ul style="list-style-type: none"> Uses instructional strategies focused on lesson objectives 	<p>... and</p> <ul style="list-style-type: none"> Incorporates various instructional strategies 	<p>...and</p> <ul style="list-style-type: none"> Identifies each learner's diverse learning strengths and needs Attempts to adjust instruction based on the developmental, cultural, or linguistic needs of the students in individual or small group settings 	<p>...and</p> <ul style="list-style-type: none"> Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners Enhances instruction by using a variety of appropriate strategies
7.3 O	<p>Supports and expands each learner's communication skills through reading, writing, listening, and speaking.</p> <p>UETS 3f, 7d InTASC 8 CAEP 1.1, 1.4, 3.4, 3.5</p>	<ul style="list-style-type: none"> Communication skills are not taught or developed specifically No opportunities for learner communication 	<ul style="list-style-type: none"> Engages learners in listening and/or reading during instruction 	<p>... and</p> <ul style="list-style-type: none"> Allows learners to contribute through speaking or writing as part of instruction 	<p>... and</p> <ul style="list-style-type: none"> Provides opportunities for learners to practice communication skills, including reading, writing, listening, and speaking 	<p>...and</p> <ul style="list-style-type: none"> Teaches content-specific reading, reading, writing, listening, and speaking skills for effective communication Provides opportunities for learners to expand communication skills to articulate thoughts and ideas
7.4 O	<p>Uses a variety of available and appropriate technology and/or resources to support learning.</p> <p>UETS 3e, 7f, 7g InTASC 8 CAEP 1.1, 1.3, 1.5, 3.4, 3.5 Cross-cutting technology</p>	<ul style="list-style-type: none"> Does not use available technology 	<ul style="list-style-type: none"> Uses teacher-centered technologies 	<p>... and</p> <ul style="list-style-type: none"> Uses technology to engage students 	<p>... and</p> <ul style="list-style-type: none"> Uses student-centered technologies in ways that promote learning 	<p>...and</p> <ul style="list-style-type: none"> Evaluates and uses various appropriate technologies to support content and skill development Incorporates appropriate technology and/or resources to extend learner content knowledge and skill development

7.5 O	Develops learners' abilities to find and use information to solve real-world problems. UETS 7g, 7f InTASC 8 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	<ul style="list-style-type: none"> • Sources not appropriate for instruction 	<ul style="list-style-type: none"> • Provides multiple appropriate sources 	... and <ul style="list-style-type: none"> • Uses multiple appropriate sources of information during instruction 	... and <ul style="list-style-type: none"> • Engages learners in using multiple, appropriate sources of information 	...and <ul style="list-style-type: none"> • Develops each learner's ability to find, understand, and analyze diverse sources of information • Provides opportunities for learners to use multiple sources of information for quality and accuracy.
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Standard 10. Professional and Ethical Behavior: The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.

<i>Performance Expectation</i>	<i>No</i>	<i>Yes</i>
10.1 C Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. UETS 10a, 5f InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	<ul style="list-style-type: none"> • Does not understand nor adheres to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same 	<ul style="list-style-type: none"> • Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same