

Preservice Teacher \_\_\_\_\_  
School \_\_\_\_\_  
UVU Supervisor \_\_\_\_\_

Semester \_\_\_\_\_  
Grade(s) \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_

Date \_\_\_\_\_  
Subject \_\_\_\_\_

**Scoring Directions:** 0 = Not Effective, 1 = Beginning, 2 = Developing, 3 = Preservice Effective/USBE Emerging Effective, NS = Not Scored

**The Learner and Learning**

- \_\_\_\_\_ 1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs
- \_\_\_\_\_ 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development
- \_\_\_\_\_ 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all
- \_\_\_\_\_ 3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures
- \_\_\_\_\_ 3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry
- \_\_\_\_\_ 3.3 Utilizes positive classroom management strategies effectively, including the resources of time, space, and attention

**Instructional Practice**

- \_\_\_\_\_ 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language
- \_\_\_\_\_ 5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction
- \_\_\_\_\_ 5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways
- \_\_\_\_\_ 5.3 Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.
- \_\_\_\_\_ 6.1 Demonstrates knowledge of the Utah Core Standards and references them in short and long-term planning
- \_\_\_\_\_ 6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge
- \_\_\_\_\_ 7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners
- \_\_\_\_\_ 7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills
- \_\_\_\_\_ 7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking
- \_\_\_\_\_ 7.4 Uses a variety of available and appropriate technology and resources to support learning
- \_\_\_\_\_ 7.5 Develops learners’ abilities to find and use information to solve real-world problems

**Professional Responsibility**

- \_\_\_\_\_ 8.1 Adapts and improves practice based on reflection and new learning
- \_\_\_\_\_ 9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community
- \_\_\_\_\_ 9.2 Advocates for the learners, the school, the community, and the profession
- (For discussion only; no formative scoring)**
- \_\_\_\_\_ 10.1 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
- \_\_\_\_\_ 10.2 Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development

**Evaluator’s Written Formative Evaluation**

Evaluator’s written observation of teacher candidate’s teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Teacher Candidate Performance & Assessment Evaluation System (PAES) rubric. For all indicators *not scored* in this observation write "NS."

Preservice Teacher Signature \_\_\_\_\_ UVU ID number \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Cooperating Teacher       University Supervisor