Brigham Young University
Educator Preparation Program

# Utah Teacher Candidate Performance Assessment & Evaluation System
## (PAES)

## Summative Evaluation
## for Student Teachers and Interns

Academic Year 2019–2020

Developed by

Utah Teacher Education Assessment & Accreditation Council
(UTEAAC)

# Member Institutions of the Utah Teacher Education Assessment & Accreditation Council (UTEAAC)

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# Utah Teacher Candidate Performance Assessment & Evaluation System (PAES)

Summative Evaluation for Student Teachers and Interns

## Student Information

Full Name:_____

ID: _____

Program/Emphasis: _____

Major ☐    or    Minor ☐

Course: _____

Semester/Term: _____

Field Experience

School: _____

District: _____

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

Field Duration: _____
(4 weeks, 10 weeks, Term1, Term 2, Semester or Year Long)

Experience Type: _____

## Evaluator Information

Full Name: _____

Role: _____
(University Supervisor/Mentor Teacher)

Evidence for Evaluation (check all that apply):

☐  Reviewed my formative performance assessments

☐  Reviewed formative performance assessments and/ or summative evaluations from mentor teacher

☐  Conferenced with candidate or other school personnel

☐  Reviewed lesson plans/ portfolio

☐  Other: _____

Total # Formative Evaluations: _____

Total # Formative Evaluation Minutes: _____

Total # Consultation/Debriefing Minutes: _____

## Performance Criteria for Student Teaching or Internship in the Major

During student teaching/internships candidates are expected to show proficiency at the *Preservice Effective (3)* level.

*Cut Score:*
- Items 1.1 to 9.2 (20 items): 48/60 points, or a total average score of 2.40
- Items 1.1 to 9.2 (20 Items): No items scored as *Not Effective (0)*
- Items 10.1 and 10.2 (Yes/No): All Yes

## Performance Criteria for Student Teaching or Internship in the Minor

During student teaching/internship in the minor, candidates are expected to show proficiency at the *Developing (2)* level.

*Cut Score:*
- Items 1.1 to 9.2 (20 items): 32/40 points, or a total average score of 1.60
- Items 1.1 to 9.2 (20 Items): No items scored as *Not Effective (0)*
- Items 10.1 and 10.2 (Yes/No): All Yes

**Note:** Candidates may receive more than 40 points if the evaluator scores items at the *Preservice Effective (3)* level.

Student Name:                                             ID:                     Evaluator Name:

| Not Effective (0) | Beginning (1) | Developing (2) | Preservice Effective (3) |
|---|---|---|---|

# *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 candidate 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.

1.2 C: Collaborates with families, colleagues, and other professionals to promote student growth and development.

**STANDARD 2: Learning Differences—**The teacher candidate 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 candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

3.1 O: Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

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

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

# *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 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.

Student Name:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ID:＿＿＿＿＿＿ Evaluator Name:＿＿＿＿＿＿＿＿＿＿＿＿＿＿

| Not Effective (0) | Beginning (1) | Developing (2) | Preservice Effective (3) |
|---|---|---|---|

**STANDARD 5: Assessment—**The teacher candidate 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.

5.2 C: Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways.

5.3 C: 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.

**STANDARD 6: Instructional Planning—**The teacher candidate 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: Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning.

6.2 C: Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

**STANDARD 7: Instructional Strategies—**The teacher candidate 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.

7.2 O: Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

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 resources to support learning.

7.5 O: Develops learners' abilities to find and use information to solve real-world problems.
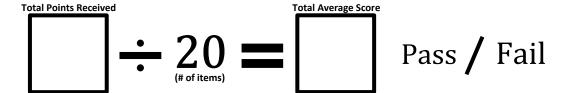
## *Professional Responsibility*

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

| Not Effective (0) | Beginning (1) | Developing (2) | Preservice Effective (3) |
|---|---|---|---|

**STANDARD 8: Reflection and Continuous Growth—**The teacher candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.1 C: Adapts and improves practice based on reflection and new learning. ☐

**STANDARD 9: Leadership and Collaboration—**The teacher candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

9.1 C: Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. ☐

9.2 C: Advocates for the learners, the school, the community, and the profession. ☐

**Please mark the following standard as a Yes (Y) the teacher candidate understands, adheres to, and upholds or a No (N) does not understand or adheres to based on the PAES rubric.**

| NO | YES |
|---|---|

**STANDARD 10: Professional and Ethical Behavior—**The teacher candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

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. ☐

10.2 C: Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development. ☐

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**Scoring Instructions:**

1. Add up the total number of points the candidate received across items 1.1 to 9.2.
2. Divide the total points received by the number of items (20) to calculate the Total Average Score.
3. Using the criteria outlined on the first page, indicate whether the candidate passed or failed.

**Total Points Received**          **Total Average Score**

☐ ÷ 20 = ☐   Pass / Fail
**(# of items)**

Student Name: _____ ID: _____ Evaluator Name: _____

**SUMMARY STATEMENT**: Please provide a brief summary of the candidate's teaching practices while working in the classroom. As part of your summary, please include information about his/her teaching skills, ability to teach the Utah Core standards, ability to meet the Utah Effective Teaching Standards (UETS), interpersonal interactions with others, and any other strengths or areas for improvement you feel inclined to include. ***This is not a letter of recommendation.*** It is an evaluation of the candidate's knowledge and skill as a student teacher or intern. **800 Words Maximum**

Evaluator Name: _____ Signature: _____ Date: _____

University Program
Coordinator Name: _____ Signature: _____ Date: _____

I have read and discussed my PAES with my evaluator.

Candidate Name: _____ Signature: _____ Date: _____