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

Developed by the Utah Teacher Education Assessment & Accreditation Council (UTEAAC)

(Based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool V.4.0)

Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3) (USBE Emerging Effective)	Inservice Effective
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 AAQEP 1.1.2,2.2.2, 3.2,3.3	• Provides developmentally inappropriate instruction • Lacks awareness of developmental needs	• Creates lessons according to grade level Utah Core Standards	...and • Adds to or modifies lessons to provide varied learning experiences	...and • Implements learning experiences based on specific learners' developmental levels	...and • Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction learning experiences • Incorporates methods of language development into planning and instruction
1.2 C Collaborates with families, colleagues, and other professionals to promote student growth and development. UETS 1b InTASC 1 AAQEP 1.2, 1.1.2.1,2.2.1,3.3	• Works in isolation • Avoids communication or communicates ineffectively • Does not focus on learner needs	• Communicates about procedural issues, schedules, and requirements	...and • Responds to mentor inquiries/concerns about learner development and progress • Communicates about curriculum and instruction	...and • Interacts with colleagues or families related to learner growth and development	...and • Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners
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 AAQEP 1.2.1.2,1.2.2,2.2.1, 3.3 Cross-cutting Diversity	• Not aware of learner differences • Not accepting of differences • Does not hold high expectations for learners	• Demonstrates awareness of learner diversity • Respects individual differences	...and • Applies general strategies for diverse learners	...and • Applies understanding of specific strategies for learner diversity to encourage all learners to reach their full potential	...and • 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.

3.1 O	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. UETS 3a InTASC 3 AAQEP 1.1.2,1.1.2.1,1.2.1.2,2.2, 3.3	• Does not have a schedule planned • Has unorganized and lengthy transitions • Loses Instructional time	• Plans a schedule, routines, and behavioral expectations	…and • Communicates schedule, routines, and behavioral expectations to students	…and • Implements the daily schedule • Holds students accountable to follow routines and behavioral expectations	…and • Provides explicit direction so that learners know what to do and when to do it • Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior
3.2 O	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. UETS 3b InTASC 3 AAQEP 2.1,3.3	• Demonstrates negative demeanor • Reprimands frequently • Leaves students unattended	• Communicates with students using developmentally appropriate language	…and • Communicates explicitly the expectations for classroom interactions • Provides opportunities for teacher-student interactions • Provides opportunities for student interactions	…and • Maintains positive interactions with and among students	…and • 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 AAQEP 1.1.2,1.1.2.1,1.2.1,2.1, 3.3	• Uses time, space, and attention ineffectively • Does not have management plan	• Plans classroom management strategies • Plans instruction for the allotted time	…and • Paces instruction appropriate for student learning • Addresses inappropriate student behavior	…and • Implements classroom management strategies • Encourages learners to be engaged with the content • Manages time, space, and attention to increase participation	…and • 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 AAQEP 1.1.1, 1.2.1.1, 2.2.2,	• Provides inaccurate lesson content	• Demonstrates content knowledge	…and • Uses more than one way to explain concept • Uses accurate academic language	…and • Models critical and/or creative thinking in the content area • Supports learner use of content-specific academic language	…and • 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

	3.2,3.3					

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. UETS 5a, 5c, 5d, 8a InTASC 6 AAQEP 1.3.1, 2.1,3.2,3.3	• Does not collect or use data	• Collects data	...and • Analyzes data to document student learning • Uses formative assessment during instruction	...and • Uses data to evaluate the outcomes of teaching • Monitors learning and adjusts instruction during the lesson	...and • 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
5.2 C	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways. UETS 5b, 5e InTASC 6 AAQEP 1.3.2, 3.2,3.3,3.4	• Does not document learner progress • Does not provide feedback	• Documents learner progress • Provides general feedback	...and • Provides specific and timely feedback	....and • Provides feedback to individuals and groups based on identified elements of quality work (e.g. rubrics, checklists, exemplars) • Shares assessment feedback with parents/guardians under the direction of the mentor teacher	...and • Uses a variety of effective formats to document and provide feedback on learner progress • Initiates ongoing, open communication between home and school about learner progress • Provides timely, descriptive, and specific feedback to individuals and groups
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. UETS 5a InTASC 6 AAQEP 1.2.1.2, 1.3.1,2.2.2, 3.2,3.3	• Does not assess student learning • Assessment is inappropriate	• Lesson plan includes an assessment	...and • Designs, selects, or adapts assessments that align with learning objectives	...and • Uses a variety of assessment formats to evaluate student learning	...and • Designs assessments in a variety of formats that match learning objectives and Utah Common Core standards • Selected assessment(s) differentiate levels of student learning allowing the teacher to reteach missed concepts • Selected assessment(s) accounts for individual learning styles and multicultural differences of learners minimizing bias

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	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning. UETS 4b, 6a InTASC 7 AAQEP 1.1.1, 1.1.2, 1.1.2.1,2.1, 3.2,3.3,	• Unfamiliar with Utah Core Standards • Instructional materials do not align with standards • No evidence of learning objectives • No evidence of planning	• Includes Utah Core Standards in lesson plans	...and • Includes appropriate learning objectives based on Utah Core Standards	...and • Aligns daily instruction with Utah Core Standards • Selects instructional materials that support standards	...and • 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

6.2 C	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. UETS 6b, 6e InTASC 7 AAQEP 1.1.1, 1.1.2, 1.1.2.1, 2.2,3.2, 3.3	• Does not acknowledge the importance of integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication)	• Acknowledges the importance of integrating cross-disciplinary skills	…and • Plans lessons in which cross-disciplinary skills are modeled	…and • Plans lessons that engage students in using cross-disciplinary skills	…and • Plans lessons that demonstrate how knowledge and skills transfer to other content areas • Designs learning experiences that promote the application of knowledge in multiple content areas

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. UETS 2b, 2e, 6c, 7a, 7b InTASC 8 AAQEP 1.1.2,1.1.2.1,1.2.1.1,1.2.2,3.2,3.3 Cross-cutting diversity	• Inappropriate strategies • No variety of strategies • Insensitivity to individual differences • No adjustments to instruction	• Uses instructional strategies focused on lesson objectives	…and • Incorporates various instructional strategies	…and • 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	…and • 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
7.2 O	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. UETS 3f, 6d, 7e InTASC 8 AAQEP 1.1.2,1.1.2.1,1.2.2,3.2,3.3	• Is not familiar with higher-order and metacognitive skills	• Uses instructional strategies focused on lower-order thinking skills (e.g., uses memorization, recall, and rote knowledge for most assessments/tasks)	…and • Uses instructional strategies in which higher-order thinking skills are modeled	…and • Uses instructional strategies that engage learners in higher-order thinking	…and • Provides learners with explicit instruction to analyze, synthesize, and make decisions • Provides opportunities for learners to reflect on their own learning • Provides opportunities for students to generate and evaluate new ideas
7.3 O	Supports and expands each learner's communication skills through reading, writing, listening, and speaking. UETS 3f, 7d InTASC 8 AAQEP 1.2.1.1, 3.2,3.3	• Communication skills are not taught or developed specifically • No opportunities for learner communication	• Engages learners in listening and/or reading during instruction	…and • Allows learners to contribute through speaking or writing as part of instruction	…and • Provides opportunities for learners to practice communication skills, including reading, writing, listening, and speaking	…and • 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	Uses a variety of available and appropriate technology and/or resources to support learning. UETS 3e, 7f, 7g InTASC 8 AAQEP 1.1.2, 1.1.2.2,,3.3 Cross-cutting technology	• Does not use available technology	• Uses teacher-centered technologies	…and • Uses technology to engage students	…and • Uses student-centered technologies in ways that promote learning	…and • 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 7f, 7g InTASC 8 AAQEP 1.1.1,1.1.2,1.1.2.1, 3.3	• Sources not appropriate for instruction	• Provides multiple appropriate sources of information	…and • Uses multiple, appropriate sources of information during instruction	…and • Engages learners in using multiple, appropriate sources of information	…and • 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

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.

Standard 8. Reflection and Continuous Growth: The teacher 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. UETS 8b, 8c, 8d, 8e InTASC 9 AAQEP 1.3.1,2.1,2.5,3.3 | ● Does not reflect on instruction
● Does not accept feedback | ● Attends to feedback from mentor teacher and supervisor | …and
● Develops a plan to improve practice in response to feedback
● Self-reflects on lesson effectiveness | …and
● Applies feedback from mentor teachers, supervisors, and self-reflection to improve teaching and learning in the classroom | …and
● Applies current professional learning to classroom practice, consistent with its intent
● Acknowledges the impact of bias on own teaching
● Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards |

Standard 9. Leadership and Collaboration: The teacher 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. UETS 9a, 9b, 9d, 9e InTASC 10 AAQEP 2.1, 2.2,2.4,3.3,3.4,4.2.3,4.2.5 | ● Fails to fulfill required duties (e.g., contracted school day, etc.)
● Displays lack of respect for colleagues/classmates
● Blames others, including students, for lack of success | ● Participates in required school activities
● Communicates with colleagues/classmates when required | …and
● Attends and participates in team meetings and other collaborative opportunities, when invited | …and
● Acknowledges own actions that lead to success of all learners
● Maintains cordial professional relationships with colleagues/ classmates | …and
● Participates with colleagues and collaborates in decision making
● Accepts responsibility for the success of all learners |
| 9.2 C | Advocates for the learners, the school, the community, and the profession. UETS 9c InTASC 9 AAQEP 2.1,2,3.3,3.4, 4.2.3,4.2.5 | ● Lacks respect for learners and families
● Communicates negatively about learners, families, or the profession
● Interacts inappropriately with learners, families, or colleagues/classmates | ● Respects learners, families, and the profession
● Communicates positively about learners, families, and the profession
● Interacts appropriately with learners, classmates, colleagues, and families | …and
● Positively represents the profession, school, and university | …and
● Contributes to learner success by responding to learner and/or family/community concerns | …and
● Advocates for all students to be prepared for high school graduation and future school work success
● Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement |

Standard 10. Professional and Ethical Behavior: The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in <u>Utah State Board Rule R277-515</u>.			
	Performance Expectation	*No*	*Yes*
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 AAQEP 3.3,4.3	● 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	● 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
10.2 C	Is responsible for compliance with all requirements of <u>State Board of Education Rule R277-515</u> at all levels of teacher development. UETS 10b InTASC 9 AAQEP 3.3,4.3	● Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities ● Does not know or understand professional requirements ● Does not complete all requirements for clinical experiences ● Does not maintain instructional and non-instructional records ● Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation ● Develops inappropriate student-teacher relationships as defined in rules, law, and policy ● Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA)	● Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities ● Takes responsibility to understand and complete all requirements for clinical experience ● Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way ● Maintains accurate instructional and non-instructional records ● Maintains integrity and confidentiality in matters concerning student records and collegial consultation ● Develops appropriate student-teacher relationships as defined in rules, law, and policy ● Maintains professional demeanor and appearance as defined by university and the local education agency (LEA)