State of Washington
Performance-Based Pedagogy Assessment of Teacher Candidates

Candidate ________  Supervisor ________  Cooperating Teacher ________
School ________  District ________  Grade Level(s) ________
Subject/Title of Unit Observed ________
PAA Administration Dates  1st  2nd  3rd  4th

Written Sources of Evidence

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
<th>Not Observed</th>
<th>Comments (evidence of performance)</th>
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</thead>
</table>

**1. The teacher candidate sets learning targets that address the EALRs and state learning goals**

A. **Alignment**  
Instructional plan learning targets are aligned with EALRs, state learning goals, district goals, and school and classroom goals.  
Comments:

B. **Meaningfulness/Importance**  
The plan’s learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.  
Comments:

C. **Developmental and Instructional Appropriateness**  
The plan’s learning targets represent valuable learning and foster student critical thinking and problem solving.  
Comments:

D. **Accuracy**  
The plan’s learning targets define learning outcomes and can be assessed.  
Comments:

E. **Multicultural Perspectives**  
The plan’s learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.  
Comments:

**2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.**

A. **Developmental Characteristics**  
The plan reflects understanding of students’ developmental characteristics.  
Comments:

B. **Exceptionalities**  
The plan reflects understanding of students’ exceptionalities and special learning needs.  
Comments:

C. **Cultural Backgrounds, Ethnicity, Language Developments, SES, Gender**  
The plan reflects understanding of students’ cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.  
Comments:

D. **Approaches to Learning**  
The plan reflects understanding of students’ varied approaches to learning.  
Comments:

E. **Prior Knowledge and Skills**  
The plan reflects understanding of students’ knowledge and skills relative to the learning targets for each student, including those with special needs.  
Comments:

F. **Community Factors that Impact Student Learning**  
The plan reflects understanding of how to use students’ community as support for activities, resources, and learning strategies.  
Comments:

**3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.**

A. **Appropriateness**  
The plan’s interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low status/historically marginalized families.  
Comments:
B. Purpose

The plan for family interaction provides and elicits information regarding student learning and wellbeing, including low-status/historically marginalized families.

Comments:

C. Cultural Responsiveness

The plan's interactions with families are culturally responsive for each student and his or her family.

Comments:

D. Two-Way Communication

The plan provides adequate opportunities for families to engage in communication or activities to support student learning and wellbeing.

Comments:

4. The teacher candidate designs assessment strategies that measure student learning.

A. Alignment

The plan's assessment strategies are aligned with the learning targets.

Comments:

B. Technical Soundness

The plan includes assessments that measure the student outcomes reflected in the learning targets.

Comments:

C. Formative and Summative Assessment

The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.

Comments:

D. Multiple Modes and Approaches

The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.

Comments:

E. Feedback

The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.

Comments:

5. The teacher candidate designs instruction based on research and principles of effective practice.

A. Alignment

The plan's learning activities are aligned with learning targets and assessments.

Comments:

B. Lesson Sequence

The plan's learning activities account for prior learning and support the learning targets.

Comments:

C. Research-Based Pedagogy

The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.

Comments:

D. Academic Knowledge and Perspective

The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.

Comments:

E. Culturally Responsive Learning Activities

The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.

Comments:

F. Materials and Resources

The plan utilizes technology to support and enhance instruction and student learning.

Comments:

G. Use of Technology

The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning, groups that build and recognize academic competence of all students, including low status/ historically marginalized students.

Comments:
I. Student Engagement

<table>
<thead>
<tr>
<th>Comments:</th>
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<tbody>
<tr>
<td>The plan describes how students will become intrinsically motivated and engaged in their own learning.</td>
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## Observation

### 6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.

<table>
<thead>
<tr>
<th>Observation</th>
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</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Classroom instruction is aligned with the instructional plan. Comments:</td>
</tr>
<tr>
<td>B. Meaningful Opportunities to Learn</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students are learning the key skills and concepts needed to reach the learning targets. Comments:</td>
</tr>
<tr>
<td>C. Accuracy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>The teacher candidate demonstrates accurate knowledge. Comments:</td>
</tr>
<tr>
<td>D. Interdisciplinary Instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students are engaged in tasks that provide interdisciplinary connections with other subject areas. Comments:</td>
</tr>
<tr>
<td>E. Culturally Responsive and Gender-Sensitive Instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students respond using multicultural and gender-sensitive perspectives. Comments:</td>
</tr>
</tbody>
</table>

### 7. Students participate in a learning community that supports student learning and well-being.

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<tbody>
<tr>
<td>A. Democratic Classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution). Comments:</td>
</tr>
<tr>
<td>B. Respect</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Classroom interactions between students and teacher candidate or between peers reflect respect for others. Comments:</td>
</tr>
<tr>
<td>C. Learning Community</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students support one another in group learning activities and include low-status/historically marginalized students. Comments:</td>
</tr>
<tr>
<td>D. Self-Directed Learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students express their opinions and provide suggestions regarding their own learning. Comments:</td>
</tr>
<tr>
<td>E. Diverse Perspectives</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students show respect for multicultural and gender perspectives expressed by others. Comments:</td>
</tr>
<tr>
<td>F. Heterogeneous Groups</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students. Comments:</td>
</tr>
</tbody>
</table>

### 8. Students engage in learning activities that are based on research and principles of effective practice.

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<tbody>
<tr>
<td>A. Questioning and Discussion Techniques</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving. Comments:</td>
</tr>
<tr>
<td>B. Delivery and Pacing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate. Comments:</td>
</tr>
<tr>
<td>C. Differentiated Instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive. Comments:</td>
</tr>
<tr>
<td>D. Active Learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding. Comments:</td>
</tr>
</tbody>
</table>
| E. Technology | ☐   | ☐       | ☐            | Students use technology when engaging in learning or the
<table>
<thead>
<tr>
<th>9. Students experience effective classroom management and discipline.</th>
<th></th>
<th></th>
<th>Students find, use, and return classroom materials respectfully and efficiently with regard for order and others. Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use of Classroom Materials</td>
<td></td>
<td></td>
<td>Students are fairly and equitably disciplined. Comments:</td>
</tr>
<tr>
<td>B. Equitable Discipline</td>
<td></td>
<td></td>
<td>Students move between learning tasks in an efficient manner. Comments:</td>
</tr>
<tr>
<td>C. Transitions</td>
<td></td>
<td></td>
<td>Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors. Comments:</td>
</tr>
<tr>
<td>D. Response to Interventions</td>
<td></td>
<td></td>
<td>Students are engaged in democratic classroom management practices. Comments:</td>
</tr>
<tr>
<td>E. Democratic Practices</td>
<td></td>
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</tr>
</tbody>
</table>

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<tr>
<th>10. The teacher candidate and students engage in activities that assess student learning.</th>
<th></th>
<th></th>
<th>Students engage in assessment activities that are aligned with learning targets. Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td></td>
<td></td>
<td>Students engage in a variety of assessments that measure their performance relative to the learning targets. Comments:</td>
</tr>
<tr>
<td>B. Multiple Modes and Approaches</td>
<td></td>
<td></td>
<td>Students receive constructive, timely feedback based on assessment results. Comments:</td>
</tr>
<tr>
<td>C. Feedback</td>
<td></td>
<td></td>
<td>Students demonstrate an understanding of the relationship between the assessments and learning targets. Comments:</td>
</tr>
<tr>
<td>D. Understanding of Assessment</td>
<td></td>
<td></td>
<td>Students engage in self assessment related to the learning targets. Comments:</td>
</tr>
<tr>
<td>E. Self Assessment</td>
<td></td>
<td></td>
<td>Students reflect on their performance in order to evaluate progress over time relative to learning targets. Comments:</td>
</tr>
<tr>
<td>F. Student Reflection</td>
<td></td>
<td></td>
<td>Assessment results show the expected amount of learning relative to the learning targets by all students. Comments:</td>
</tr>
<tr>
<td>G. Positive Impact on Student Learning</td>
<td></td>
<td></td>
<td>The Candidate  ☐ HAS ☐ HAS NOT met all the standards and criteria of the Performance-Based Pedagogy Assessment.</td>
</tr>
</tbody>
</table>

Candidate Signature ____________________________ Supervisor Signature ____________________________ Date ____________________________

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