## Level III: STER - 2nd Self Reflection

*This is a formative evaluation of the teacher candidate's performance during the Level III Practicum. The evaluation is Aligned with the USBE General Teacher Education Competencies, which were approved June 6, 2024.*

**Assignment Instructions:**

**Student:** Self-reflect and score for a second time each competency (NA, 0, 1, 2, 3) based on your current knowledge, application, & demonstration. Where appropriate include evidence statements to support the score. After you have self-scored the Level III: STER - 2nd Self Reflection you will schedule time to discuss your self-reflection with your mentor teacher & they will then sign the form indicating that you have discussed the progress you made during the practicum.

**Mentor Teacher:** Following the student's completion of the Level III: STER - 2nd Self Reflection the Mentor teacher will discuss & sign the document for submission by the student to their ELED 4056 canvas course. The signature indicates that the Mentor teacher supports the student's progression to student teaching. Concerns should be shared with the USU Supervisor.

**USU Supervisor:** Review the Level III: STER - 2nd Self Reflection in the ELED 4056 Canvas course & indicate that the assignment has been completed. Discuss progress & available supports for the student. The USU Supervisor will sign the document and upload the signed assignment to the ELED 4056 Canvas course. The signature indicates that the USU Supervisor approves that the student is prepared to move on to student teaching. The USU Supervisor will communicate any concerns to the Director of Undergraduate Elementary Education if needed.

Notes:

- A score of 3 should be used rarely and be reserved for exceptional performance not typically observed in a Level III Practicum student.
- **Application (A):** Teacher candidates apply the competency in university or professional learning community (PLC) setting with other adults or in a lesson plan.
- **Demonstration (D):** Teacher candidates demonstrate the competency in an elementary classroom setting with children.

| Scoring Scale | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
|---|---|---|---|---|

Teacher Candidate_____

Mentor Teacher _____ Grade _____

**Learners and Learning:** Effective teachers exhibit knowledge, skills and dispositions that demonstrate an awareness of and sensitivity toward diversity in learner development and student individualities.

*1. Demonstration competency* **LL1.:** Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support. Conference w/MT

| | | | |
|---|---|---|---|
| Works in isolation and does not collaborate with students' parents/guardians. | Considers input from students' parents/guardians. | …and participates in a meeting with parents/guardians under mentor supervision. | …and initiates communication with parents/guardians to design supports that meet the specific needs of students. |
| *No competency - (0)* | *Approaching - (1)* | *At expected level – (2)* | *Exceeds expected level- (3)* |

Evidence:                                                                                                                             Score:

*2. Application competency* **LL2.:** Design learning that builds on the learner's background knowledge and supports students' needs. Observation

| | | | |
|---|---|---|---|
| Lacks awareness of learners' background knowledge. Lacks awareness of developmental needs. | Demonstrates awareness of learners' background knowledge and needs (e.g. learners' names, contextual information). | ...and designs learning experiences that reflect understanding of learners' academic background knowledge. | ...and implements and modifies learning experiences based on specific learners' developmental levels. |
| *No competency - (0)* | *Approaching - (1)* | *At expected level – (2)* | *Exceeds expected level- (3)* |

Evidence:                                                                                                                             Score:

*3. Application competency* **LL3:** Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. Observation

| | | | |
|---|---|---|---|
| Does not demonstrate awareness of classroom norms. | Demonstrates understanding of the norms of the classroom (e.g. behavioral, instructional, procedural). | …and implements classroom norms that encourage positive teacher-student and student-student relationships. | … and actively creates and sustains classroom norms in which teacher-student and student-student relationships are positive. |
| *No competency - (0)* | *Approaching - (1)* | *At expected level – (2)* | *Exceeds expected level- (3)* |

Evidence:                                                                                                                             Score:

*4. Application competency* **LL4:** Identify adaptations made to instruction to benefit learners of varied backgrounds. Observation

| | | | |
|---|---|---|---|
| Does not adapt instruction for learners of varied backgrounds. | Plans adaptations that may or may not be appropriate for the learners in the classroom, e.g., generic adaptations such as providing more time. | Plans and implements appropriate adaptations for learners. | Plans appropriate adaptations for learners AND adjusts instruction based on developmental, cultural, or linguistic needs of the students. |
| *No competency - (0)* | *Approaching - (1)* | *At expected level – (2)* | *Exceeds expected level- (3)* |

Evidence:                                                                                                                             Score:

**5.** *Demonstration competency* **LL5:** Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. Observation

| Does not communicate clear expectations AND does not use positive reinforcements. *No competency - (0)* | Communicates expectations OR uses positive reinforcements. *Approaching - (1)* | Communicates clear expectations and procedures, including positive behavior interventions. *At expected level – (2)* | …and creates opportunities for students to self-monitor their behavior. *Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**6.** *Application competency* **LL6:** Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom. Observation

| Sources and learning experiences are not appropriate for learning intentions. *No competency - (0)* | Uses sources of information appropriate to content area, but the sources and learning experiences lack a real-world connection (e.g., textbook-centered). *Approaching - (1)* | Uses appropriate sources of information and designs learning experiences that demonstrate a real-world connection (e.g., realia, authentic media, engagement with community). *At expected level – (2)* | … and engages learners in using multiple, appropriate sources of information that foster student ownership of authentic learning experiences through a real-world connection. *Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**7.** *Demonstration competency* **LL7:** Provide formative and timely feedback to guide students in self-assessment of learning. Observation

| Does not provide feedback to students. *No competency - (0)* | Provides general feedback, e.g. "good job". *Approaching - (1)* | Provides specific and timely feedback and encourages students to apply it to future performance. *At expected level – (2)* | ….and structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals. *Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**Instructional Clarity:** Effective teachers exhibit knowledge, skills, and dispositions that demonstrate clarity regarding the content they teach and how to organize and sequence it to effectively facilitate learning and drive student engagement.

8. ***Demonstration competency* IC1:** Demonstrate an understanding of Utah Core Standards.
***Application competency* IC2:** Create learning intentions and success criteria that are aligned to Utah Core Standards. Observation or Conference w/MT and ST

| | | | |
|---|---|---|---|
| Does not demonstrate an understanding of Utah Core Standards.Lesson intentions and success criteria are missing or not aligned to Utah Core Standards. ***No competency - (0)*** | Demonstrates inconsistent understanding of Utah Core Standards. OR Creates lesson intentions and success criteria that are inconsistently aligned to Utah Core Standards. ***Approaching - (1)*** | Demonstrates consistent understanding of Utah Core Standards AND Creates learning intentions and success criteria that are consistently aligned to Utah Core Standards. ***At expected level – (2)*** | …and meaningfully integrates content that aligns with Utah Core Standards. ***Exceeds expected level- (3)*** |

Evidence:                                                                                                                    Score:

9. ***Demonstration competency* IC3:** Design learning experiences aligned to learning intentions and success criteria. Observation or Conference w/MT and ST

| | | | |
|---|---|---|---|
| No evidence of learning objectives/intentions in design of learning experiences. ***No competency - (0)*** | Inconsistently provides evidence of learning objectives/intentions or success criteria in lesson plans. ***Approaching - (1)*** | Designs learning experiences that are aligned to learning intentions and success criteria. ***At expected level – (2)*** | …and uses students' response to instruction to inform future lessons. ***Exceeds expected level- (3)*** |

Evidence:                                                                                                                    Score:

10. ***Application competency* IC7:** Design a variety of instructional strategies to engage students and promote active learning. Observation or Conference w/MT and ST

| | | | |
|---|---|---|---|
| Does not engage students or promote active learning. ***No competency - (0)*** | Uses a limited range of instructional strategies. ***Approaching - (1)*** | …and uses a variety of instructional strategies that engage students and promote active learning. ***At expected level – (2)*** | ...and uses strategies that engage a majority of students and promote active learning on a consistent basis. ***Exceeds expected level- (3)*** |

Evidence:                                                                                                                    Score:

11. ***Application competency* IC4:** Plan learning progressions that build upon students' previous learning and support current learning intentions. Observation

| | | | |
|---|---|---|---|
| Lesson plans are not appropriate for the age of students or grade level. ***No competency - (0)*** | Lesson plans are appropriate for the age of students or grade level including cursory evidence of previous learning, (e.g., pacing guide, anecdotal evidence). ***Approaching - (1)*** | …and lesson plans are built upon previous evidence of learning and support current learning intentions. ***At expected level – (2)*** | …and lesson plans extend previous learning and are flexibly adjusted to provide appropriate challenges. ***Exceeds expected level- (3)*** |

Evidence:                                                                                                                    Score:

**12. Demonstration competency IC5:** Provide opportunities for students to track, reflect on, and set goals for their learning.
**Application competency IC6:** Allow students multiple opportunities and means for demonstration of competency.
Observation AND Conference with/MT

| | | | |
|---|---|---|---|
| Does not provide opportunities for students to demonstrate competency, and/or track, reflect on, or set goals for their learning.<br><br>*No competency - (0)* | Provides infrequent opportunities for students to track, reflect on, OR set goals for their learning. Provides one teacher-selected means for students to demonstrate competency.<br>*Approaching - (1)* | Provides opportunities for students to demonstrate competency, track, reflect on, and set goals for their learning AND Allows multiple opportunities for demonstrating competency.<br>*At expected level – (2)* | …and guides students in analyzing their own learning, setting their own goals, and selecting appropriate means to demonstrate competency.<br><br>*Exceeds expected level- (3)* |

Evidence:                                                                                                                  Score:

**Instructional Practice:** Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.

**13. Application competency IP1:** Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. Observation

| | | | |
|---|---|---|---|
| Is not aware of learners' unique needs AND Does not use differentiated strategies.<br><br>*No competency - (0)* | Demonstrates awareness of learners' unique needs but does not differentiate for learners' unique needs.<br><br>*Approaching - (1)* | Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs.<br><br>*At expected level – (2)* | …and is able to design instruction for students who need additional or extensive support to meet lesson objectives.<br>*Exceeds expected level- (3)* |

Evidence:                                                                                                                  Score:

**14. Application competency IP2:** Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. Observation

| | | | |
|---|---|---|---|
| Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses teacher-centered instruction.<br>*No competency - (0)* | Allows learners to contribute during instruction.<br><br><br><br>*Approaching - (1)* | Uses appropriate strategies to promote and facilitate students' problem solving, critical thinking, or academic discourse during instruction.<br>*At expected level – (2)* | … and uses strategies that are effective for the learning tasks and articulates their reasons for using the strategy.<br>*Exceeds expected level- (3)* |

Evidence:                                                                                                                  Score:

**15. Demonstration competency IP3:** Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.
Conference w/ST or MT

| | | | |
|---|---|---|---|
| Does not use student assessment data to inform instruction.<br><br>*No competency - (0)* | Inconsistently uses student assessment data to inform instruction.<br><br>*Approaching - (1)* | Uses both formative and summative data to inform and adjust instruction.<br><br>*At expected level – (2)* | …and consistently seeks data to inform and adjust instruction to meet the needs of learners.<br>*Exceeds expected level- (3)* |

Evidence:                                                                                                                  Score:

**16.** *Demonstration competency* **IP4:** Employ a variety of assessments that allow all students to demonstrate learning. Conference w/ST or MT

| Does not use a variety of assessments.<br><br>*No competency - (0)* | Uses one type of assessment for all students.<br><br>*Approaching - (1)* | Employs a variety of assessments, including formal and informal, formative and summative, that allow all students to demonstrate learning.<br>*At expected level – (2)* | …and designs assessments to meet the needs of specific students.<br><br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                     Score:

**17.** *Demonstration competency* **IP5:** Provide feedback to students and parents that supports learning and growth. Observation OR Conference w/MT

| Does not provide feedback to students.<br><br>*No competency - (0)* | Provides limited feedback to students.<br><br>*Approaching - (1)* | Provides explicit feedback to students and parents that supports learning and growth.<br><br>*At expected level – (2)* | …and seeks opportunities to provide feedback to students' parents/guardians to support student learning and growth.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                     Score:

**18.** *Application competency* **IP6:** Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. Conference w/ ST or MT

| Does not use students' interests, needs, and backgrounds to inform instruction.<br>*No competency - (0)* | Provides instruction that takes into account some students' interests.<br><br>*Approaching - (1)* | Provides relevant learning opportunities that are grounded in students' academic needs and backgrounds.<br>*At expected level – (2)* | …and integrates into instruction an awareness of all students' communities and personal backgrounds.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                     Score:

**19.** *Demonstration competency* **IP7:** Encourage students to think about, engage with, and access content in creative ways. Observation

| Does not encourage students to think about, engage with, and access content in creative ways.<br><br>*No competency - (0)* | Allows for student choice during instruction.<br><br><br>*Approaching - (1)* | … and encourages students to think about, engage with, and access content in creative ways.<br><br>*At expected level – (2)* | ...and consistently structures opportunities for students to think about, engage with, and access content in creative ways.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                     Score:

**20.** *Application competency* **IP8:** Intentionally selects tools and technology to design and implement activities that promote active student technology use. Observation OR Conference w/MT

| | | | |
|---|---|---|---|
| Does not intentionally or appropriately use available tools and technology.<br><br>*No competency - (0)* | Uses appropriate teacher-centered tools and technologies during instruction.<br><br>*Approaching - (1)* | Intentionally selects and uses tools and technology to design and implement activities that promote active student technology use.<br>*At expected level – (2)* | …and actively seeks, modifies, or creates tools and technology that promote meaningful and active student technology use.<br>*Exceeds expected level- (3)* |

Evidence:                                                                                                          Score:

---

**Classroom Climate:** Effective teachers exhibit the knowledge, skills, and dispositions that enable them to create appropriate physical, social, and emotional environments to support learning.

**21.** *Demonstration competency* **CC1:** Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. Observation

| | | | |
|---|---|---|---|
| Creates a classroom environment that is insensitive to students' experiences and backgrounds OR interacts insensitively with students.<br><br>*No competency - (0)* | Creates a learning environment that is sensitive to students' experiences and backgrounds AND interacts sensitively with students.<br><br>*Approaching - (1)* | Creates a learning climate that is sensitive to student experiences and backgrounds AND includes trauma informed and restorative practices in the classroom.<br>*At expected level – (2)* | …and aligns trauma-informed and restorative practices to students' backgrounds and experiences.<br><br>*Exceeds expected level- (3)* |

Evidence:                                                                                                          Score:

---

**22.** *Application competency* **CC2:** Promote a classroom environment in which students will respect and value each other. Observation

| | | | |
|---|---|---|---|
| Creates a classroom environment in which students are disrespectful.<br><br>*No competency - (0)* | Creates a classroom environment where the teacher conveys respect for students.<br>*Approaching - (1)* | … and creates a classroom environment in which students respect and value each other.<br>*At expected level – (2)* | …and explicitly teaches students to respect and value each other.<br><br>*Exceeds expected level- (3)* |

Evidence:                                                                                                          Score:

---

**23.** *Application competency* **CC3:** Involve students in establishing clear guidelines for behavior. Observation AND Conference w/MT

| | | | |
|---|---|---|---|
| Does not establish clear guidelines for behavior.<br><br>*No competency - (0)* | Establishes clear guidelines for behavior.<br><br>*Approaching - (1)* | …and involves students in establishing clear guidelines for behavior.<br><br>*At expected level – (2)* | …and meaningfully involves students in the ownership of action steps and guidelines for subsequent behavior.<br>*Exceeds expected level- (3)* |

Evidence:                                                                                                          Score:

**24.** *Application competency* **CC4:** Address physical and emotional safety concerns in a timely manner. Observation AND Conference w/MT

| Does not address physical and emotional safety concerns.<br><br>*No competency - (0)* | Shows awareness of physical and emotional safety concerns.<br><br>*Approaching - (1)* | …and addresses physical and emotional safety concerns in a timely manner.<br>*At expected level – (2)* | …and creates an environment that proactively addresses physical and emotional safety concerns.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                                                              Score:

**25.** *Application competency* **CC5:** Consistently applies the norms of the classroom to align with schoolwide expectations. Observation AND Conference w/MT

| Norms of the classroom do not align with schoolwide expectations.<br><br>*No competency - (0)* | Inconsistently applies the norms of the classroom to align with schoolwide expectations.<br>*Approaching - (1)* | Consistently applies the norms of the classroom to align with schoolwide expectations.<br>*At expected level – (2)* | and…improves or adds norms of the classroom to better align with schoolwide expectations.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                                                              Score:

**26.** *Application competency* **CC6:** Strategically organize and structure the classroom environment for optimal student learning. Observation

| Fails to use classroom management strategies.<br><br><br><br><br>*No competency - (0)* | Uses classroom management strategies.<br><br><br><br><br>*Approaching - (1)* | …and strategically organizes and structures the classroom environment for optimal student learning, including use of instructional and classroom management strategies that promote student learning.<br>*At expected level – (2)* | ...and manages time, space, and attention to increase participation.<br><br><br><br><br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                                                              Score:

**27.** *Demonstration competency* **CC7:** Model and maintain routines and procedures to encourage a predictable and functional classroom. Observation

| Has unorganized, lengthy transitions and routines, creating lost instructional time.<br>*No competency - (0)* | Plans a schedule and uses routines and procedures.<br><br>*Approaching - (1)* | …and Models routines and behavioral expectations for students.<br><br>*At expected level – (2)* | ...and holds students accountable to follow routines and behavioral expectations.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                                                              Score:

**28.** *Application competency* **CC8:** Encourage an environment where students feel safe to take risks, participate and engage. Observation

| Creates an environment in which students feel unsafe.<br><br>*No competency - (0)* | Creates an environment in which most students participate.<br><br>*Approaching - (1)* | …and creates an environment in which students feel safe to participate and engage.<br><br>*At expected level – (2)* | …and creates an environment in which students are encouraged to take risks as part of the learning process.<br><br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**Professional Responsibility:** Effective teachers exhibit the knowledge, skills, and dispositions that demonstrate awareness of and adherence to professional and ethical standards personally, within their school community, with parents, and within their local community.

**29.** *Application competency* **PR3:** Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. Conference w/MT

| Does not reflect on instruction; does not accept feedback.<br><br>*No competency - (0)* | Attends to feedback from mentor teacher and supervisor<br><br>*Approaching - (1)* | …and demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.<br><br>*At expected level – (2)* | …and develops and applies a plan to improve practice in response to feedback and self-reflection OR Is aware of strengths and weaknesses and develops related personal professional learning goals.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**30.** *Demonstration competency* **PR4:** Engages in reflective practices that support professional, instructional, and schoolwide improvement. Observation AND Conference w/MT

| Does not respond to feedback or make changes.<br><br>*No competency - (0)* | Applies supportive and corrective feedback from others to make positive changes.<br><br>*Approaching - (1)* | …and critically analyzes and reflects on own learning and teaching and makes intentional changes.<br><br>*At expected level – (2)* | …and uses critical reflection to seek out, analyze, and apply current research/literature to improve individual, team, or schoolwide practice.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**31.** *Demonstration competency* **PR5:** Use effective communication with students, parents, and colleagues about student learning. Observation AND Conference w/MT

| Does not communicate with students, parents, OR colleagues about student learning.<br>*No competency - (0)* | Communicates negatively with students, parents, OR colleagues about student learning.<br>*Approaching - (1)* | Uses effective communication with students, parents, and colleagues about student learning.<br>*At expected level – (2)* | ...and seeks out opportunities to interact with colleagues and/or parents/guardians related to learner growth and development.<br>*Exceeds expected level- (3)* |
|---|---|---|---|

Evidence:                                                                                                          Score:

**32.** *Basic content knowledge competency* **PR1**: Understand equal opportunity as outlined in **R277-328** by acknowledging that all students are capable of learning. Observation AND Conference w/MT

| | |
|---|---|
| Does not acknowledge that all students are capable of learning.<br><br>*No competency - (0)* | Acknowledges that all students are capable of learning and provides support based on students' academic needs.<br>*At expected level – (2)* |

Evidence:                                                                                                                    Score:

---

**33.** *Application competency* **PR2:** Comply with relevant school, district, and state laws, rules, and policies governing the profession. Observation and Conference w/MT

| | |
|---|---|
| Does not understand nor adhere 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.<br>*No competency - (0)* | 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.<br><br><br>*At expected level – (2)* |

Evidence:                                                                                                                    Score:

---

**34.** *Demonstration competency* **PR6:** Exhibit professional and ethical conduct in accordance with school, district, and state policy. Observation AND Conference w/MT

| | |
|---|---|
| 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. OR does not know or understand professional requirements. OR does not complete all requirements for clinical experiences. OR does not maintain instructional and non-instructional records. OR does not maintain integrity and confidentiality in matters concerning student records and collegial consultation. OR develops inappropriate student-teacher relationships as defined in rules, law, and policy. OR does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA).<br><br>*No competency - (0)* | Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. AND takes responsibility to understand and complete all requirements for clinical experience. AND takes responsibility to understand professional requirements to maintain a current Utah Educator License. AND maintains accurate instructional and non-instructional records. AND Maintains integrity and confidentiality in matters concerning student records and collegial consultation. AND develops appropriate student-teacher relationships as defined in rules, law, and policy. AND maintains professional demeanor and appearance as defined by university and the local education agency (LEA).<br>*At expected level – (2)* |

Evidence:                                                                                                                    Score:

---

**35.** *Demonstration competency* **PR7:** Secure student data and respect confidentiality related to student data. Observation and Conference w/MT

| | |
|---|---|
| Does not understand nor adhere to state policies and board rules regarding data privacy OR does not protect digital passwords or stores student data in an inappropriate and insecure place<br>*No competency - (0)* | Understands and adheres to state and federal (FERPA) policies and board rules regarding data privacy AND protects digital passwords and stores student data in an appropriate and secure place.<br>*At expected level – (2)* |

Evidence:                                                                                                                    Score:

1) I have completed the **Level III STER: 2<sup>nd</sup> Self-Reflection** and discussed it with my mentor teacher

Practicum Student Signature: _____ Date: _____

2) I have discussed the **Level III STER: 2<sup>nd</sup> Self-Reflection** with my practicum student.

Mentor Teacher Signature: _____ Date: _____

3) I have reviewed this **Level III STER: 2<sup>nd</sup> Self-Reflection** and approve advancing to student teaching.  Any concerns have been communicated with the Director of Undergraduate Elementary Education.

Student _____ missed ___ days during the practicum. _____ make up days were added to the practicum.

USU Supervisor Signature: _____ Date: _____