



Welcome, _____, to the Student Teacher Assessment.
First, Last Name

You are evaluating _____ for the _____ semester.
Student First, Last Name Spring/Fall & Year

School Placement:

Licensure Area:

Kindergarten	Art-Secondary	Modern Languages-Secondary
First grade	Biology-Secondary	Music-Secondary
Second grade	Business Ed-Secondary	Physical Science-Secondary
Third grade	Chemistry-Secondary	Physics-Secondary
Fourth grade	Earth Sciences-Secondary	Social Studies-Secondary
Fifth grade	English-Secondary	Tech and Eng Ed-Secondary
Sixth grade	Family and Consumer Sci-Secondary	Theater Ed-Secondary
Seventh grade	History-Secondary	Early Childhood
Eighth grade	Human and Movement Sci (PE)-Secondary	Elementary Education
Agricultural Ed-Secondary	Math-Secondary	Elementary Education and Early Childhood

Student Teaching Evaluation Rubric (STER), July 2024

Aligned with the USBE General Teacher Education Competencies, which were approved June 6, 2024

When used as a summative assessment at the end of the final clinical experience, the expected (i.e., required) level of performance is two (2) or “demonstrates competency at expected level.” In addition, when used as a summative assessment, teacher candidates/student teachers are not expected to score a three (3) on any rows of the rubric; however, teacher candidates/student teachers are not succeeding if they score a zero (0) or one (1) on any row of the rubric. Thus, to succeed, the total score must be 70 or higher (minimum of 2 on each item).

Note that some rows of the rubric require a supervisor to consult with the teacher candidate’s mentor teacher in order to have sufficient information to assign a level of performance. These rows are marked with the phrase “Conference w/MT.” Some rows may also require that the supervisor consult with the teacher candidate/student teacher. These are marked with the phrase “Conference w/ST.”

Also, note that some row descriptors stack on each other and some do not. For example, in item 1 of the rubric, the “demonstrates competency at expected level” includes the behaviors described under “approaching competency”. And to exceed expected level of competency, one must also demonstrate the behaviors listed under both “approaching competency” and “demonstrates competency at expected level.” This stacking is indicated using “...and” at the beginning of the descriptor. On the other hand, there are some row descriptors that do not stack on each other. For example, in item 4 of the rubric, there are no “...and” phrases. So, to score a 2, or “demonstrates competency at expected level,” only the behaviors listed in that cell must be demonstrated. Finally, there are occasional uses of OR and AND to indicate that either behavior or both behaviors should be demonstrated in order to score at a specific level.

1) Conference w/ MT

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Works in isolation and does not collaborate with students' parents/guardians. <p>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.</p> <p><i>Demonstration competency</i></p>	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Considers input from students' parents/guardians. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Participates in a meeting with parents/guardians under mentor supervision. 	<p>Exceeds expected level of competency (3)</p> <ul style="list-style-type: none"> • Initiates communication with parents/guardians to design supports that meet the specific needs of students. 	<p>Student Reflection...</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2) Observation

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Lacks awareness of learners' background knowledge. • Lacks awareness of developmental needs. <p>LL2: Design learning that builds on the learner's background knowledge and supports students' needs.</p> <p><i>Application competency</i></p>	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Demonstrates awareness of learners' background knowledge and needs (e.g. learners' names, contextual information). 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Designs learning experiences that reflect understanding of learners' academic background knowledge 	<p>Exceeds expected level of competency (3)</p> <ul style="list-style-type: none"> • Implements and modifies learning experiences based on specific learners' developmental levels. 	<p>Student Reflection...</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3) Observation

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.

Item stem: Teacher candidate...

	Does not demonstrate competency (0) • Does not demonstrate awareness of classroom norms.	Is approaching competency at expected level (1) • Demonstrates understanding of the norms of the classroom (e.g. behavioral, instructional, procedural).	Demonstrates competency at expected level (2) ...and • Implements classroom norms that encourage positive teacher-student and student-student relationships.	Exceeds expected level of competency (3) ...and • Actively creates and sustains classroom norms in which teacher-student and student-student relationships are positive.	Student Reflection...
LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<i>Application competency</i>					

4) Observation

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.

Item stem: Teacher candidate...

	Does not demonstrate competency (0) • Does not adapt instruction for learners of varied backgrounds.	Is approaching competency at expected level (1) • Plans adaptations that may or may not be appropriate for the learners in the classroom, e.g., generic adaptations such as providing more time.	Demonstrates competency at expected level (2) • Plans and implements appropriate adaptations for learners.	Exceeds expected level of competency (3) • Plans appropriate adaptations for learners AND adjusts instruction based on developmental, cultural, or linguistic needs of the students.	Student Reflection...
LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<i>Application competency</i>					

5) Observation

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.

Item stem: Teacher candidate...

Does not demonstrate competency (0) • Does not communicate clear expectations AND does not use positive reinforcements.	Is approaching competency at expected level (1) • Communicates expectations OR uses positive reinforcements.	Demonstrates competency at expected level (2) • Communicates clear expectations and procedures, including positive behavior interventions.	Exceeds expected level of competency (3) ...and • Creates opportunities for students to self-monitor their behavior.	Student Reflection...
LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.	○	○	○	
<i>Demonstration competency</i>				

6) Observation

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.

Item stem: Teacher candidate...

Does not demonstrate competency (0) • Sources and learning experiences are not appropriate for learning intentions.	Is approaching competency at expected level (1) • Uses sources of information appropriate to content area, but the sources and learning experiences lack a real-world connection (e.g., textbook-centered).	Demonstrates competency at expected level (2) • Uses appropriate sources of information and designs learning experiences that demonstrate a real-world connection (e.g., realia, authentic media, engagement with community).	Exceeds expected level of competency (3) ...and • Engages learners in using multiple, appropriate sources of information that foster student ownership of authentic learning experiences through a real-world connection.	Student Reflection...
LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.	○	○	○	
<i>Application competency</i>				

7)Observation

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.

Item stem: Teacher candidate...

LL7: Provide formative and timely feedback to guide students in self-assessment of learning.

Demonstration competency

Does not demonstrate competency (0)

- Does not provide feedback to students.



Is approaching competency at expected level (1)

- Provides general feedback, e.g. “good job”.



Demonstrates competency at expected level (2)

- Provides specific and timely feedback and encourages students to apply it to future performance.



Exceeds expected level of competency (3)

- ...and
- Structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals.



Student Reflection...

8) Observation or Conference w/ MT and ST

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.

Item stem: Teacher candidate...

	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Does not demonstrate an understanding of Utah Core Standards. Lesson intentions and success criteria are missing or not aligned to Utah Core Standards. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Demonstrates inconsistent understanding of Utah Core Standards OR Creates lesson intentions and success criteria that are inconsistently aligned to Utah Core Standards. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> Demonstrates consistent understanding of Utah Core Standards AND Creates learning intentions and success criteria that are consistently aligned to Utah Core Standards. 	<p>Exceeds expected level of competency (3)</p> <ul style="list-style-type: none"> ...and Meaningfully integrates content that aligns with Utah Core Standards. 	<p>Student Reflection...</p>
<p>IC1: Demonstrate an understanding of Utah Core Standards.</p>					
<p>Demonstration competency</p>					
<p>IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.</p>	○	○	○	○	
<p><i>Application competency</i></p>					

9) Observation or Conference w/ MT and ST

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.

Item stem: Teacher candidate...

<p>IC3: Design learning experiences aligned to learning intentions and success criteria.</p> <p><i>Demonstration competency</i></p>	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> No evidence of learning objectives/intentions in design of learning experiences. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Inconsistently provides evidence of learning objectives/intentions or success criteria in lesson plans 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> Designs learning experiences that are aligned to learning intentions and success criteria. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Uses students' response to instruction to inform future lessons. 	<p>Student Reflection...</p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

10) Observation or Conference w/ MT and ST

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.

Item stem: Teacher candidate...

<p>IC7: Design a variety of instructional strategies to engage students and promote active learning.</p> <p><i>Application competency</i></p>	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Does not engage students or promote active learning. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Uses a limited range of instructional strategies. 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> Uses a variety of instructional strategies that engage students and promote active learning. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Uses strategies that engage a majority of students and promote active learning on a consistent basis. 	<p>Student Reflection...</p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

11) Observation or Conference w/ MT and ST

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.

Item stem: Teacher candidate...

<p>IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions.</p> <p><i>Application competency</i></p>	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Lesson plans are not appropriate for the age of students or grade level. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Lesson plans are appropriate for the age of students or grade level including cursory evidence of previous learning, (e.g., pacing guide, anecdotal evidence). 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> Lesson plans are built upon previous evidence of learning and support current learning intentions. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Lesson plans extend previous learning and are flexibly adjusted to provide appropriate challenges. 	<p>Student Reflection...</p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

12) Observation AND Conference w/ MT and ST

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.

Item stem: Teacher candidate...

	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Does not provide opportunities for students to demonstrate competency, and/or track, reflect on, or set goals for their learning. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • 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. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Provides opportunities for students to demonstrate competency, track, reflect on, and set goals for their learning <p>AND</p> <ul style="list-style-type: none"> • Allows multiple opportunities for demonstrating competency. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Guides students in analyzing their own learning, setting their own goals, and selecting appropriate means to demonstrate competency. 	Student Reflection...
<p>IC5: Provide opportunities for students to track, reflect on, and set goals for their learning.</p>					
<p>Application competency</p>	○	○	○	○	
<p>IC2: Allow students multiple opportunities and means for demonstration of competency.</p>					
<p><i>Demonstration competency</i></p>					

Next section: Instructional Practice

13) Observation

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.

Item stem: Teacher candidate...

IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.

Application competency

Does not demonstrate competency (0)

- Is not aware of learners' unique needs AND
- Does not use differentiated strategies.



Is approaching competency at expected level (1)

- Demonstrates awareness of learners' unique needs but does not differentiate for learners' unique needs.



Demonstrates competency at expected level (2)

- Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs.



Exceeds expected level of competency (3)

- ...and
- Is able to design instruction for students who need additional or extensive support to meet lesson objectives.



Student Reflection...

14) Observation

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.

Item stem: Teacher candidate...

Does not demonstrate competency (0)

- Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses teacher-centered instruction.



Is approaching competency at expected level (1)

- Allows learners to contribute during instruction.



Demonstrates competency at expected level (2)

- Uses appropriate strategies to promote and facilitate students' problem solving, critical thinking, or academic discourse during instruction.



Exceeds expected level of competency (3)

- ...and
- Uses strategies that are effective for the learning tasks and articulates their reasons for using the strategy.



Student Reflection...

IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.

Application competency

15) Conference w/ ST or MT

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Does not use student assessment data to inform instruction. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Inconsistently uses student assessment data to inform instruction. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Uses both formative and summative data to inform and adjust instruction. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Consistently seeks data to inform and adjust instruction to meet the needs of learners. 	<p>Student Reflection...</p>
<p>IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.</p> <p style="text-align: center;"><input type="radio"/></p>	<p style="text-align: center;"><input type="radio"/></p>	<p style="text-align: center;"><input type="radio"/></p>	<p style="text-align: center;"><input type="radio"/></p>	

Demonstration competency

16) Conference w/ ST or MT

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Does not use a variety of assessments. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Uses one type of assessment for all students. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Employs a variety of assessments, including formal and informal, formative and summative, that allow all students to demonstrate learning. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Designs assessments to meet the needs of specific students. 	<p>Student Reflection...</p>
<p>IP4: Employ a variety of assessments that allow all students to demonstrate learning.</p> <p style="text-align: center;"><input type="radio"/></p>	<p style="text-align: center;"><input type="radio"/></p>	<p style="text-align: center;"><input type="radio"/></p>	<p style="text-align: center;"><input type="radio"/></p>	

Demonstration competency

17) Observation OR Conference w/ MT

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.

Item stem: Teacher candidate...

	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Does not provide feedback to students. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Provides limited feedback to students. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Provides explicit feedback to students and parents that supports learning and growth. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Seeks opportunities to provide feedback to students' parents/guardians to support student learning and growth. 	<p>Student Reflection...</p>
<p>IP5: Provide feedback to students and parents that supports learning and growth.</p>	○	○	○	○	
<p><i>Demonstration competency</i></p>					

18) Conference w/ ST or MT

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.

Item stem: Teacher candidate...

	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Does not use students' interests, needs, and backgrounds to inform instruction. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Provides instruction that takes into account some students' interests. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> • Provides relevant learning opportunities that are grounded in students' academic needs and backgrounds. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Integrates into instruction an awareness of all students' communities and personal backgrounds. 	<p>Student Reflection...</p>
<p>IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.</p>	○	○	○	○	
<p><i>Application competency</i></p>					

19) Observation

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Does not encourage students to think about, engage with, and access content in creative ways. <p>IP7: Encourage students to think about, engage with, and access content in creative ways.</p> <p><i>Demonstration competency</i></p>	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Allows for student choice during instruction. 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> Encourages students to think about, engage with, and access content in creative ways. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Consistently structures opportunities for students to think about, engage with, and access content in creative ways. 	<p>Student Reflection...</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

20) Observation OR Conference w/ MT

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Does not intentionally or appropriately use available tools and technology. <p>IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use.</p> <p><i>Application competency</i></p>	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Uses appropriate teacher-centered tools and technologies during instruction. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> Intentionally selects and uses tools and technology to design and implement activities that promote active student technology use. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Actively seeks, modifies, or creates tools and technology that promote meaningful and active student technology use. 	<p>Student Reflection...</p>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Next section: Classroom Climate

21) Observation

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

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Creates a classroom environment that is insensitive to students' experiences and backgrounds OR interacts insensitively with students. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Creates a learning environment that is sensitive to students' experiences and backgrounds AND interacts sensitively with students. 	<p>Demonstrates competency at expected level (2)</p> <ul style="list-style-type: none"> Creates a learning climate that is sensitive to student experiences and backgrounds AND includes trauma informed and restorative practices in the classroom. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Aligns trauma-informed and restorative practices to students' backgrounds and experiences. 	<p>Student Reflection...</p>
<p>CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.</p>	○	○	○	
<p><i>Demonstration competency</i></p>				

22) Observation

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

Item stem: Teacher candidate...

CC2: Promote a classroom environment in which students will respect and value each other.

Application competency

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Creates a classroom environment in which students are disrespectful. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Creates a classroom environment where the teacher conveys respect for students. 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> Creates a classroom environment in which students respect and value each other. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Explicitly teaches students to respect and value each other.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Reflection...

23) Observation AND Conference w/ MT

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

Item stem: Teacher candidate...

CC3: Involve students in establishing clear guidelines for behavior.

Application competency

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> Does not establish clear guidelines for behavior. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> Establishes clear guidelines for behavior. 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> Involves students in establishing clear guidelines for behavior 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> Meaningfully involves students in the ownership of action steps and guidelines for subsequent behavior.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Reflection...

24) Observation AND Conference w/ MT

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

Item stem: Teacher candidate...

	Exceeds expected level of competency (3) ...and • Creates an environment that proactively addresses physical and emotional safety concerns.	Demonstrates competency at expected level (2) ...and • Addresses physical and emotional safety concerns in a timely manner.	Is approaching competency at expected level (1) • Shows awareness of physical and emotional safety concerns.	Does not demonstrate competency (0) • Does not address physical and emotional safety concerns.	Student Reflection...
<p>CC4: Address physical and emotional safety concerns in a timely manner.</p> <p><i>Application competency</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

25) Observation AND Conference w/ MT

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

Item stem: Teacher candidate...

	Exceeds expected level of competency (3) ...and • Improves or adds norms of the classroom to better align with schoolwide expectations.	Demonstrates competency at expected level (2) • Consistently applies the norms of the classroom to align with schoolwide expectations.	Is approaching competency at expected level (1) • Inconsistently applies the norms of the classroom to align with schoolwide expectations.	Does not demonstrate competency (0) • Norms of the classroom do not align with schoolwide expectations.	Student Reflection...
<p>CC5: Consistently applies the norms of the classroom to align with schoolwide expectations.</p> <p><i>Application competency</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

26)Observation

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

Item stem: Teacher candidate...

	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Fails to use classroom management strategies. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Uses classroom management strategies. 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> • Strategically organizes and structures the classroom environment for optimal student learning, including use of instructional and classroom management strategies that promote student learning. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Manages time, space, and attention to increase participation. 	Student Reflection...
<p>CC6: Strategically organize and structure the classroom environment for optimal student learning.</p> <p><i>Application competency</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

27)Observation

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

Item stem: Teacher candidate...

	<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Has unorganized, lengthy transitions and routines, creating lost instructional time. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Plans a schedule and uses routines and procedures. 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> • Models routines and behavioral expectations for students. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Holds students accountable to follow routines and behavioral expectations. 	Student Reflection...
<p>CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom.</p> <p><i>Demonstration competency</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

28)Observation

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

Item stem: Teacher candidate...

	Does not demonstrate competency (0) • Creates an environment in which students feel unsafe.	Is approaching competency at expected level (1) • Creates an environment in which most students participate.	Demonstrates competency at expected level (2) ...and • Creates an environment in which students feel safe to participate and engage.	Exceeds expected level of competency (3) ...and • Creates an environment in which students are encouraged to take risks as part of the learning process.	Student Reflection...
CC8: Encourage an environment where students feel safe to take risks, participate and engage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<i>Application competency</i>					

Next section: Professional Responsibility

29) Conference w/ MT

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.

Item stem: Teacher candidate...

<p>Does not demonstrate competency (0)</p> <ul style="list-style-type: none"> • Does not reflect on instruction; does not accept feedback. 	<p>Is approaching competency at expected level (1)</p> <ul style="list-style-type: none"> • Attends to feedback from mentor teacher and supervisor 	<p>Demonstrates competency at expected level (2)</p> <p>...and</p> <ul style="list-style-type: none"> • Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. 	<p>Exceeds expected level of competency (3)</p> <p>...and</p> <ul style="list-style-type: none"> • Develops and applies a plan to improve practice in response to feedback and self-reflection. <p>OR</p> <ul style="list-style-type: none"> • Is aware of strengths and weaknesses and develops related personal professional learning goals. 	<p>Student Reflection...</p>
<p>PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	
<p><i>Application competency</i></p>				

30) Observation AND Conference w/ MT

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.

Item stem: Teacher candidate...

	Does not demonstrate competency (0) • Does not respond to feedback or make changes.	Is approaching competency at expected level (1) • Applies supportive and corrective feedback from others to make positive changes.	Demonstrates competency at expected level (2) ...and • Critically analyzes and reflects on own learning and teaching and makes intentional changes.	Exceeds expected level of competency (3) ...and • Uses critical reflection to seek out, analyze, and apply current research/literature to improve individual, team, or schoolwide practice.	Student Reflection...
<p>PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement.</p> <p><i>Demonstration competency</i></p>	○	○	○	○	

31) Observation AND Conference w/ MT

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.

Item stem: Teacher candidate...

	Does not demonstrate competency (0) • Does not communicate with students, parents, OR colleagues about student learning.	Is approaching competency at expected level (1) • Communicates negatively with students, parents, OR colleagues about student learning.	Demonstrates competency at expected level (2) • Uses effective communication with students, parents, and colleagues about student learning.	Exceeds expected level of competency (3) ...and • Seeks out opportunities to interact with colleagues and/or parents/guardians related to learner growth and development.	Student Reflection...
<p>PR5: Use effective communication with students, parents, and colleagues about student learning.</p> <p><i>Demonstration competency</i></p>	○	○	○	○	

32) Observation AND Conference w/ MT

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.

Item stem: Teacher candidate...

PR1: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning.

Basic content knowledge competency

Does not demonstrate competency (0)
• Does not acknowledge that all students are capable of learning.



Demonstrates competency at expected level (2)
• Acknowledges that all students are capable of learning and provides support based on students' academic needs.



Student Reflection...

33) Observation AND Conference w/ MT

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.

Item stem: Teacher candidate...

PR2: Comply with relevant school, district, and state laws, rules, and policies governing the profession.

Application competency

Does not demonstrate competency (0)
• 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.



Demonstrates competency at expected level (2)
• 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.



Student Reflection...

34) Observation AND Conference w/ MT

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.

Item stem: Teacher candidate...

Does not demonstrate competency (0)

- 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).

Demonstrates competency at expected level (2)

- 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.
- 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).

Student Reflection...

PR6: Exhibit professional and ethical conduct in accordance with school, district, and state policy.



Demonstration competency

35) Observation AND Conference w/ MT

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.

Item stem: Teacher candidate...

Does not demonstrate competency (0)

- 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



Demonstrates competency at expected level (2)

- 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.



Student Reflection...

PR7: Secure student data and respect confidentiality related to student data.

Demonstration competency

Summary Statement: In this section, please write a detailed summary of the candidate's strengths and areas for improvement based on the criteria in this evaluation. The box will expand to fit your text. Your response must be a minimum of 500 characters.

Please review the STER and your observations with your student teacher. The student teacher is responsible for completing and uploading five (5) Feedback Forms to the student teaching CANVAS course in which they are enrolled. The Office of Field Experience reviews all Feedback Forms during the semester.

Please sign below using your touch pad or mouse.


