



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.

Developed by a committee consisting of educator preparation faculty from Utah State University, Utah Valley University, University of Utah, Weber State University, Westminster University, Brigham Young University, Southern Utah University, and Utah Tech University.

Throughout the UVU STER Evaluation form you will find example justification statements when scoring students at a level 2 directly under each rubric item. These examples are intended to assist evaluators as they consider formatting and rubric alignment. These examples are not specific to a classroom; in your justification, please provide examples from the lesson you observed. While a level 2 score indicates the student has met the competency requirement, it is okay to score students at a level 3 with additional justification aligned to the rubric.

Cream rows are for cooperating teachers.

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| 1 Conference w/MT | 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. <i>Demonstration competency</i> | 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. |
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White rows are for supervisors

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

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 1 Conference w/MT | <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> | 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. |
| Example Justification Statement for Level 2 | The student teacher demonstrates a strong commitment to foster positive relationships with students' families by actively considering input from parents and guardians. This was particularly evident during an IEP meeting with parents/guardians, conducted under mentor supervision, where the student teacher engaged in meaningful discussions, listened attentively, and incorporated feedback into their instructional approach. This reflects their ability to collaborate with families to support student growth and learning. | | | | |
| 2 Observation (Lesson plan) | <p>LL2: Design learning that builds on the learner's background knowledge and supports students' needs.</p> <p><i>Application competency</i></p> | <p>Lacks awareness of learners' background knowledge.</p> <p>Lacks awareness of developmental needs.</p> | 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. |
| Example Justification Statement for Level 2 | The student teacher demonstrates a keen awareness of learners' background knowledge and individual needs by taking the time to learn students' names and gather relevant contextual information about their academic and personal experiences. This understanding is reflected in the thoughtfully designed learning experiences, which are tailored to align with the students' prior knowledge and unique learning profiles. By doing so, the student teacher effectively differentiates instruction to support student engagement and success. | | | | |

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| 3 Observation | LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. <i>Application competency</i> | 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. |
| Example Justification Statement for Level 2 | The student teacher demonstrates a solid understanding of the classroom norms, including behavioral, instructional, and procedural expectations, which contribute to a well-managed learning environment. They effectively implement these norms in a way that fosters positive relationships between the teacher and students, as well as among peers. By reinforcing clear expectations and promoting respectful interactions, the student teacher creates a classroom atmosphere that supports collaboration and mutual respect. | | | | |

LEARNERS AND LEARNING (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 4 Observation (Lesson plan) | LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds. <i>Application competency</i> | 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. |
| Example Justification Statement for Level 2 | The student teacher effectively plans and implements adaptations that are well-suited to the diverse needs of learners in the classroom. They thoughtfully craft support to individual student's needs, fostering greater engagement and accessibility to the curriculum. By implementing tailored instructional strategies, the student teacher shows a clear understanding of differentiation, ensuring that all students, regardless of learning style or ability, are supported in achieving lesson objectives. This approach reflects a strong commitment to inclusive education and responsiveness to the unique needs of each learner. | | | | |
| 5 Observation | LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. <i>Demonstration competency</i> | Does not communicate clear expectations AND does not use positive reinforcements. | Communicates expectations OR uses positive reinforcements. | Communicates clear expectations and procedures, including positive behavior interventions. | ...and Creates opportunities for students to self-monitor their behavior. |
| Example Justification Statement for Level 2 | The student teacher consistently communicates clear expectations and procedures, establishing a structured and positive learning environment. By articulating rules and routines effectively, they help students understand classroom expectations and foster a sense of predictability. Additionally, the use of positive behavior interventions demonstrates their proactive approach to classroom management, encouraging respectful interactions and reinforcing positive behaviors. This strategy supports a safe, inclusive environment where students feel motivated to engage and succeed. | | | | |

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| <p>6 Observation (Lesson plan)</p> | <p>LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.</p> <p><i>Application competency</i></p> | <p>Sources and learning experiences are not appropriate for learning intentions.</p> | <p>Uses sources of information appropriate to content area, but the sources and learning experiences lack a real-world connection (e.g., textbook-centered).</p> | <p>Uses appropriate sources of information and designs learning experiences that demonstrate a real-world connection (e.g., realia, authentic media, engagement with community).</p> | <p>... and Engages learners in using multiple, appropriate sources of information that foster student ownership of authentic learning experiences through a real-world connection.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher thoughtfully integrates appropriate sources of information and designs learning experiences that connect classroom content to the real world, enhancing student engagement and relevance. By incorporating realia, authentic media, and opportunities for community engagement, the student teacher allows students to see the practical application of their learning beyond the classroom. This approach not only deepens students' understanding but also increases motivation, as they can relate new knowledge to their own lives and future experiences.</p> | | | | |
| <p>7 Observation</p> | <p>LL7: Provide formative and timely feedback to guide students in self-assessment of learning.</p> <p><i>Demonstration competency</i></p> | <p>Does not provide feedback to students.</p> | <p>Provides general feedback, e.g. "good job".</p> | <p>Provides specific and timely feedback and encourages students to apply it to future performance.</p> | <p>...and Structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher consistently provides specific, constructive, and timely feedback that addresses students' individual strengths and areas for improvement. This feedback is clear and actionable, allowing students to understand exactly how they can enhance their work. Furthermore, the student teacher encourages students to apply this feedback to future tasks, promoting a growth mindset and helping them develop skills over time. This approach supports students in taking ownership of their learning and improving their performance progressively, demonstrating the student teacher's commitment to fostering continuous improvement and self-reflection.</p> | | | | |

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...**

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 8 Observation or Conference w/MT and ST (Lesson plan) | <p>IC1: Demonstrate an understanding of Utah Core Standards.</p> <p><i>Demonstration competency</i></p> <p>IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.</p> <p><i>Application competency</i></p> | <p>Does not demonstrate an understanding of Utah Core Standards.</p> <p>Lesson intentions and success criteria are missing or not aligned to Utah Core Standards.</p> | <p>Demonstrates inconsistent understanding of Utah Core Standards.</p> <p>OR</p> <p>Creates lesson intentions and success criteria that are inconsistently aligned to Utah Core Standards.</p> | <p>Demonstrates consistent understanding of Utah Core Standards</p> <p>AND</p> <p>Creates learning intentions and success criteria that are consistently aligned to Utah Core Standards.</p> | <p>...and</p> <p>Meaningfully integrates content that aligns with Utah Core Standards.</p> |
| Example Justification Statement for Level 2 | <p>The student teacher demonstrates a thorough understanding of the Utah Core Standards and consistently aligns learning intentions and success criteria with these standards. By aligning learning intentions and success criteria with the Utah Core Standards, the student teacher provides students with a clear understanding of expectations and purpose, which supports focused learning and progress toward mastery. This alignment reflects the student teacher's commitment to maintaining rigorous and standards-based instruction that is clear, purposeful, and measurable.</p> | | | | |

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| 9 Observation or Conference w/MT and ST <i>(Lesson plan)</i> | IC3: Design learning experiences aligned to learning intentions and success criteria. <i>Demonstration competency</i> | No evidence of learning objectives/intentions in design of learning experiences. | Inconsistently provides evidence of learning objectives/intentions or success criteria in lesson plans. | Designs learning experiences that are aligned to learning intentions and success criteria. | ...and Uses students' response to instruction to inform future lessons. |
| Example Justification Statement for Level 2 | The student teacher effectively designs learning experiences that are well-aligned with clearly defined learning intentions and success criteria. Each activity and task is purposefully selected to directly support students in achieving the lesson's goals, ensuring that instructional time is used effectively and meaningfully. This alignment provides students with a coherent learning path, where they understand not only what they are learning but also why it matters and how they can succeed. The student teacher's careful planning reflects a strong understanding of intentional instructional design and contributes to a focused and goal-oriented classroom environment. | | | | |
| 10 Observation or Conference w/MT and ST <i>(Lesson plan)</i> | IC7: Design a variety of instructional strategies to engage students and promote active learning. <i>Application competency</i> | Does not engage students or promote active learning. | Uses a limited range of instructional strategies. | ...and Uses a variety of instructional strategies that engage students and promote active learning. | ...and Uses strategies that engage a majority of students and promote active learning on a consistent basis. |
| Example Justification Statement for Level 2 | The student teacher skillfully employs a variety of instructional strategies that actively engage students and encourage meaningful participation. By incorporating techniques such as cooperative learning, hands-on activities, and open-ended questioning, the student teacher creates a dynamic learning environment where all students are encouraged to think critically and collaborate. These strategies promote active learning, keeping students motivated and involved while allowing them to explore and deepen their understanding of the material. This approach demonstrates the student teacher's ability to differentiate instruction and sustain high levels of student engagement. | | | | |

INSTRUCTIONAL CLARITY (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 11 Observation <i>(Lesson plan)</i> | IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions. <i>Application competency</i> | Lesson plans are not appropriate for the age of students or grade level. | Lesson plans are appropriate for the age of students or grade level including cursory evidence of previous learning, (e.g., pacing guide, anecdotal evidence). | ...and Lesson plans are built upon previous evidence of learning and support current learning intentions. | ...and Lesson plans extend previous learning and are flexibly adjusted to provide appropriate challenges. |
| Example Justification Statement for Level 2 | The student teacher designs lesson plans that are well-suited to the developmental level and prior knowledge of the students. By referencing pacing guides and anecdotal evidence, the student teacher demonstrates an awareness of students' previous learning experiences and uses this to inform current instruction. Lessons are thoughtfully structured to build upon foundational skills and knowledge, supporting a logical progression toward new learning intentions. This approach ensures that instruction is relevant, appropriately challenging, and aligned with students' ongoing learning needs, reflecting the student teacher's ability to scaffold learning effectively within grade-level expectations. | | | | |

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| <p>12 Observation AND Conference with/MT (IC6: Lesson plan)</p> | <p>IC5: Provide opportunities for students to track, reflect on, and set goals for their learning. <i>Application competency</i></p> <p>IC6: Allow students multiple opportunities and means for demonstration of competency. <i>Demonstration competency</i></p> | <p>Does not provide opportunities for students to demonstrate competency, and/or track, reflect on, or set goals for their learning.</p> | <p>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> | <p>Provides opportunities for students to demonstrate competency, track, reflect on, and set goals for their learning AND Allows multiple opportunities for demonstrating competency.</p> | <p>...and Guides students in analyzing their own learning, setting their own goals, and selecting appropriate means to demonstrate competency.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher effectively provides opportunities for students to demonstrate their competency, enabling them to track their progress, reflect on their learning experiences, and set personal goals. Through a variety of assessments and learning activities, students are encouraged to showcase their understanding in different ways, allowing for multiple opportunities to demonstrate mastery of the content. This practice fosters a growth mindset, as students are not only able to see their progress but are also motivated to identify areas for improvement.</p> | | | | |

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...**

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 13 Observation (Lesson plan) | IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. <i>Application competency</i> | Is not aware of learners' unique needs AND Does not use differentiated strategies. | Demonstrates awareness of learners' unique needs but does not differentiate for learners' unique needs. | Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs. | ...and Is able to design instruction for students who need additional or extensive support to meet lesson objectives. |
| Example Justification Statement for Level 2 | The student teacher incorporates differentiated strategies that are thoughtfully aligned with lesson objectives, effectively addressing the diverse needs of learners in the classroom. By utilizing various instructional methods, the student teacher ensures that each student can engage with the material at their appropriate level. This tailored approach not only accommodates varying learning styles and abilities but also promotes student agency, allowing learners to take ownership of their educational journey. The student teacher's commitment to differentiation reflects a deep understanding of individual learning needs and a dedication to fostering an inclusive classroom environment where all students can thrive. | | | | |
| 14 Observation (Lesson plan) | IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. <i>Application competency</i> | Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses teacher-centered instruction. | Allows learners to contribute during instruction. | Uses appropriate strategies to promote and facilitate students' problem solving, critical thinking, or academic discourse during instruction. | ... and Uses strategies that are effective for the learning tasks and articulates their reasons for using the strategy. |

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| <p>Example Justification Statement for Level 2</p> | <p>The student teacher effectively employs appropriate strategies to promote and facilitate students' problem-solving, critical thinking, and academic discourse throughout instruction. By incorporating techniques such as collaborative group work, Socratic questioning, and real-world scenarios, the student teacher encourages students to engage deeply with the content and to think critically about complex issues. These strategies foster an environment where students feel comfortable sharing their ideas, debating perspectives, and working together to find solutions. As a result, students not only enhance their analytical skills but also develop the ability to articulate their thoughts clearly and engage in meaningful discussions, demonstrating the student teacher's commitment to cultivating higher-order thinking in the classroom.</p> | | | | |
| <p>15 Conference w/ST or MT</p> | <p>IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.</p> <p><i>Demonstration competency</i></p> | <p>Does not use student assessment data to inform instruction.</p> | <p>Inconsistently uses student assessment data to inform instruction.</p> | <p>Uses both formative and summative data to inform and adjust instruction.</p> | <p>...and Consistently seeks data to inform and adjust instruction to meet the needs of learners.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher effectively utilizes both formative and summative data to inform and adjust instruction, demonstrating a strong commitment to responsive teaching practices. The student teacher used formative assessments through discourse and participation during the lesson. This ongoing data collection allows for timely adjustments to instruction, ensuring that all learners receive the support they need to succeed. The student teacher used an exit slip to evaluate student understanding as a summative assessment.</p> | | | | |
| <p>16 Conference w/ST or MT (Lesson plan)</p> | <p>IP4: Employ a variety of assessments that allow all students to demonstrate learning.</p> <p><i>Demonstration competency</i></p> | <p>Does not use a variety of assessments.</p> | <p>Uses one type of assessment for all students.</p> | <p>Employs a variety of assessments, including formal and informal, formative and summative, that allow all students to demonstrate learning.</p> | <p>...and Designs assessments to meet the needs of specific students.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher employs a diverse range of assessments, including formal and informal, formative and summative methods, to ensure that all students have opportunities to demonstrate their learning. By using a combination of quizzes, class discussions, observation, projects, and tests, the student teacher can capture a comprehensive picture of student progress and understanding. The variety of assessments demonstrates the student teacher's commitment to inclusive practices and to supporting each student's academic growth effectively.</p> | | | | |

INSTRUCTIONAL PRACTICE (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 17 Observation OR Conference w/MT | IP5: Provide feedback to students and parents that supports learning and growth. <i>Demonstration competency</i> | Does not provide feedback to students. | Provides limited feedback to students. | Provides explicit feedback to students and parents that supports learning and growth. | ...and Seeks opportunities to provide feedback to students' parents/guardians to support student learning and growth. |
| Example Justification Statement for Level 2 | The student teacher consistently provides explicit feedback to both students and parents, fostering an environment that supports learning and growth. By delivering clear, constructive comments on student work, the student teacher highlights specific strengths and areas for improvement, enabling students to understand their progress and take actionable steps toward their learning goals. Additionally, communication with parents is handled thoughtfully, with updates on student performance and suggestions for how they can support their child's learning at home. This proactive approach to feedback not only enhances student motivation and accountability but also strengthens the partnership between home and school, demonstrating the student teacher's commitment to promoting a collaborative and supportive educational experience. | | | | |
| 18 Conference w/ ST or MT | IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. <i>Application competency</i> | Does not use students' interests, needs, and backgrounds to inform instruction. | Provides instruction that takes into account some students' interests. | Provides relevant learning opportunities that are grounded in students' academic needs and backgrounds. | ...and Integrates into instruction an awareness of all students' communities and personal backgrounds. |
| Example Justification Statement for Level 2 | The student teacher effectively provides relevant learning opportunities that are grounded in students' academic needs and diverse backgrounds. By conducting thorough assessments of student knowledge and understanding their cultural contexts, the student teacher tailors instruction to be meaningful and engaging. This approach includes integrating culturally relevant materials and real-world applications that resonate with students' experiences, thereby enhancing their connection to the content. Additionally, the student teacher incorporates various learning modalities to accommodate different learning styles, ensuring that all students can access and benefit from the instruction. This commitment to creating relevant learning experiences reflects the student teacher's understanding of the importance of inclusivity and differentiation in fostering an equitable classroom environment. | | | | |

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| 19 Observation (Lesson plan) | IP7: Encourage students to think about, engage with, and access content in creative ways. <i>Demonstration competency</i> | Does not encourage students to think about, engage with, and access content in creative ways. | Allows for student choice during instruction. | ... and Encourages students to think about, engage with, and access content in creative ways. | ...and Consistently structures opportunities for students to think about, engage with, and access content in creative ways. |
| Example Justification Statement for Level 2 | The student teacher consistently encourages students to think about, engage with, and access content in creative and innovative ways. By incorporating a variety of instructional strategies—such as project-based learning, artistic expression, and technology integration—the student teacher creates opportunities for students to explore topics from multiple perspectives. This approach not only enhances student engagement but also fosters critical thinking and problem-solving skills, as learners are challenged to apply their knowledge in unique and imaginative contexts. Additionally, the student teacher promotes a classroom culture where curiosity and creativity are valued, empowering students to take risks and express themselves freely. This commitment to creative engagement reflects the student teacher’s understanding of diverse learning styles and the importance of making learning relevant and enjoyable for all students. | | | | |
| 20 Observation OR Conference w/MT (Lesson plan) | IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use. <i>Application competency</i> | Does not intentionally or appropriately use available tools and technology. | Uses appropriate teacher-centered tools and technologies during instruction. | Intentionally selects and uses tools and technology to design and implement activities that promote active student technology use. | ...and Actively seeks, modifies, or creates tools and technology that promote meaningful and active student technology use. |
| Example Justification Statement for Level 2 | The student teacher intentionally selects and utilizes a variety of tools and technology to design and implement activities that promote active student engagement with technology. By integrating resources such as interactive software, educational apps, and digital collaboration platforms, the student teacher creates dynamic learning experiences that encourage students to actively participate in their learning process. These technology-enhanced activities not only facilitate collaboration and communication among peers but also empower students to take ownership of their learning, enhancing their digital literacy skills. The thoughtful integration of technology reflects the student teacher’s understanding of its role in modern education and demonstrates a commitment to preparing students for success in an increasingly digital world. | | | | |

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...**

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 21 Observation | CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. <i>Demonstration competency</i> | Creates a classroom environment that is insensitive to students' experiences and backgrounds OR interacts insensitively with students. | Creates a learning environment that is sensitive to students' experiences and backgrounds AND interacts sensitively with students. | Creates a learning climate that is sensitive to student experiences and backgrounds AND includes trauma informed and restorative practices in the classroom. | ...and Aligns trauma-informed and restorative practices to students' backgrounds and experiences. |
| Example Justification Statement for Level 2 | The student teacher effectively creates a learning climate that is sensitive to students' diverse experiences and backgrounds, incorporating trauma-informed and restorative practices throughout the classroom. By fostering an environment of empathy and understanding, the student teacher ensures that all students feel valued and supported, recognizing the impact of past experiences on their current behavior and learning. The implementation of restorative practices promotes positive relationships and open communication, allowing students to resolve conflicts collaboratively and learn from their experiences. This proactive approach not only addresses individual needs but also cultivates a sense of community and belonging within the classroom. The student teacher's commitment to creating an inclusive and supportive environment reflects a deep understanding of the importance of addressing social-emotional well-being in education, ultimately enhancing student engagement and learning outcomes. | | | | |
| 22 Observation | CC2: Promote a classroom environment in which students will respect and value each other. <i>Application competency</i> | Creates a classroom environment in which students are disrespectful. | Creates a classroom environment where the teacher conveys respect for students. | ... and Creates a classroom environment in which students respect and value each other. | ...and Explicitly teaches students to respect and value each other. |
| Example Justification Statement for Level 2 | The student teacher successfully creates a classroom environment where students respect and value one another. Through the establishment of clear expectations for behavior and consistent reinforcement of positive interactions, the student teacher fosters a culture of mutual respect and appreciation among students. Activities that promote collaboration, such as group projects and peer feedback sessions, encourage students to recognize and celebrate each other's strengths and contributions. Additionally, the student teacher models respectful communication and actively addresses any instances of disrespect or conflict, ensuring that all voices are heard and valued. This supportive atmosphere not only enhances student relationships but also promotes a sense of belonging, leading to increased engagement and a more productive learning environment. | | | | |

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| 23 Observation AND Conference w/MT | CC3: Involve students in establishing clear guidelines for behavior. <i>Application competency</i> | Does not establish clear guidelines for behavior. | Establishes clear guidelines for behavior. | ...and Involves students in establishing clear guidelines for behavior. | ...and Meaningfully involves students in the ownership of action steps and guidelines for subsequent behavior. |
| Example Justification Statement for Level 2 | The student teacher actively involves students in establishing clear guidelines for behavior, fostering a sense of ownership and responsibility within the classroom. By engaging students in discussions about expectations, the student teacher ensures that the guidelines reflect the values and needs of the class community. This collaborative approach empowers students to contribute to a classroom that enhances their understanding of the importance of personal accountability and mutual respect. As a result, students are more likely to adhere to the established guidelines, leading to a positive and productive classroom atmosphere. This practice reflects the student teacher's commitment to promoting student agency and collaboration in the classroom. | | | | |
| 24 Observation AND Conference w/MT | CC4: Address physical and emotional safety concerns in a timely manner. <i>Application competency</i> | Does not address physical and emotional safety concerns. | Shows awareness of physical and emotional safety concerns. | ...and Addresses physical and emotional safety concerns in a timely manner. | ...and Creates an environment that proactively addresses physical and emotional safety concerns. |
| Example Justification Statement for Level 2 | The student teacher consistently addresses physical and emotional safety concerns in a timely and effective manner, ensuring a secure learning environment for all students. By actively monitoring classroom interactions and being attuned to the needs of individual students, the student teacher is quick to identify any issues that may arise, whether they pertain to bullying, conflicts, or emotional distress. Through prompt interventions, such as facilitating conversations, providing support resources, or involving appropriate personnel, the student teacher demonstrates a strong commitment to the well-being of every student. This proactive approach not only helps to mitigate potential problems but also fosters a climate of trust and security, allowing students to feel safe and supported as they engage in their learning. | | | | |

CLASSROOM CLIMATE (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 25 Observation AND Conference w/MT | CC5: Consistently applies the norms of the classroom to align with schoolwide expectations. <i>Application competency</i> | Norms of the classroom do not align with schoolwide expectations. | Inconsistently applies the norms of the classroom to align with schoolwide expectations. | Consistently applies the norms of the classroom to align with schoolwide expectations. | and... Improves or adds norms of the classroom to better align with schoolwide expectations. |
| Example Justification Statement for Level 2 | The student teacher consistently applies classroom norms that align with schoolwide expectations, reinforcing a cohesive and structured learning environment. By clearly communicating these norms and modeling appropriate behaviors, the student teacher set a positive example for students to follow. This alignment not only helps students understand the broader context of their behavior within the school community but also promotes a sense of belonging and accountability. Additionally, the student teacher regularly reinforces these norms through positive reinforcement and recognition, encouraging students to take pride in their adherence to both classroom and school expectations. This commitment to consistency reflects the student teacher's dedication to fostering a respectful and orderly environment that supports student success and upholds the values of the school community. | | | | |
| 26 Observation | CC6: Strategically organize and structure the classroom environment for optimal student learning. <i>Application competency</i> | Fails to use classroom management strategies. | Uses classroom management strategies. | ...and Strategically organizes and structures the classroom environment for optimal student learning, including use of instructional and classroom management strategies that promote student learning. | ...and Manages time, space, and attention to increase participation. |

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| <p>Example Justification Statement for Level 2</p> | <p>The student teacher strategically organizes and structures the classroom environment to optimize student learning, effectively utilizing both instructional and classroom management strategies. By thoughtfully arranging seating to facilitate collaboration and engagement, the student teacher creates a space that encourages interaction and participation among students. Additionally, the incorporation of clear routines and procedures helps to minimize disruptions and maximize instructional time, allowing students to focus on their learning. The use of various instructional strategies, such as differentiated tasks and hands-on activities, further enhances the learning experience by addressing diverse learning styles and needs. This intentional approach reflects the student teacher's understanding of how a well-structured environment can significantly impact student motivation and achievement, fostering a productive and positive atmosphere for all learners.</p> | | | | |
| <p>27 Observation</p> | <p>CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom.</p> <p><i>Demonstration competency</i></p> | <p>Has unorganized, lengthy transitions and routines, creating lost instructional time.</p> | <p>Plans a schedule and uses routines and procedures.</p> | <p>...and Models routines and behavioral expectations for students.</p> | <p>...and Holds students accountable to follow routines and behavioral expectations.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher consistently models routines and behavioral expectations, providing students with a clear understanding of what is expected in the classroom. Through consistent demonstrations of procedures, such as how to transition between activities or participate respectfully in discussions, the student teacher reinforces positive behavior and helps establish a predictable and orderly environment. By setting this example, the student teacher empowers students to internalize these routines and expectations, promoting a smooth flow of instruction and minimizing disruptions. This approach not only supports effective classroom management but also fosters a sense of responsibility among students, contributing to a respectful and cooperative learning atmosphere.</p> | | | | |
| <p>28 Observation</p> | <p>CC8: Encourage an environment where students feel safe to take risks, participate and engage.</p> <p><i>Application competency</i></p> | <p>Creates an environment in which students feel unsafe.</p> | <p>Creates an environment in which most students participate.</p> | <p>...and Creates an environment in which students feel safe to participate and engage.</p> | <p>...and Creates an environment in which students are encouraged to take risks as part of the learning process.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher successfully creates an environment in which students feel safe to participate and engage fully. By fostering a respectful and inclusive classroom culture, the student teacher ensures that students feel comfortable sharing their thoughts and asking questions without fear of judgment. Through positive reinforcement, active listening, and an approachable demeanor, the student teacher builds trust and encourages all students to take risks in their learning. This safe and supportive atmosphere empowers students to actively participate, enhancing their confidence and engagement in the learning process. The student teacher's commitment to cultivating a secure environment reflects an understanding of the essential role that emotional safety plays in effective learning.</p> | | | | |

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...**

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Is approaching competency at expected level (1) | Demonstrates competency at expected level (2) | Exceeds expected level of competency (3) |
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| 29 Conference w/MT | PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. <i>Application competency</i> | Does not reflect on instruction; does not accept feedback. | Attends to feedback from mentor teacher and supervisor | ...and Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. | ...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. |
| Example Justification Statement for Level 2 | The student teacher demonstrates a strong commitment to continuous growth and intellectual curiosity by actively engaging in professional learning opportunities. Whether through participation in workshops, collaboration with colleagues, or self-directed study, the student teacher seeks out new strategies and insights to enhance their instructional practice. This dedication to professional development reflects a desire to stay informed on current educational trends and to refine teaching skills to better serve students' needs. The student teacher's proactive approach to learning not only models lifelong learning for students but also reinforces their role as a reflective practitioner who values ongoing improvement in their teaching. | | | | |
| 30 Observation AND Conference w/MT | PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement. <i>Demonstration competency</i> | Does not respond to feedback or make changes. | Applies supportive and corrective feedback from others to make positive changes. | ...and Critically analyzes and reflects on own learning and teaching and makes intentional changes. | ...and Uses critical reflection to seek out, analyze, and apply current research/literature to improve individual, team, or schoolwide practice. |

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| <p>Example Justification Statement for Level 2</p> | <p>The student teacher consistently engages in critical self-reflection, thoughtfully analyzing both their teaching practices and learning experiences to enhance instructional effectiveness. By regularly reviewing lesson outcomes, gathering feedback, and assessing student engagement, the student teacher identifies areas for improvement and makes intentional adjustments to better meet students' needs. This reflective process demonstrates a commitment to growth and adaptability, as the student teacher actively seeks ways to refine their approach and implement new strategies for improved student outcomes. This dedication to self-improvement not only enriches the learning experience but also exemplifies the qualities of a reflective and responsive educator.</p> | | | | |
| <p>31 Observation AND Conference w/MT</p> | <p>PR5: Use effective communication with students, parents, and colleagues about student learning. <i>Demonstration competency</i></p> | <p>Does not communicate with students, parents, OR colleagues about student learning.</p> | <p>Communicates negatively with students, parents, OR colleagues about student learning.</p> | <p>Uses effective communication with students, parents, and colleagues about student learning.</p> | <p>...and Seeks out opportunities to interact with colleagues and/or parents/guardians related to learner growth and development.</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher demonstrates effective communication skills with students, parents, and colleagues, fostering a collaborative approach to student learning. By providing clear and timely updates on student progress, the student teacher ensures that parents are well-informed and engaged in their child's educational journey. Regular, meaningful interactions with students also create an environment of transparency and trust, allowing students to understand their strengths, areas for growth, and how to achieve their goals. Additionally, the student teacher collaborates openly with colleagues to share insights and strategies, supporting a cohesive and informed approach to student development. This commitment to open and constructive communication highlights the student teacher's dedication to building a supportive network that prioritizes each student's success.</p> | | | | |

PROFESSIONAL RESPONSIBILITY (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Demonstrates competency at expected level (2) |
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| 32 Observation AND Conference w/MT | PR1: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. <i>Basic content knowledge competency</i> | Does not acknowledge that all students are capable of learning. | Acknowledges that all students are capable of learning and provides support based on students' academic needs. |
| Example Justification Statement for Level 2 | The student teacher consistently acknowledges that all students are capable of learning and demonstrates this belief by providing tailored support based on each student's academic needs. By identifying and addressing individual learning gaps and strengths, the student teacher creates an inclusive environment where every student is encouraged to succeed. Through differentiated instruction, additional resources, and one-on-one support, the student teacher ensures that all students have access to the tools and guidance they need to thrive. This approach reflects a deep commitment to equity and a belief in the potential of each student, fostering a classroom culture that values and promotes growth for all learners. | | |
| 33 Observation and Conference w/MT | PR2: Comply with relevant school, district, and state laws, rules, and policies governing the profession. <i>Application competency</i> | 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. | 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. |
| Example Justification Statement for Level 2 | The student teacher consistently demonstrates a strong understanding of and adherence to university policies, federal and state laws, State Board of Education rules, as well as state and local policies. By upholding supervisory directives and maintaining high standards of professional, moral, and ethical conduct, the student teacher serves as a reliable and responsible role model in the classroom. This commitment to compliance ensures a safe, respectful, and legally sound learning environment that prioritizes the well-being and rights of all students. The student teacher's dedication to ethical conduct and policy adherence reflects a deep sense of integrity and professionalism, embodying the values expected of an educator. | | |

PROFESSIONAL RESPONSIBILITY (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Demonstrates competency at expected level (2) |
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| <p>34 Observation AND Conference w/MT</p> | <p>PR6: Exhibit professional and ethical conduct in accordance with school, district, and state policy.</p> <p><i>Demonstration competency</i></p> | <p>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.</p> <p>OR</p> <p>Does not know or understand professional requirements.</p> <p>OR</p> <p>Does not complete all requirements for clinical experiences.</p> <p>OR</p> <p>Does not maintain instructional and non-instructional records.</p> <p>OR</p> <p>Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p>OR</p> <p>Develops inappropriate student-teacher relationships as defined in rules, law, and policy.</p> <p>OR</p> <p>Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA).</p> | <p>Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.</p> <p>AND</p> <p>Takes responsibility to understand and complete all requirements for clinical experience.</p> <p>AND</p> <p>Takes responsibility to understand professional requirements to maintain a current Utah Educator License.</p> <p>AND</p> <p>Maintains accurate instructional and non-instructional records.</p> <p>AND</p> <p>Maintains integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p>AND</p> <p>Develops appropriate student-teacher relationships as defined in rules, law, and policy.</p> <p>AND</p> <p>Maintains professional demeanor and appearance as defined by university and the local education agency (LEA).</p> |
| <p>Example Justification Statement for Level 2</p> | <p>The student teacher consistently exhibits professional and ethical conduct aligned with school, district, and state policies. They demonstrate respect for all members of the school community, maintain confidentiality, and adhere to established guidelines and protocols. This commitment to professionalism reflects their understanding of the responsibilities and ethical standards expected in an educational setting.</p> | | |

PROFESSIONAL RESPONSIBILITY (Continued)

| | COMPETENCY ↓ | Does not demonstrate competency (0) | Demonstrates competency at expected level (2) |
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| 35 Observation and Conference w/MT | PR7: Secure student data and respect confidentiality related to student data. <i>Demonstration competency</i> | 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 | 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. |
| Example Justification Statement for Level 2 | The student teacher demonstrates a strong understanding of and adherence to state and federal policies, including FERPA regulations and board rules, regarding data privacy. By taking careful measures to store student data, the student teacher ensures that all confidential information is handled responsibly and remains protected from unauthorized access. This attention to privacy safeguards not only aligns with legal standards but also reflects the student teacher's commitment to maintaining student trust and upholding ethical responsibilities. Through diligent management of sensitive information, the student teacher models professionalism and respects the privacy rights of students and their families. | | |