

Q2. Select the date when the evaluation took place (mm/dd/yyyy):

This question was not displayed to the respondent.

Q4.

The Learner and Learning

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

This question was not displayed to the respondent.

Q7.

Classroom Climate

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

This question was not displayed to the respondent.

Q9.

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.

This question was not displayed to the respondent.

Q10. The following competencies are only measured as does not or does demonstrate competency (there are no approaching or exceeding options):

This question was not displayed to the respondent.

Q9.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

Please provide a written observation of teacher candidate's teaching practices, skills, and behaviors, interactions with students, both strengths and areas for learning and growth.

*Note: Due to the nature of the form we cannot keep any formatting options. On the confirmation sheet this will look like one long paragraph. You may attach a Word Document or PDF below if you wish, but put as much content in this text area here as you can.

This question was not displayed to the respondent.

Q10. (OPTIONAL) Please attach a Word Document or PDF here if desired:

This question was not displayed to the respondent.

Q17.

UVU

School of
EDUCATION

UTAH VALLEY UNIVERSITY

Student Teacher: _____

School: _____

UVU Supervisor: _____

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

Semester: Spring

Grade(s): 1st Grade

Mentor Teacher: _____

Date: _____

Subject: Elementary

Competency: 0 = Does not demonstrate competency, 1 = Is approaching competency at expected level, 2 = Demonstrates competency at expected level, 3 = Exceeds expected level of competency, NS = Not Scored

This question was not displayed to the respondent.

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

Formative 1:

- ☐ CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.
- ☐ CC2: Promote a classroom environment in which students will respect and value each other.
- ☐ CC3: Involve students in establishing clear guidelines for behavior.
- ☐ CC4: Address physical and emotional safety concerns in a timely manner.
- ☐ CC5: Consistently applies the norms of the classroom to align with schoolwide expectations.
- ☐ CC6: Strategically organize and structure the classroom environment for optimal student learning.
- ☐ CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom.
- ☐ CC8: Encourage an environment where students feel safe to take risks, participate and engage.

This question was not displayed to the respondent.

Q18.

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.

Formative 1:

- ☐ PR1: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning.
- ☐ PR2: Comply with relevant school, district, and state laws, rules, and policies governing the profession.
- ☐ PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.
- ☐ PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement.
- ☐ PR5: Use effective communication with students, parents, and colleagues about student learning.
- ☐ PR6: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning.
- ☐ PR7: Secure student data and respect confidentiality related to student data.

This question was not displayed to the respondent.

Q11.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

[Attached File \(click to download\)](#)

This question was not displayed to the respondent.

Q21.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

This question was not displayed to the respondent.

Q1. Dear [REDACTED] [REDACTED]

Thank you for working with the following UVU preservice teacher. The Formative 1 Evaluation is based on your observations and consultations with your student teacher and the mentor teacher. Please mark all indicators.

This question was not displayed to the respondent.

Q17. Dear [REDACTED] [REDACTED]

Thank you for working with the following UVU preservice teacher. The Formative 2 Evaluation is based on your observations and consultations with your student teacher and the mentor teacher. Please mark all indicators.

This question was not displayed to the respondent.

Q18. Select the date when the evaluation took place (mm/dd/yyyy):

This question was not displayed to the respondent.

Q25.

The Learner and Learning

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

This question was not displayed to the respondent.

Q28.

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

Q29.

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.

Q30. The following competencies are only measured as does not or does demonstrate competency (there are no approaching or exceeding options):

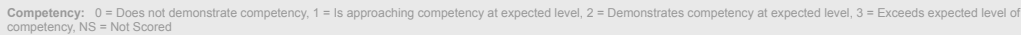
Q31.

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

*Note: Due to the nature of the form we cannot keep any formatting options. On the confirmation sheet this will look like one long paragraph. You may attach a Word Document or PDF below if you wish, but put as much content in this text area here as you can.

Q32. (OPTIONAL) Please attach a Word Document or PDF here if desired:

Q33.



2. _____ 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.

This question was not displayed to the respondent.

Q36.

| | | |
|---|-------|--|
| 2 | _____ | CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. |
| 2 | _____ | CC2: Promote a classroom environment in which students will respect and value each other. |
| 2 | _____ | CC3: Involve students in establishing clear guidelines for behavior. |
| 2 | _____ | CC4: Address physical and emotional safety concerns in a timely manner. |
| 2 | _____ | CC5: Consistently applies the norms of the classroom to align with schoolwide expectations. |
| 2 | _____ | CC6: Strategically organize and structure the classroom environment for optimal student learning. |
| 2 | _____ | CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom. |
| 2 | _____ | CC8: Encourage an environment where students feel safe to take risks, participate and engage. |

This question was not displayed to the respondent.

Q37.

| | |
|---|---|
| 2 | PR1: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. |
| 2 | PR2: Comply with relevant school, district, and state laws, rules, and policies governing the profession. |
| 2 | PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. |
| 2 | PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement. |
| 2 | PR5: Use effective communication with students, parents, and colleagues about student learning. |
| 2 | PR6: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. |

This question was not displayed to the respondent.

Q38.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

[Attached File \(click to download\).](#)

This question was not displayed to the respondent.

Q39.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

This question was not displayed to the respondent.

Q74. Dear [REDACTED] [REDACTED]

Thank you for working with the following UVU preservice teacher. The Summative Evaluation is based on your observations and consultations with your student teacher and the mentor teacher. Please mark all indicators.

This question was not displayed to the respondent.

Q75. **Select the date when the evaluation took place (mm/dd/yyyy):**

This question was not displayed to the respondent.

Q76.

The Learner and Learning

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

This question was not displayed to the respondent.

Q79.

Classroom Climate

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

This question was not displayed to the respondent.

Q80.

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.

This question was not displayed to the respondent.

Q81. The following competencies are only measured as does not or does demonstrate competency (there are no approaching or exceeding options):

This question was not displayed to the respondent.

Q83.

Evaluator's Written Summative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

Dear University Supervisor,

Thank you for mentoring and evaluating your student teacher this semester. School principals use your evaluation as an important part of the hiring process. In your summative evaluation, **please upload** a detailed statement of your student teacher's current abilities, competencies, and accomplishments. We would expect that this statement would be several paragraphs in length. Please make sure the letter looks professional, and you can use this [Letter of Recommendation Template](#) to help with the request.

This question was not displayed to the respondent.

Q84.



UTAH VALLEY UNIVERSITY

Student Teacher:

School:

UVU Supervisor:

Interview

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

Semester: Spring

Grade(s): 1st Grade

Mentor Teacher: _____

[Student Teaching Evaluation Rubric \(STER\)](#)

Summative Evaluation (Mentor Teacher)

Date: _____

Subject: Elementary

Competency: 0 = Does not demonstrate competency, 1 = Is approaching competency at expected level, 2 = Demonstrates competency at expected level, 3 = Exceeds expected level of competency, NS = Not Scored

This question was not displayed to the respondent.

Q86.

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.

Formative Formative Summative:

1: _____ 2: _____
2 2 _____ **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.

This question was not displayed to the respondent.

Q87.

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

Formative 1: Formative 2: Summative:

2 2 _____ **CC1:** Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.
2 2 _____ **CC2:** Promote a classroom environment in which students will respect and value each other.
2 2 _____ **CC3:** Involve students in establishing clear guidelines for behavior.
2 3 _____ **CC4:** Address physical and emotional safety concerns in a timely manner.
2 2 _____ **CC5:** Consistently applies the norms of the classroom to align with schoolwide expectations.
2 2 _____ **CC6:** Strategically organize and structure the classroom environment for optimal student learning.
2 2 _____ **CC7:** Model and maintain routines and procedures to encourage a predictable and functional classroom.
2 2 _____ **CC8:** Encourage an environment where students feel safe to take risks, participate and engage.

This question was not displayed to the respondent.

Q88.

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.

Formative 1: Formative 2: Summative:

2 2 _____ **PR1:** Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning.
2 2 _____ **PR2:** Comply with relevant school, district, and state laws, rules, and policies governing the profession.
2 2 _____ **PR3:** Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.
2 2 _____ **PR4:** Engages in reflective practices that support professional, instructional, and schoolwide improvement.
2 2 _____ **PR5:** Use effective communication with students, parents, and colleagues about student learning.
2 2 _____ **PR6:** Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning.
2 2 _____ **PR7:** Secure student data and respect confidentiality related to student data.

This question was not displayed to the respondent.

Q89.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

[Attached File \(click to download\).](#)

This question was not displayed to the respondent.

Q90.

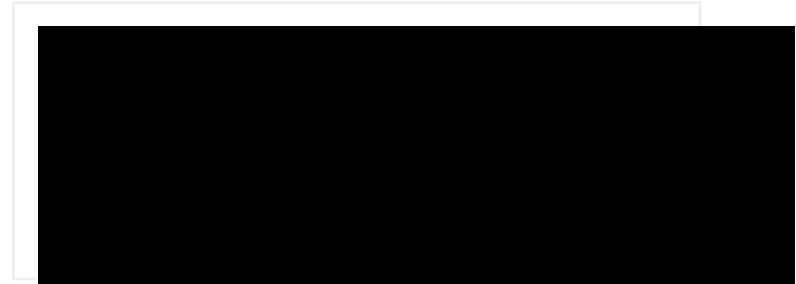
Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

This question was not displayed to the respondent.

Q95. Please sign to indicate you have received your Summative Evaluation.

Once you click 'Submit' you will see your results.



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This question was not displayed to the respondent.

Q92.

UVU

School of
EDUCATION

UTAH VALLEY UNIVERSITY

Student Teacher: _____

School: _____

UVU Supervisor: _____

Semester: _____

Grade(s): _____

Mentor Teacher: _____

Date: _____

Subject: _____

Student Teaching Evaluation Rubric (STER)

Summative Evaluation (Mentor Teacher)

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

Competency: 0 = Does not demonstrate competency, 1 = Is approaching competency at expected level, 2 = Demonstrates competency at expected level, 3 = Exceeds expected level of competency, NS = Not Scored

This question was not displayed to the respondent.

Q93.

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.

Formative Formative Summative

1: _____

2: _____

2: _____

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.

This question was not displayed to the respondent.

Q96.

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

Formative 1: Formative 2: Summative:

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

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

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

CC3: Involve students in establishing clear guidelines for behavior.

CC4: Address physical and emotional safety concerns in a timely manner.

CC5: Consistently applies the norms of the classroom to align with schoolwide expectations.

CC6: Strategically organize and structure the classroom environment for optimal student learning.

CC7: Model and maintain routines and procedures to encourage a predictable and functional classroom.

CC8: Encourage an environment where students feel safe to take risks, participate and engage.

This question was not displayed to the respondent.

Q97.

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.

Formative 1: Formative 2: Summative:

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

2: _____

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

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

PR3: Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.

PR4: Engages in reflective practices that support professional, instructional, and schoolwide improvement.

PR5: Use effective communication with students, parents, and colleagues about student learning.

PR6: Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning.

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

This question was not displayed to the respondent.

Q98.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

Attached File (click to download).

This question was not displayed to the respondent.

Q99.

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Student Teaching Evaluation Rubric (STER).

This question was not displayed to the respondent.

ST_FirstName: [REDACTED]

ST_LastName: [REDACTED]

CurrentEvaluation: Complete

NextEvaluation: Complete

SurveyID: SV_73Vv2hYxIzd54yy

ResponseID: R_633vriEzOMf9ku0

currentLink: https://uvu.qualtrics.com/jfe/form/SV_73Vv2hYxIzd54yy?Q_R=R_633vriEzOMf9ku0&Q_R_DEL=1

evaluation: [REDACTED]

ST_Name: [REDACTED] [REDACTED]

MT_surveyLink: https://uvu.qualtrics.com/jfe/form/SV_73Vv2hYxIzd54yy?Q_R=R_7e3iqjVqYJHxEEl&Q_R_DEL=1

ST_Email: [REDACTED]@uvu.edu

ST_UVID: [REDACTED]

MT_CurrentEvaluation: Signature

US_FirstName: [REDACTED]

US_LastName: [REDACTED]

US_Email: [REDACTED]@uvu.edu

US_UVID: [REDACTED]

MT_FirstName: [REDACTED]

MT_LastName: [REDACTED]

MT_Email: [REDACTED]@provo.edu

School: Lakeview

Semester: Spring

Subject: Elementary

Grades: 1st Grade

US_Name: [REDACTED] [REDACTED]

MT_Name: [REDACTED] [REDACTED]

ConfirmationEmail: [REDACTED]@uvu.edu, [REDACTED]@uvu.edu, [REDACTED]@provo.edu

1.date: 2025-02-10

1.LL1: 2

1.CC1: 2

1.CC2: 2

1.CC3: 2

1.CC4: 2

1.CC5: 2

1.CC6: 2

1.CC7: 2

1.CC8: 2

1.PR3: 2

1.PR4: 2

1.PR5: 2

1.PR1: 2

1.PR2: 2

1.PR6: 2

1.PR7: 2

1.LL1.DE: SEP Conferences are scheduled to happen Feb 26 - 28. She is planning to attend and observe the mentor teacher.

1.CC1.DE: She works the room very well and spends time with those who need the extra help.

1.CC2.DE: She is very positive and saying there are many chances to get our class points.

1.CC3.DE: She involves the students in assessing themselves in targeted areas to monitor growth.

1.CC4.DE: [REDACTED] is very aware of the student's physical and emotional safety and provides the needed care in a timely manner.

1.CC6.DE: [REDACTED] has given recommendations for new seat assignment and arrangements.

1.CC7.DE: As a student teacher, she is learning to manage lesson times and has shown improvement in this area already.

1.CC8.DE: She allows the students to access their level of engagement and encourages involvement and participation throughout the day.

1.PR3.DE: [REDACTED] is willing to learn and receives feedback graciously.

1.WE: [REDACTED] is all about learning. She designs lessons that build on background knowledge and provides opportunities for all learners. She is building a working relationship with the students. They are responding quite well. She gives timely feedback to the students as they go through self-assessments. Mrs. [REDACTED] demonstrates an understanding of the curriculum and gains confidence in using the materials that are provided. She has adapted to helping the students become Self-Empowered Learners by having the student repeat where they are going, by having the students help create the success criteria of where they are going and how, and by following up with the students doing self assessments where they are on the learning progression. Her lessons are well-planned and engaging for the students. She uses appropriate academic language and personal stories to help the students visualize new vocabulary. She provides relevant learning experiences and give student choice in accessing learning and show understanding. She uses a variety of mediums to encourage learning - manipulatives, charts, and technology. Mrs. [REDACTED] is respectful to the students, mentor teacher, and school staff. She gives off positive energy to those around her. She maintains a safe classroom environment. She is helpful, but she allows the students to learn self-management of their materials. She is kind and encouraging at the same time she holds the students accountable. [REDACTED] is very professional and displays high standards in her communication and conduct. She gets along with everyone. Mrs. [REDACTED] is all about learning. She is enthusiastic about learning to develop her teaching and passes the excitement on to the students. She will ask for advice and will adapt with a personal touch. She knows where she is and where she is going and how to get there.

1.Score: 32

1.**Justifications:** Evaluator Justifications:

LL1: SEP Conferences are scheduled to happen Feb 26 - 28. She is planning to attend and observe the mentor teacher.
CC1: She works the room very well and spends time with those who need the extra help.
CC2: She is very positive and saying there are many chances to get our class points.
CC3: She involves the students in assessing themselves in targeted areas to monitor growth.
CC4: █████ is very aware of the student's physical and emotional safety and provides the needed care in a timely manner.
CC6: █████ has given recommendations for new seat assignment and arrangements.
CC7: As a student teacher, she is learning to manage lesson times and has shown improvement in this area already.
CC8: She allows the students to access their level of engagement and encourages involvement and participation throughout the day.
PR3: █████ is willing to learn and receives feedback graciously.

2.date: 2025-03-03

2.LL1: 2

2.CC1: 2

2.CC2: 2

2.CC3: 2

2.CC4: 3

2.CC5: 2

2.CC6: 2

2.CC7: 2

2.CC8: 2

2.PR3: 2

2.PR4: 2

2.PR5: 2

2.PR1: 2

2.PR2: 2

2.PR6: 2

2.PR7: 2

2.LL1.DE: █████ did attend and participate in Winter SEP 2024-25 conferences

2.CC1.DE: █████ has demonstrated knowledge and skills to promote a safe and positive classroom climate. She would benefit not to vocalize, "We need to hurry." too much.

2.CC3.DE: Establishes clear guidelines and reviews them often for self and class assessments.

2.CC6.DE: Mrs. █████ has made input about new seating arrangements for optimal student learning.

2.CC7.DE: Plans a schedule and follows routines and expectations. Transitions tend to be rushed. There are a lot of unknowns in first grade.

2.CC8.DE: Most students participate.

2.PR3.DE: Attends to feedback from mentor teacher and college professor. She can become overwhelmed. She would benefit to use and read the teacher manual.

2.PR4.DE: She does respond to feedback and often comes back stronger.

2.WE: █████ is progressing in her student teaching. She creates whole class learning experiences that demonstrates understanding of learner developmental levels. She uses learner differences in designing and delivering instruction for all learners. She establishes expectations focused on the specific learning target. She promotes learner inquiry and exploration. She is continuing to work on pacing and transitions to gauge learner engagement. █████ is growing in confidence in the programs that our school (district) and grade level uses for phonics (95% and Into Math). She continues to create and model success criteria so that the learners know Where they are going? Where they are at? Where to go next. She is helping to promote self empowered learners. She demonstrates content knowledge in the teaching assignment. She continues to learn to adapt to younger audience of first graders. She is providing feedback and monitors student learning throughout the room. As a team, we are establishing expectations to complete all work and follow through on that as promptly as possible. She is a hard worker and eager to learn. She is pleasant and positive and helpful to both faculty and students and their parents. She has shown improvement in her confidence, knowledge, and instruction.

2.Score: 33

2.**Justifications:** Evaluator Justifications:

LL1: █████ did attend and participate in Winter SEP 2024-25 conferences
CC1: █████ has demonstrated knowledge and skills to promote a safe and positive classroom climate. She would benefit not to vocalize, "We need to hurry." too much.
CC3: Establishes clear guidelines and reviews them often for self and class assessments.
CC6: Mrs. █████ has made input about new seating arrangements for optimal student learning.
CC7: Plans a schedule and follows routines and expectations. Transitions tend to be rushed. There are a lot of unknowns in first grade.
CC8: Most students participate.
PR3: Attends to feedback from mentor teacher and college professor. She can become overwhelmed. She would benefit to use and read the teacher manual.
PR4: She does respond to feedback and often comes back stronger.

S.date: 2025-04-04

S.LL1: 2

S.CC1: 2

S.CC2: 2

S.CC3: 2

S.CC4: 2

S.CC5: 2

S.CC6: 2

S.CC7: 2

S.CC8: 2

S.PR3: 2

S.PR4: 2

S.PR5: 2

S.PR1: 2

S.PR2: 2

S.PR6: 2

S.PR7: 2

S.LL1.DE: Mrs. █████ is positive and encouraging with all her interactions.

S.CC1.DE: She gives encouragement with peer and self assessments. She provides multiple opportunities for improvement.

S.CC2.DE: Mrs. █████ had several small competitions to promote a classroom environment. Window vs Door side of the room. Teacher vs Students

S.CC3.DE: She established high expectations through transitions and bathroom breaks where they did self and peer assessments.

S.CC4.DE: [REDACTED] was keenly aware and responsive to physical and emotional safety.

S.CC5.DE: Mrs. [REDACTED] worked well with the cooperating teacher with this standard and maintained the norms of the classroom which aligned with schoolwide expectations.

S.CC6.DE: She implemented classroom management strategies to optimize student learning.

S.CC7.DE: She maintained a regular routine to encourage a predictable and functional classroom with maximized learning opportunities and diversity.

S.CC8.DE: She was positive and encouraging to help students feel safe to take risks. "It's ok to make mistakes."

S.PR3.DE: She is eager to learn and develop by engaging in PLC and professional development and reflection with the mentoring teacher.

S.PR4.DE: After observations and reflection, she makes intentional changes to her teaching.

S.PR5.DE: Uses effective communication with students, parents, and colleagues about student learning. Positive talk with suggestions for improvement.

S.PR1.DE: She sought out the struggling students to help.

S.PR2.DE: She was always professional and respectful to everyone.

S.PR6.DE: She maintained appropriate behaviors to represent the profession well.

S.PR7.DE: She adhered to the state and federal policies relating to data and privacy.

S.Score: 32

S.Justifications: Evaluator Justifications:

LL1: Mrs. [REDACTED] is positive and encouraging with all her interactions.
CC1: She gives encouragement with peer and self assessments. She provides multiple opportunities for improvement.
CC2: Mrs. [REDACTED] had several small competitions to promote a classroom environment. Window vs Door side of the room. Teacher vs Students
CC3: She established high expectations through transitions and bathroom breaks where they did self and peer assessments.
CC4: [REDACTED] was keenly aware and responsive to physical and emotional safety.
CC5: Mrs. [REDACTED] worked well with the cooperating teacher with this standard and maintained the norms of the classroom which aligned with schoolwide expectations.
CC6: She implemented classroom management strategies to optimize student learning.
CC7: She maintained a regular routine to encourage a predictable and functional classroom with maximized learning opportunities and diversity.
CC8: She was positive and encouraging to help students feel safe to take risks. "It's ok to make mistakes."
PR1: She sought out the struggling students to help.
PR2: She was always professional and respectful to everyone.
PR3: She is eager to learn and develop by engaging in PLC and professional development and reflection with the mentoring teacher.
PR4: After observations and reflection, she makes intentional changes to her teaching.
PR5: Uses effective communication with students, parents, and colleagues about student learning. Positive talk with suggestions for improvement.
PR6: She maintained appropriate behaviors to represent the profession well.
PR7: She adhered to the state and federal policies relating to data and privacy.

S.WE-File:
https://uvu.qualtrics.com/jfe/file/v2/a20a2e0c6911be9da6238ad036691cd037ed056ef431cca5b5e48a1a83348e84/91c89ce8335ec74eca7247ee6706dc624b1d9927fb9a375add7ab323822278d7/F_2SojHSK8yMGwzTB

| Scoring Results | |
|---------------------------------------|------|
| Formative 1 Score | |
| Mean Score: | 0.00 |
| Weighted Mean of Items: | 0.00 |
| Weighted Standard Deviation of Items: | 0.00 |
| Items: | 0.00 |
| Formative 2 Score | |
| Mean Score: | 0.00 |
| Weighted Mean of Items: | 0.00 |
| Weighted Standard Deviation of Items: | 0.00 |
| Items: | 0.00 |
| Formative 3 Score | |
| Mean Score: | 0.00 |
| Weighted Mean of Items: | 0.00 |
| Weighted Standard Deviation of Items: | 0.00 |
| Items: | 0.00 |
| Formative 4 Score | |
| Mean Score: | 0.00 |
| Weighted Mean of Items: | 0.00 |
| Weighted Standard Deviation of Items: | 0.00 |
| Items: | 0.00 |
| Summative Score | |
| Mean Score: | 0.00 |
| Weighted Mean of Items: | 0.00 |
| Weighted Standard Deviation of Items: | 0.00 |
| Items: | 0.00 |

| Location Data |
|---------------|
|---------------|

Location: ([40.2584](#), [-111.6591](#))

Source: GeolIP Estimation

