UVU School of EDUCATION
UTAH VALLEY UNIVERSITY

Student Teaching Evaluation Rubric (STER)
Summative Evaluation (University Supervisor)
(Aligned with the USBE General Teacher Education Competencies, which were approved June 6, 2024)

Student Teacher: ███████		Semester: **Spring**	Date: **2025-04-18**
School: **Payson Jr High**		Grade(s): **7th - 12th**	Subject: **Secondary**
UVU Supervisor: ███████		Mentor Teacher: ███████	

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

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.*
__2__ **LL2:** Design learning that builds on the learner's background knowledge and supports students' needs.
__2__ **LL3:** Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.
__2__ **LL4:** Identify adaptations made to instruction to benefit learners of varied backgrounds.
__2__ **LL5:** Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.
__2__ **LL6:** Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.
__2__ **LL7:** Provide formative and timely feedback to guide students in self-assessment of learning.

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.*
__2__ **IC1:** Demonstrate an understanding of Utah Core Standards. **IC2:** Create learning intentions and success criteria that are aligned to Utah Core Standards.
__2__ **IC3:** Design learning experiences aligned to learning intentions and success criteria.
__2__ **IC4:** Plan learning progressions that build upon students' previous learning and support current learning intentions.
__2__ **IC5:** Provide opportunities for students to track, reflect on, and set goals for their learning. **IC6:** Allow students multiple opportunities and means for demonstration of competency.
__2__ **IC7:** Design a variety of instructional strategies to engage students and promote active learning.

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.*
__2__ **IP1:** Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.
__2__ **IP2:** Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.
__2__ **IP3:** Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.
__2__ **IP4:** Employ a variety of assessments that allow all students to demonstrate learning.
__2__ **IP5:** Provide feedback to students and parents that supports learning and growth.
__2__ **IP6:** Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.
__2__ **IP7:** Encourage students to think about, engage with, and access content in creative ways.
__2__ **IP8:** Intentionally selects tools and technology to design and implement activities that promote active student technology use.

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)

Evaluator Justifications:

LL2: Lesson built off a number of prior experiences around water and its properties. Aligned with students' in-class learning.
LL3: Positive interactions between students and between the students and the teacher throughout the lesson. No behavioral management needed in the lesson.
LL4: ███ used a story to orient the lesson that was accessible to students. Then adaptive changes were made formatively throughout the lesson while Adri worked with students.
LL5: No behavioral management issues surfaced. Clear expectations for students (included picking up after themselves and cleaning materials at the end of class).
LL6: The phenomena orientation of the lesson allowed student to think about how the big idea of the lesson might manifest in the real world. Students were then asked to abstract this to understanding larger scale ocean processes.
LL7: ███ works to encourage students to think things through formative feedback (students have a fear of getting things wrong). They struggle to take the first step. Less pushback for this overtime in the classroom as Adri continues to encourage this. Strong formative focus with reinforcement through a CER framework.
IC1-IC2: Big idea of the lesson is directly connected to the SEEd standards.
IC3: Class activity was directly connected to the Big Idea of the lesson. This was also directly linked to the exit ticket of the lesson.
IC4: The lesson built off of prior lessons exploring properties of water and its connection to earth's properties.
IC5-IC6: Use of a CER framework pushes students to think about the structure of responses. Use of phenomena, this has some challenges

IC6-IC9: Use of a CER framework pushes students to think about the structure of responses. Use of phenomena, this has some challenges (given they aren't near an ocean), but still uses accessible problems (though this could be reinforced more). Different forms of competency include lots of practical skill tests and modeling of principles. Use of reflection questions and exit tickets for conclusions to lessons. Some verbal assessments upon student request too.

IC7: Active engagement used throughout the lesson. Activity used to test properties of water and have students collect data.

IP1: There was some process flexibility in the activity and ▆ did a good job of supporting this though formative interactions.

IP2: ▆ prior observation had more opportunities for this, but the current lesson did have opportunities for students to critically think about what the results meant. Used CER framework.

IP3: Uses exit tickets to gain information in student understanding at the end of lessons. Tends to use formative with lower stakes assessment to reduce pressure on students. There have been unit summative too, though less of a focus. She has also had some situations where students are struggling heavily and has used these as opportunities to reteach important ideas (very adaptive response). Also collects information on areas where students are specifically struggling.

IP4: Used a variety of strategies for assessment these include formative conversations, exit tickets, skills assessment, experimental design projects, review sessions, and whole class discussion.

IP5: ▆ did attend the parent teacher conference night. 10-15 parents came in and she was able to talk with them and communicate both class logistics and ways students can get caught up and be successful.

IP6: This started strong, but could use a more problem-based orientation throughout the lesson. This had a strong component in the prior observation.

IP7: This lesson was a bit crunched for time which didn't allow for as much flexibility as was built into it. There was some where students could be creative.

IP8: Technology was appropriate to the lesson in supporting goals.