3-week Field Formative Evaluation Rubric for Education Preparation Program

Student Teaching Evaluation Rubric (STER), July 2024

STER Scoring

*Supervisors will score the following STER competencies during a lesson observation.

Level 1 expected scores: 0s or 1s

Level 2 expected scores: 1s (no zeros)

Level 3 expected scores: 1s or 2s (no zeros)

	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)**
3 (L1, L2, L3) Observation	**LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.** *Application competency*	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.
5 (L1, L2, L3) Observation	**LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.**	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.

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	Demonstration competency			

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)
8 (L1, L2, L3) Observation or Conference w/MT and ST	**IC1: Demonstrate an understanding of Utah Core Standards.** *Demonstration competency* **IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.** *Application competency*	Does not demonstrate an understanding of Utah Core Standards. Lesson intentions and success criteria are missing or not aligned to Utah Core Standards.	Demonstrates inconsistent understanding of Utah Core Standards. OR Creates lesson intentions and success criteria that are inconsistently aligned to Utah Core Standards.	Demonstrates consistent understanding of Utah Core Standards AND Creates learning intentions and success criteria that are consistently aligned to Utah Core Standards.	…and Meaningfully integrates content that aligns with Utah Core Standards.

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…

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22 (L1, L2, L3) Observation	**CC2: Promote a classroom environment in which students will respect and value each other.** **Application competency**	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.
23 (L1, L2, L3) Observation AND Conference w/MT	**CC3: Involve students in establishing clear guidelines for behavior.** **Application competency**	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.
24 (L1, L2, L3) Observation AND Conference w/MT	**CC4: Address physical and emotional safety concerns in a timely manner.** **Application competency**	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.
26 (L1, L2, L3) Observation	**CC6: Strategically organize and structure the classroom environment for optimal student learning.** **Application competency**	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.
28 Observation	**CC8: Encourage an environment where students feel safe to take risks, participate and engage.**	Creates an environment in	Creates an environment in which	…and	…and Creates an environment in which students are

	Application competency	which students feel unsafe.	most students participate.	Creates an environment in which students feel safe to participate and engage.	encouraged to take risks as part of the learning process.

Professional Dispositions Scoring

*All levels are expected to score 3s in all 6 dispositions.

Dispositions marked in blue are scored by the cooperating teacher.

Dispositions marked in orange are scored by the supervisor.

	Does not demonstrate disposition (1)	Is approaching disposition at expected level (2)	Demonstrates disposition at expected level (3)	Exceeds expectations (4)
Disposition 1: Self-Efficacy *Recognizes that intelligence, talents, and abilities can be developed through intentional effort, persistence, and input from others.* a. Recognizes personal strengths and uses them to professional advantage. (3.3) b. Recognizes limitations, is willing to change, and works to develop solutions on own before asking for support. (5.2) c. Shows intellectual curiosity and demonstrates professional initiative by creating learning opportunities for self; d. Reflects on and models professional growth for others. (5.2) e. Understands that productive struggle is part of the learning process and demonstrates resilience.				
Disposition 2: High Learning Expectations for Each Student *Views each student through an asset-based lens and believes they can achieve rigorous academic standards and social and emotional competence.* a. Prepares and enacts instruction that demonstrates positive verbal and non-verbal affect. (1.1, 1.4) b. Uses data and data analysis to inform future instruction to alter lessons as necessary to meet individual students' needs. (2.2, 3.1, 3.2, and 4.4) c. Routinely gathers instructional materials from multiple sources and seeks additional content knowledge when necessary to ensure learning objectives are met. (2.1) d. Utilizes effective instructional techniques that include and engage all learners. (2.4, 3.1)				

e. Aligns educational technology with instructional goals to enhance student learning. (3.4)				
Disposition 3: Ethical/Professional *Values professional conduct and ethics and respects students, families, communities, and colleagues.* a. Demonstrates an understanding and follows appropriate education laws, ethics, and standards; follows program and university policies. b. Demonstrates professionalism by exhibiting punctual attendance, completing tasks on time, and responding promptly and professionally in all communications. (5.3) c. Establishes and maintains appropriate relationships with peers, faculty, staff, and others (including students). (5.2, 5.3) d. Productively collaborates in academic and professional settings and keeps personal and professional confidences with colleagues. (5.4)				
Disposition 4: Reflective Practitioner *Values a personal commitment to continuous growth and professional learning by fostering self-reflection and acting on feedback.* a. Actively seeks and is willing to apply supportive and corrective feedback from others to make positive change. (5.2) b. Receptive to new ideas and techniques. (5.2) c. Critically analyzes and reflects on own learning and teaching and makes changes. (5.2) d. Uses critical reflection to seek out, analyze, and apply current research to improve teaching practice. (5.2)				
Disposition 5: Emotionally Intelligent *Exhibits awareness, control, and expression of one's emotions in multiple contexts to navigate interpersonal relationships in academic and professional settings.* a. Demonstrates appropriate professionalism and self-regulation and maintains professional composure. (1.2, 5.4) b. Remains accountable and responsible for own emotions and behaviors. c. Advocates for the well-being of self and others. d. Seeks positive outcomes to tough situations through perseverance and appropriate support. e. Listens actively to the opinions of others and demonstrates respect to others' viewpoints even when not in agreement. (5.2, 5.3) f. Demonstrates empathy, compassion, and social awareness. (4.1)				
Disposition 6: Educational Equity *Demonstrates educational equity by developing and maintaining an inclusive learning environment that values individual, family, and community assets.* a. Leverages personal or social identities such as gender, disability, ethnic origins, sexual orientation, race, immigration status, native language, or family background as assets that enhance the classroom learning environment. b.Welcomes and respects cultural and academic diversity, considers issues in terms of multiple perspectives, and demonstrates leadership by modeling culturally inclusive beliefs and behaviors. (4.1)				

c. Considers difference in student backgrounds, interests, and attitudes while incorporating culturally inclusive perspectives in all instructional planning. (3.3) d. Implements equitable and appropriate learning experiences for all students, including those with disabilities and language learners. (3.1) e. Develops and maintains an inclusive classroom where all students experience a sense of belonging and support.				