

Subject: Summative Evaluation for Nickelle Bodily

Date: Friday, April 11, 2025 at 9:22:27 AM Mountain Daylight Time

From: UVU School of Education

To: SOE_ST_evaluations



UTAH VALLEY UNIVERSITY

Student Teacher:

School:

UVU Supervisor:

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

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

Summative Evaluation (University Supervisor)

Semester: Spring

Date: 2025-04-10

Grade(s): 7th - 12th

Subject: Secondary

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.
- 3 **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.
- 3 **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: She 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, she effectively differentiates instruction to support student engagement and success.

LL3: She demonstrates a solid understanding of the classroom norms, including behavioral, instructional, and procedural expectations, which contribute to a well-managed learning environment. She effectively implements 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, she creates a classroom atmosphere that

supports collaboration and mutual respect.

LL4: She effectively plans and implements adaptations that are well-suited to the diverse needs of learners in the classroom. She thoughtfully crafts support to individual student's needs, fostering greater engagement and accessibility to the curriculum. By implementing tailored instructional strategies, she 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.

LL5: She 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.

LL6: She 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, she 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.

LL7: She 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, she 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 her commitment to fostering continuous improvement and self-reflection.

IC1-IC2: She 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, she provides students with a clear understanding of expectations and purpose, which supports focused learning and progress toward mastery. This alignment reflects her commitment to maintaining rigorous and standards-based instruction that is clear, purposeful, and measurable.

IC3: She 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. Her careful planning reflects a strong understanding of intentional instructional design and contributes to a focused and goal-oriented classroom environment.

IC4: She designs lesson plans that are well-suited to the developmental level and prior knowledge of the students. By referencing pacing guides and anecdotal evidence, she 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 her ability to scaffold learning effectively within grade-level expectations.

IC5-IC6: She 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.

IC7: She 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, she 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 her ability to differentiate instruction and sustain high levels of student engagement.

IP1: She 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, she 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. Her 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.

IP2: She 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, she 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 her commitment to cultivating higher-order thinking in the classroom.

IP3: She effectively utilizes both formative and summative data to inform and adjust instruction, demonstrating a strong commitment to responsive teaching practices. She 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. She used an exit slip to evaluate student understanding as a summative assessment.

IP4: She 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, she can capture a comprehensive picture of student progress and understanding. The variety of assessments demonstrates her commitment to inclusive practices and to supporting each student's academic growth effectively.

IP5: She 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 her commitment to promoting a collaborative and supportive educational experience.

IP6: She 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, she 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, she 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 her understanding of the importance of inclusivity and differentiation in fostering an equitable classroom environment.

IP7: She 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—she 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, she 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 her understanding of diverse learning styles and the importance of making learning relevant and enjoyable for all students.

IP8: She 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, she 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 her understanding of its role in modern education and demonstrates a commitment to preparing students for success in an increasingly digital world.