

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.

Q5.

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.

This question was not displayed to the respondent.

Q6.

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.

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.

Q105.

Student Lesson Plan Upload

As documented evidence for accreditation purposes, please upload a Word Document or PDF of the student's lesson plan:

This question was not displayed to the respondent.

Q17.

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

Formative 1 Evaluation (University Supervisor)

(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

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 1:

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

This question was not displayed to the respondent.

Q20.

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.

Formative 1:

- IC1: Demonstrate an understanding of Utah Core Standards. IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.
- IC3: Design learning experiences aligned to learning intentions and success criteria.
- IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions.
- 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.
- IC7: Design a variety of instructional strategies to engage students and promote active learning.

This question was not displayed to the respondent.

Q12.

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.

Formative 1:

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

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 **Cindy Davis**,

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 **Cindy Davis**,

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.

Q26.

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.

This question was not displayed to the respondent.

Q27.

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.

This question was not displayed to the respondent.

Q31.

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.

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

This question was not displayed to the respondent.

Q106.

Student Lesson Plan Upload

As documented evidence for accreditation purposes, please upload a Word Document or PDF of the student's lesson plan:

This question was not displayed to the respondent.

Q33.



UTAH VALLEY UNIVERSITY
Student Teacher:
School:
UVU Supervisor:

Majena Horoba
Canyon Crest
Cindy Davis

Semester: Spring
Grade(s): 1st Grade
Mentor Teacher:

[Student Teaching Evaluation Rubric \(STER\)](#)
Formative 2 Evaluation (University Supervisor)
Date:
Subject: Elementary
Kylie Horton

(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

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 1: Formative 2:

- | | |
|---|---|
| 2 | LL2: Design learning that builds on the learner's background knowledge and supports students' needs. |
| 1 | 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. |
| 1 | LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. |
| 1 | LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom. |
| 1 | LL7: Provide formative and timely feedback to guide students in self-assessment of learning. |

This question was not displayed to the respondent.

Q34.

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.

Formative 1:	Formative 2:	
1	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.
1		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.
1		IC7: Design a variety of instructional strategies to engage students and promote active learning.

This question was not displayed to the respondent.

Q35.

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.

Formative 1:	Formative 2:	
1		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.
1		IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.
1		IP4: Employ a variety of assessments that allow all students to demonstrate learning.
NS		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.

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.

Q40. Dear **Cindy Davis**,

Thank you for working with the following UVU preservice teacher. The Formative 3 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.

Q41. **Select the date when the evaluation took place (mm/dd/yyyy):**

This question was not displayed to the respondent.

Q42.

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.

Q43.

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.

This question was not displayed to the respondent.

Q44.

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.

This question was not displayed to the respondent.

Q48.

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.

Q49. (OPTIONAL) Please attach a Word Document or PDF here if desired:

This question was not displayed to the respondent.

Q107.

Student Lesson Plan Upload

As documented evidence for accreditation purposes, please upload a Word Document or PDF of the student's lesson plan:

This question was not displayed to the respondent.

Q50.



UTAH VALLEY UNIVERSITY
Student Teacher:
School:
UVU Supervisor:

Majena Horoba
Canyon Crest
Cindy Davis

Semester: Spring
Grade(s): 1st Grade
Mentor Teacher:

Student Teaching Evaluation Rubric (STER)
Formative 3 Evaluation (University Supervisor)

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

Date:
Subject: Elementary
Kylie Horton

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.

Formative 1: Formative 2: Formative 3:

2	1		LL2: Design learning that builds on the learner's background knowledge and supports students' needs.
1	1		LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.
2	2		LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds.
1	1		LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.
1	1		LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.
1	2		LL7: Provide formative and timely feedback to guide students in self-assessment of learning.

This question was not displayed to the respondent.

Q51.

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.

Formative 1: Formative 2: Formative 3:

1:	2:	3:	
2	2		IC1: Demonstrate an understanding of Utah Core Standards. IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.
1	2		IC3: Design learning experiences aligned to learning intentions and success criteria.
2	2		IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions.
1	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.
1	2		IC7: Design a variety of instructional strategies to engage students and promote active learning.

This question was not displayed to the respondent.

Q52.

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.

Formative 1: Formative 2: Formative 3:

1	2		IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.
2	2		IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.
1	2		IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.
1	2		IP4: Employ a variety of assessments that allow all students to demonstrate learning.
NS	NS		IP5: Provide feedback to students and parents that supports learning and growth.
2	2		IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.
2	2		IP7: Encourage students to think about, engage with, and access content in creative ways.
2	2		IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use.

This question was not displayed to the respondent.

Q55.

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.

Q56.

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.

Q57. Dear **Cindy Davis**,

Thank you for working with the following UVU preservice teacher. The Formative 4 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.

Q58. **Select the date when the evaluation took place (mm/dd/yyyy):**

This question was not displayed to the respondent.

Q59.

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.

Q60.

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.

This question was not displayed to the respondent.

Q61.

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.

This question was not displayed to the respondent.

Q65.

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.

Q66. (OPTIONAL) Please attach a Word Document or PDF here if desired:

This question was not displayed to the respondent.

Q108.

Student Lesson Plan Upload

As documented evidence for accreditation purposes, please upload a Word Document or PDF of the student's lesson plan:

This question was not displayed to the respondent.

Q67.

UVU

School of
EDUCATION

UTAH VALLEY UNIVERSITY
Student Teacher:
School:
UVU Supervisor:

Majena Horoba
Canyon Crest
Cindy Davis

Semester: Spring
Grade(s): 1st Grade
Mentor Teacher:

Date:
Subject: Elementary
Kylie Horton

Student Teaching Evaluation Rubric (STER)
Formative 4 Evaluation (University Supervisor)
(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

Learnners 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 1: Formative 2: Formative 3: Formative 4:

2	1	2		LL2: Design learning that builds on the learner's background knowledge and supports students' needs.
1	1	2		LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.
2	2	2		LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds.
1	1	2		LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.
1	1	2		LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.
1	2	2		LL7: Provide formative and timely feedback to guide students in self-assessment of learning.

This question was not displayed to the respondent.

Q68.

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.

Formative 1: Formative 2: Formative 3: Formative 4:

1: 2 3: 4:

2 2 2

2 2 2

1 2 2

1 2 2

1 2 2

1 2 2

IC1: Demonstrate an understanding of Utah Core Standards. IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.

IC3: Design learning experiences aligned to learning intentions and success criteria.

IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions.

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.

IC7: Design a variety of instructional strategies to engage students and promote active learning.

This question was not displayed to the respondent.

Q69.

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.

Formative 1: Formative 2: Formative 3: Formative 4:

1 2 2

2 2 2

1 2 2

1 2 2

NS NS 2

2 2 2

2 2 2

IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.

IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.

IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.

IP4: Employ a variety of assessments that allow all students to demonstrate learning.

IP5: Provide feedback to students and parents that supports learning and growth.

IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.

IP7: Encourage students to think about, engage with, and access content in creative ways.

IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use.

This question was not displayed to the respondent.

Q72.

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.

Q73.

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 Cindy Davis,

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.

Q77.

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.

This question was not displayed to the respondent.

Q78.

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.

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.

Q109.

(Optional) Student Lesson Plan Upload

(Only required if a 5th observation was completed). As documented evidence for accreditation purposes, please upload a Word Document or PDF of the student's lesson plan:

This question was not displayed to the respondent.

Q84.

UTAH VALLEY UNIVERSITY

School of

EDUCATION

UTAH VALLEY UNIVERSITY

Student Teacher:

School:

UVU Supervisor:

Majena Horoba

Canyon Crest

Cindy Davis

Semester:

Grade(s):

Mentor Teacher:

Spring

1st Grade

Date:

Subject:

Elementary

Kylie Horton

Student Teaching Evaluation Rubric (STER)

Summative Evaluation (University Supervisor)

(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.

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 Formative Formative Summative:

1:	2:	3:	4:		
<u>2</u>	<u>1</u>	<u>2</u>	<u>3</u>		LL2: Design learning that builds on the learner's background knowledge and supports students' needs.
<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>		LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>		LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds.
<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>		LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.
<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>		LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.
<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>		LL7: Provide formative and timely feedback to guide students in self-assessment of learning.

This question was not displayed to the respondent.

Q85.

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.

Formative Formative Formative Formative Summative:

1:	2:	3:	4:		
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>		IC1: Demonstrate an understanding of Utah Core Standards. IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>		IC3: Design learning experiences aligned to learning intentions and success criteria.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>		IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>		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.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>		IC7: Design a variety of instructional strategies to engage students and promote active learning.

This question was not displayed to the respondent.

Q86.

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.

Formative 1: Formative 2: Formative 3: Formative 4: Summative:

<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>		IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>		IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>		IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>		IP4: Employ a variety of assessments that allow all students to demonstrate learning.
NS	NS	<u>2</u>	<u>3</u>		IP5: Provide feedback to students and parents that supports learning and growth.
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>		IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>		IP7: Encourage students to think about, engage with, and access content in creative ways.
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>		IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use.

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.

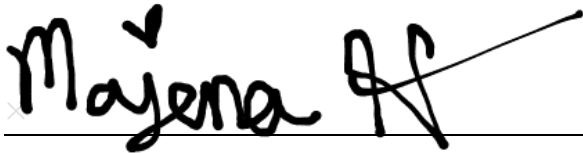
Evaluator's Written Formative Evaluation

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.


clear

File Uploaded - S.

This question was not displayed to the respondent.

Student Teacher: Majena Horoba
School: Canyon Crest
UVU Supervisor: Cindy Davis

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

Semester: Spring
Grade(s): 1st Grade
Mentor Teacher: Kylie Horton

[Student Teaching Evaluation Rubric \(STER\)](#)
Summative Evaluation (University Supervisor)
Date: 2025-03-21
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.

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	Formative	Formative	Summative	
1:	2:	3:	4:		
<u>2</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>	LL2: Design learning that builds on the learner's background knowledge and supports students' needs.
<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds.
<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.
<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>	LL6: Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.
<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	LL7: Provide formative and timely feedback to guide students in self-assessment of learning.

This question was not displayed to the respondent.

Q94.

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.

Formative	Formative	Formative	Formative	Summative	
1:	2:	3:	4:		
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	IC1: Demonstrate an understanding of Utah Core Standards. IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	IC3: Design learning experiences aligned to learning intentions and success criteria.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IC4: Plan learning progressions that build upon students' previous learning and support current learning intentions.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	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.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IC7: Design a variety of instructional strategies to engage students and promote active learning.

This question was not displayed to the respondent.

Q95.

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.

Formative 1:	Formative 2:	Formative 3:	Formative 4:	Summative:	
1:	2:	3:	4:		
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.
<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>2</u>	IP2: Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IP4: Employ a variety of assessments that allow all students to demonstrate learning.
NS	NS	<u>2</u>	<u>3</u>	<u>3</u>	IP5: Provide feedback to students and parents that supports learning and growth.
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IP7: Encourage students to think about, engage with, and access content in creative ways.
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use.

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.

Q105.

Evaluator Justifications:

LL2: Developmentally and present-performance level appropriate lessons
LL3: Implements the classroom management plan
LL4: Differentiates instruction for varied learners
LL5: Communicates behavior expectations to students
LL6: This is hard for all teachers including new ones, but there were connections made to real life during teaching
LL7: Implemented choral responses, non-verbal signals and other informal checks for understanding
IC1-IC2: Consistently prepared and always ties teaching to state core standards
IC3: Lessons are designed to align and build to get to the learning target
IC4: See above
IC5-IC6: Students were allowed to show mastery in multiple ways
IC7: choral responses, non-verbal signals, partner shares, etc.
IP1: See previous sections
IP2: When students were allowed to speak and listen to each other in the learning target, it elevated their thinking and problem solving
IP3: Used informal assessments to adjust instruction to better prepare for formal assessments
IP4: See above
IP5: Consistently gave individual students feedback that didn't spoon-feed them but rather led them to the learning target
IP6: See lesson design criteria in previous sections. Implementation always consistent with design
IP7: Gave students varied opportunities to show mastery
IP8: Seamless use of instructional technology

This question was not displayed to the respondent.

ST_FirstName: Majena
ST_LastName: Horoba
CurrentEvaluation: Complete
Reviewer_UVID: 10897792
Reviewer_FirstName: Majena
Reviewer_LastName: Horoba
Reviewer_Email: 10897792@uvu.edu
NextEvaluation: Complete
SurveyID: SV_5mxpsuK2SZFsv11
ResponseID: R_75SM9FcTxovIYSZ
currentLink: https://uvu.qualtrics.com/jfe/form/SV_5mxpsuK2SZFsv11?Q_R=R_75SM9FcTxovIYSZ&Q_R_DEL=1
evaluation: 10897792
ST_Name: Majena Horoba
US_surveyLink: https://uvu.qualtrics.com/jfe/form/SV_5mxpsuK2SZFsv11?Q_R=R_3FeKxU2eG5XbO8T&Q_R_DEL=1

ST_Email: 10897792@uvu.edu
ST_UVID: 10897792

US_CurrentEvaluation: Signature
US_FirstName: Cindy
US_LastName: Davis
US_Email: 10549876@uvu.edu

US_UVID: 10549876
MT_FirstName: Kylie
MT_LastName: Horton
MT_Email: kylieh@provo.edu

School: Canyon Crest
Semester: Spring
Subject: Elementary

Grades: 1st Grade
US_Name: Cindy Davis
MT_Name: Kylie Horton

ConfirmationEmail: 10897792@uvu.edu, cindycamellia@gmail.com, kylieh@provo.edu

1.date: 2025-01-29

- 1.LL2:** 2
- 1.LL3:** 1
- 1.LL4:** 2
- 1.LL5:** 1
- 1.LL6:** 1
- 1.LL7:** 1
- 1.IC1-IC2:** 2
- 1.IC3:** 2
- 1.IC4:** 2
- 1.IC5-IC6:** 1
- 1.IC7:** 1
- 1.IP1:** 1
- 1.IP2:** 2
- 1.IP3:** 1
- 1.IP4:** 1
- 1.IP5:** NS
- 1.IP6:** 2
- 1.IP7:** 2
- 1.IP8:** 2

1.WE: Great job today, Majena! See individual notes in the boxes. Keep the great design and individual monitoring! Consider strategies to drive home the learning target especially during direct instruction. Consider strategies to set norms so that students are listening when you speak, so you don't have to talk over them. Great job overall!

1.LL2.DE: Lesson concepts are age/grade appropriate

1.LL3.DE: Love to see these excited kids! Consider experimenting with classroom norms that would help you to not talk over students (or students sharing with the class.)

1.LL4.DE: Nice catch of the student wearing headphones and addressing her frustration.

1.LL5.DE: See LL3

1.LL6.DE: Why is it important for students to be able to count to 100? Do they understand why? How will knowing how to use a counting chart be helpful to them as they learn to understand number within a hundred and how to count them.

1.LL7.DE: Great individual monitoring. Is is possible to do more of this during direct instruction?

1.IC1-IC2.DE: Great!

1.IC3.DE: Great!

1.IC4.DE: Great!

1.IC5-IC6.DE: Great job on IC6. IC5 is harder and not always observable.

1.IC7.DE: Great! Consider experimenting with more of this during direct instruction.

1.IP1.DE: A little more during direct instruction?

1.IP2.DE: Great partner work!

1.IP3.DE: See IP1

1.IP4.DE: See IP1

1.IP5.DE: PTC

1.IP6.DE: Great!

1.IP7.DE: Great!

1.IP8.DE: You used IT well

1.Score: 27

1.Justifications: Evaluator Justifications:

LL2: Lesson concepts are age/grade appropriate
LL3: Love to see these excited kids! Consider experimenting with classroom norms that would help you to not talk over students (or students sharing with the class.)
LL4: Nice catch of the student wearing headphones and addressing her frustration.
LL5: See LL3
LL6: Why is it important for students to be able to count to 100? Do they understand why? How will knowing how to use a counting chart be helpful to them as they learn to understand number within a hundred and how to count them.
LL7: Great individual monitoring. Is is possible to do more of this during direct instruction?
IC1-IC2: Great!
IC3: Great!
IC4: Great!
IC5-IC6: Great job on IC6. IC5 is harder and not always observable.
IC7: Great! Consider experimenting with more of this during direct instruction.
IP1: A little more during direct instruction?
IP2: Great partner work!
IP3: See IP1
IP4: See IP1
IP5: PTC
IP6: Great!
IP7: Great!
IP8: You used IT well

2.date: 2025-02-12

2.LL2: 1

2.LL3: 1

2.LL4: 2

2.LL5: 1

2.LL6: 1

2.LL7: 2

2.IC1-IC2: 2

2.IC3: 2

2.IC4: 2

2.IC5-IC6: 2

2.IC7: 2

2.IP1: 2

2.IP2: 2

2.IP3: 2

2.IP4: 2

2.IP5: NS

2.IP6: 2

2.IP7: 2

2.IP8: 2

2.WE: You are growing as a teacher, Majena! Great job using the technology at the beginning, using the "Can, have are" incorporating a gradual release of responsibility model, and giving students an opportunity to speak and listen to each other inside the learning target. Can you experiment with one management idea and one academic idea? Can you practice not speaking over students during direct instruction? This may take giving clear, concise replacement behaviors where your voice and face and body language all align. Also play with orchestrating attention cues for more effectiveness. Let's talk more about what follows the cue. Academically, while you are teaching, can you ask yourself - What an I teaching?- Then ask What do students think they are learning? Is it the same? What writing skills can you drive home so students understand that they are learning writing skills and not only about turtles? Let's talk more about this. Overall, it's exciting to see progress and your cooperating teacher is pleased with your progress as well. Nice work!

2.LL2.DE: Can you flesh out the Instructional Practices section of the lesson plan a bit more?

2.LL3.DE: There is a lot of first-grade energy in this room. Good job with "If you can hear me" questions. Experiment with behavior replacements rather than questions ie. "Ella in 3..." Is more effective than asking her where her spot his etc.

2.LL4.DE: The visuals on the screen are helpful and the worksheet is helpful, and the partner work is helpful.

2.LL5.DE: You are doing a good job remembering to do this periodically. Now experiment with even more consistency with voice, face and body language. Practice not speaking over students during direct instruction.

2.LL6.DE: Do students know what they are learning about today? Do they think it is only sea turtles?

2.IP2.DE: See notes at end

2.IP3.DE: See notes at end

2.IP4.DE: See notes at end

2.Score: 32

2.Justifications: Evaluator Justifications:

LL2: Can you flesh out the Instructional Practices section of the lesson plan a bit more?
LL3: There is a lot of first-grade energy in this room. Good job with "If you can hear me" questions. Experiment with behavior replacements rather than questions ie. "Ella in 3..." Is more effective than asking her where her spot his etc.
LL4: The visuals on the screen are helpful and the worksheet is helpful, and the partner work is helpful.
LL5: You are doing a good job remembering to do this periodically. Now experiment with even more consistency with voice, face and body language. Practice not speaking over students during direct instruction.
LL6: Do students know what they are learning about today? Do they think it is only sea turtles?
IP2: See notes at end
IP3: See notes at end
IP4: See notes at end

2.WE-File:

https://uvu.qualtrics.com/jfe/file/v2/4c88f44f4a5f6344a268fb3e162c687c51b019754649defa983d753c3f0d7fe8/1228820ea8d15ad295ec2b09861dd2cc45397fdb439aeeef8f4a02c0563338697/F_1qesPWX0LeleRda

2.LP-File:

https://uvu.qualtrics.com/jfe/file/v2/4c88f44f4a5f6344a268fb3e162c687c51b019754649defa983d753c3f0d7fe8/a0d2b9996448a4ff18f2aca7880e66a1ac35d3ec3e5669240dd91db47673cc01/F_3HAAgZ8lpHogdf2

3.date: 2025-02-24

3.LL2: 2

3.LL3: 2

3.LL4: 2

3.LL5: 2

3.LL6: 2

3.LL7: 2

3.IC1-IC2: 2

3.IC3: 2

3.IC4: 2

3.IC5-IC6: 2

3.IC7: 2

3.IP1: 2

3.IP2: 2

3.IP3: 2

3.IP4: 2

3.IP5: 2

3.IP6: 2

3.IP7: 2

3.IP8: 2

3.WE: Great job having students choral respond the components of the learning target. Consider having students read them in varied voices like a whisper, then normal voice, then high, then normal, then low. They are yelling them all and could use some variation. Pulling sticks was a good choice. It can be much more helpful for informal assessment than taking raised hands. There may be times when you use it as a management tool. You may pull the stick and call a name that may not be written but belongs to a student that needs to be pulled back into the learning target. The instruction is clear. Consider moving away from the screen space more often even during direct instruction. Great job getting your eyes on papers while students are writing. Will you experiment with this a bit? Will you practice with thinking of yourself as a camera when students get to individual work and/or when they get going on partner or group work? First use a wide angle lens to see who is on-task right way or if there are any problems getting started. When these are resolved, then zoom in to students who have a hand up or you know to need extra support. Then zoom out to use a wide-angle lens again. Then zoom in to each paper taking informal assessment data on content understanding and supporting where needed. There was some nice proximity praise. Can you experiment with being a bit more intentional with the classroom management plan? Great questioning during individual monitoring helping students discover and gain understanding in the learning target. Overall, nice work!

3.Score: 38

3.Justifications: Evaluator Justifications:

3.LP-File:

https://uvvu.qualtrics.com/jfe/file/v2/751d8e09bca3dafb843f7e9a83d5cae35a84136c0b1df85ccc55caad210cc263/dcf831da6e1ede35d645ea497ca3631bf7d011a9bbcfddad63f91fc6ada31aa4c/F_2dzIkEbZJPOnA5G

4.date: 2025-03-12

4.LL2: 3

4.LL3: 2

4.LL4: 3

4.LL5: 2

4.LL6: 3

4.LL7: 3

4.IC1-IC2: 3

4.IC3: 3

4.IC4: 3

4.IC5-IC6: 2

4.IC7: 2

4.IP1: 2

4.IP2: 3

4.IP3: 2

4.IP4: 2

4.IP5: 3

4.IP6: 2

4.IP7: 2

4.IP8: 2

4.WE: Good job today, Majena. Thanks for being prepared and getting a great lesson plan to me. You implemented it well. Could you experiment with varying instructional strategies during direct instruction to add engagement and incorporate more informal assessment to give a gradual release of responsibility before the worksheet? There was a lot of reading time at the end, so more modeling, etc could have been incorporated into the direct instruction. Also, have we ever talked about thinking of yourself as a camera during student independent and/or group work? Rotate between a proverbial wide-angle lens (making sure students are on task and catching noticeable trends) and zooming in to help individual students. You have a strength of giving feedback to individual students. You ask great questions academically and give succinct behavioral redirections like when students were all crowded at the bookshelf, you gave clear directions to get each student back into their seats reading. Good job at the end with the repeat of the attention cue and letting it sit for a second. Nicely done!

4.LL2.DE: Great lesson plan attached

4.IC1-IC2.DE: See plan

4.IC3.DE: See plan

4.IC4.DE: See plan

4.IP2.DE: Gave students an opportunity to communicate about the writing prompt

4.IP3.DE: Summative worksheet included. What informal assessments can be included during direct instruction before moving to the more formal worksheet?

4.IP4.DE: See above

4.IP5.DE: Great individual feedback given to students

4.IP8.DE: Uses instructional technology effectively

4.Score: 47

4.Justifications: Evaluator Justifications:

LL2: Great lesson plan attached
IC1-IC2: See plan
IC3: See plan
IC4: See plan
IP2: Gave students an opportunity to communicate about the writing prompt
IP3: Summative worksheet included. What informal assessments can be included during direct instruction before moving to the more formal worksheet?
IP4: See above
IP5: Great individual feedback given to students
IP8: Uses instructional technology effectively

4.LP-File:
https://uvvu.qualtrics.com/jfe/file/v2/114f5aedd8374348869954023455a0c788ffd6c748e2fbe576454f30a76a28d4/f4d79527171f6166ed2332116f7b0fb2e0dced6d49849e4c516109133c1bbfaf/F_12sXxMNqHj4RPMd

S.date: 2025-03-21

S.LL2: 3

S.LL3: 2

S.LL4: 3

S.LL5: 2

S.LL6: 3

S.LL7: 3

S.IC1-IC2: 3

S.IC3: 3

S.IC4: 3

S.IC5-IC6: 2

S.IC7: 2

S.IP1: 2

S.IP2: 2

S.IP3: 2

S.IP4: 2

S.IP5: 3

S.IP6: 3

S.IP7: 2

S.IP8: 2

S.LL2.DE: Developmentally and present-performance level appropriate lessons

S.LL3.DE: Implements the classroom management plan

S.LL4.DE: Differentiates instruction for varied learners

S.LL5.DE: Communicates behavior expectations to students

S.LL6.DE: This is hard for all teachers including new ones, but there were connections made to real life during teaching

S.LL7.DE: Implemented choral responses, non-verbal signals and other informal checks for understanding

S.IC1-IC2.DE: Consistently prepared and always ties teaching to state core standards

S.IC3.DE: Lessons are designed to align and build to get to the learning target

S.IC4.DE: See above

S.IC5-IC6.DE: Students were allowed to show mastery in multiple ways

S.IC7.DE: choral responses, non-verbal signals, partner shares, etc.

S.IP1.DE: See previous sections

S.IP2.DE: When students were allowed to speak and listen to each other in the learning target, it elevated their thinking and problem solving

S.IP3.DE: Used informal assessments to adjust instruction to better prepare for formal assessments

S.IP4.DE: See above

S.IP5.DE: Consistently gave individual students feedback that didn't spoon-feed them but rather led them to the learning target

S.IP6.DE: See lesson design criteria in previous sections. Implementation always consistent with design

S.IP7.DE: Gave students varied opportunities to show mastery

S.IP8.DE: Seamless use of instructional technology

S.Score: 47

S.Justifications: Evaluator Justifications:

LL2: Developmentally and present-performance level appropriate lessons
LL3: Implements the classroom management plan
LL4: Differentiates instruction for varied learners
LL5: Communicates behavior expectations to students
LL6: This is hard for all teachers including new ones, but there were connections made to real life during teaching
LL7: Implemented choral responses, non-verbal signals and other informal checks for understanding
IC1-IC2: Consistently prepared and always ties teaching to state core standards
IC3: Lessons are designed to align and build to get to the learning target
IC4: See above
IC5-IC6: Students were allowed to show mastery in multiple ways
IC7: choral responses, non-verbal signals, partner shares, etc.
IP3: Used informal assessments to adjust instruction to better prepare for formal assessments
IP4: See above
IP5: Consistently gave individual students feedback that didn't spoon-feed them but rather led them to the learning target
IP6: See lesson design criteria in previous sections. Implementation always consistent with design
IP7: Gave students varied opportunities to show mastery
IP8: Seamless use of instructional technology

S.WE-File:
https://uvvu.qualtrics.com/jfe/file/v2/5b129d8c5b515b4a75102001c5f38e722604f08367a490dc5fafc4233a331dc/91c89ce8335ec74eca7247ee6706dc624b1d9927fb9a375add7ab323822278d7/F_8e2lkOVQWPp5s6B

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: [\(40.2342, -111.6442\)](#)

Source: GeolIP Estimation

