Student Teaching Evaluation Rubric (STER), July 2024

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

When used as a summative assessment at the end of the final clinical experience, the expected level of performance is two (2) or "demonstrates competency at expected level." In addition, when used as a summative assessment, teacher candidates/student teachers are not expected to score a three (3) on any rows of the rubric; however, teacher candidates/student teachers are not succeeding if they score a zero on any row of the rubric. When used as a summative assessment, the overall expectation is to score at least 80% of 68 (54.4), with no scores of zero. This means that some scores of 1 are acceptable.

Note that some rows of the rubric require a supervisor to consult with the teacher candidate's mentor teacher in order to have sufficient information to assign a level of performance. These rows are marked with the phrase "Conference w/MT." Some rows may also require that the supervisor consult with the teacher candidate/student teacher. These are marked with the phrase "Conference w/ST."

Also, note that some row descriptors stack on each other and some do not. For example, in item 1 of the rubric, the "demonstrates competency at expected level" includes the behaviors described under "approaching competency". And to exceed expected level of competency, one must also demonstrate the behaviors listed under both "approaching competency" and "demonstrates competency at expected level." This stacking is indicated using "…and" at the beginning of the descriptor. On the other hand, there are some row descriptors that do not stack on each other. For example, in item 4 of the rubric, there are no "…and" phrases. So, to score a 2, or "demonstrates competency at expected level," only the behaviors listed in that cell must be demonstrated. Finally, there are occasional uses of OR and AND to indicate that either behavior or both behaviors should be demonstrated in order to score at a specific level.

Developed by a committee consisting of educator preparation faculty from Utah State University, University of Utah, Weber State University, Westminster University, Brigham Young University, Southern Utah University, and Utah Tech University.

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)

1 Conference w/MT	LL1: Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support.	Works in isolation and does not collaborate with students' parents/guardians.	Considers input from students' parents/guardians	…and participates in a meeting with parents/guardians under mentor supervision	…and initiates communication with parents/guardians to design supports that meet the specific needs of students.
2 Observation	LL2: Design learning that builds on the learner's background knowledge and supports students' needs.	Lacks awareness of learners' background knowledge. Lacks awareness of developmental needs.	Demonstrates awareness of learners' background knowledge and needs (e.g. learners' names, contextual information)	...and designs learning experiences that reflect understanding of learners' academic background knowledge	...and implements and modifies learning experiences based on specific learners' developmental levels.
3 Observation	LL3: Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.	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.
4 Observation	LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds.	Does not adapt instruction for learners of varied backgrounds.	Plans adaptations that may or may not be appropriate for the learners in the classroom, e.g., generic adaptations such as providing more time.	Plans and implements appropriate adaptations for learners.	Plans appropriate adaptations for learners AND adjusts instruction based on developmental, cultural, or linguistic needs of the students.
5 Observation	LL5: Communicate clear expectations and procedures that include positive behavior	Does not communicate clear expectations AND	Communicates expectations OR uses	Communicates clear expectations and procedures, including	…and creates opportunities for students to

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	interventions to promote student ownership of behavior.	does not use positive reinforcements.	positive reinforcements.	positive behavior interventions	self-monitor their behavior.
6 Observation	**LL6:** Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.	Sources and learning experiences are not appropriate for learning intentions.	Uses sources of information appropriate to content area, but the sources and learning experiences lack a real-world connection (e.g., textbook-centered).	Uses appropriate sources of information and designs learning experiences that demonstrate a real-world connection (e.g., realia, authentic media, engagement with community)	… and engages learners in using multiple, appropriate sources of information that foster student ownership of authentic learning experiences through a real-world connection.
7 Observation	**LL7:** Provide formative and timely feedback to guide students in self-assessment of learning.	Does not provide feedback to students.	Provides general feedback, e.g. "good job".	Provides specific and timely feedback, and encourages students to apply it to future performance	….and structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals.

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…

8 Observation or Conference w/MT and ST	**IC1:** Demonstrate an understanding of Utah Core Standards. **IC2:** Create learning intentions and success criteria that are aligned to Utah Core Standards.	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. Creates lesson intentions and success criteria that are inconsistently aligned	Demonstrates consistent understanding of Utah Core Standards AND creates learning intentions and success criteria that are consistently aligned to	…and meaningfully integrates content that aligns with Utah Core Standards.

			to Utah Core Standards.	Utah Core Standards	
9 **Observation or Conference w/MT and ST**	**IC3:** Design learning experiences aligned to learning intentions and success criteria. **IC7:** Design a variety of instructional strategies to engage students and promote active learning.	Instructional materials do not align with standards OR No evidence of learning objectives/intentions OR No evidence of planning OR Uses a limited range of instructional strategies.	Uses instructional materials and assessment criteria that are aligned with learning objectives/intentions	…and uses a variety of instructional strategies that engage students and promote active learning	...and uses students' response to instruction to inform future lessons AND uses strategies that engage a majority of students and promote active learning on a consistent basis.
10 **Observation**	**IC4:** Plan learning progressions that build upon students' previous learning and support current learning intentions.	Lesson plans are not appropriate for the age of students or grade level.	Lesson plans are appropriate for the age of students or grade level including cursory evidence of previous learning, (e.g., pacing guide, anecdotal evidence)	…and lesson plans are built upon previous evidence of learning and support current learning intentions	…and lesson plans extend previous learning and are flexibly adjusted to provide appropriate challenges.
11 **Observation AND Conference with/MT**	**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.	Does not provide opportunities for students to demonstrate competency, and/or track, reflect on, or set goals for their learning.	Provides infrequent opportunities for students to track, reflect on, OR set goals for their learning. Provides one teacher-selected means for students to demonstrate competency.	Provides opportunities for students to demonstrate competency, track, reflect on, and set goals for their learning Allows student choice in means for demonstrating competency.	…and guides students in analyzing their own learning, setting their own goals, and selecting appropriate means to demonstrate competency.

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.

Item stem: Teacher candidate…

12 Observation	**IP1:** Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.	Is not aware of learners' unique needs AND Does not use differentiated strategies.	Demonstrates awareness of learners' unique needs but does not differentiate for learners' unique needs.	Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs	…and is able to design instruction for students who need additional or extensive support to meet lesson objectives.
13 Observation	**IP2:** Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.	Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses teacher-centered instruction.	Allows learners to contribute during instruction.	Uses appropriate strategies to promote and facilitate students' problem solving, critical thinking, or academic discourse during instruction	… and uses strategies that are effective for the learning tasks and articulates their reasons for using the strategy.
14 Conference w/ST or MT	**IP3:** Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.	Does not use student assessment data to inform instruction.	Inconsistently uses student assessment data to inform instruction.	Uses both formative and summative data to inform and adjust instruction	…and Consistently seeks data to inform and adjust instruction to meet the needs of learners.
15 Conference w/ST or MT	**IP4:** Employ a variety of assessments that allow all students to demonstrate learning.	Does not use a variety of assessments.	Uses one type of assessment for all students.	Employs a variety of assessments, including formal and informal, formative and summative, that allow all students to demonstrate learning	…and designs assessments to meet the needs of specific students.

16 Observation OR Conference w/MT	IP5: Provide feedback to students and parents that supports learning and growth.	Does not provide feedback to students.	Provides limited feedback to students.	Provides explicit feedback to students and parents that supports learning and growth.	…and seeks opportunities to provide feedback to students' parents/guardians to support student learning and growth.
17 Conference w/ ST or MT	IP6: Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.	Does not use students' interests, needs, and backgrounds to inform instruction.	Provides instruction that takes into account some students' interests.	Provides relevant learning opportunities that are grounded in students' academic needs and backgrounds	…and integrates into instruction an awareness of all students' communities and personal backgrounds.
18 Observation	IP7: Encourage students to think about, engage with, and access content in creative ways.	Does not encourage students to think about, engage with, and access content in creative ways.	Allows for student choice during instruction	… and encourages students to think about, engage with, and access content in creative ways	...and consistently structures opportunities for students to think about, engage with, and access content in creative ways.
19 Observation OR Conference w/MT	IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use.	Does not intentionally or appropriately use available tools and technology.	Uses appropriate teacher-centered tools and technologies during instruction.	Intentionally selects and uses tools and technology to design and implement activities that promote active student technology use.	…and actively seeks, modifies, or creates tools and technology that promote meaningful and active student technology use.

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…

20 Observation	CC1: Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.	Creates a classroom environment that is insensitive to students' experiences and backgrounds OR interacts insensitively with students.	Creates a learning environment that is sensitive to students' experiences and backgrounds AND interacts sensitively with students.	Creates a learning climate that is sensitive to student experiences and backgrounds AND includes trauma informed and restorative practices in the classroom.	…and aligns trauma-informed and restorative practices to students' backgrounds and experiences.
21 Observation	CC2: Promote a classroom environment in which students will respect and value each other.	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.
22 Observation AND Conference w/MT	CC3: Involve students in establishing clear guidelines for behavior.	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.
23 Observation AND Conference w/MT	CC4: Address physical and emotional safety concerns in a timely manner.	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.
24 Observation AND Conference w/MT	CC5: Consistently applies the norms of the classroom to align with schoolwide expectations.	Norms of the classroom do not align with schoolwide expectations.	Inconsistently applies the norms of the classroom to align with schoolwide expectations.	Consistently applies the norms of the classroom to align with schoolwide expectations	and… improves or adds norms of the classroom to better align with schoolwide expectations.

25 **Observation**	**CC6:** Strategically organize and structure the classroom environment for optimal student learning.	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.
26 **Observation**	**CC7:** Model and maintain routines and procedures to encourage a predictable and functional classroom.	Has unorganized, lengthy transitions and routines, creating lost instructional time.	Plans a schedule and uses routines and procedures	…and models routines and behavioral expectations for students	…and holds students accountable to follow routines and behavioral expectations.
27 **Observation**	**CC8:** Encourage an environment where students feel safe to take risks, participate and engage.	Creates an environment in which students feel unsafe.	Creates an environment in which most students participate	…and creates an environment in which students feel safe to participate and engage	…and creates an environment in which students are encouraged to take risks as part of the learning process.
Professional Responsibility: Effective teachers exhibit the knowledge, skills, and dispositions that demonstrate awareness of and adherence to professional and ethical standards personally, within their school community, with parents, and within their local community. Item stem: Teacher candidate…				
29 **Conference w/MT**	**PR3:** Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.	Does not reflect on instruction; does not accept feedback.	Attends to feedback from mentor teacher and supervisor	…and self-reflects on lesson effectiveness to improve teaching and learning in the classroom	…and develops and applies a plan to improve practice in response to feedback and self-reflection OR

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					is aware of strengths and weaknesses and develops related personal professional learning goals.
30 Observation AND Conference w/MT	**PR4:** Engages in reflective practices that support professional, instructional, and schoolwide improvement.	Does not respond to feedback or make changes.	Applies supportive and corrective feedback from others to make positive changes	…and critically analyzes and reflects on own learning and teaching and makes intentional changes	…and uses critical reflection to seek out, analyze, and apply current research/literature to improve individual, team, or schoolwide practice.
31 Observation AND Conference w/MT	**PR5:** Use effective communication with students, parents, and colleagues about student learning.	Communicates negatively about learners, parents/ guardians, colleagues, and/or the profession; Interacts inappropriately with learners, classmates, colleagues, and/or parents/guardians.	Communicates positively about learners, parents/ guardians, colleagues, and the profession; interacts appropriately with learners, classmates, colleagues, and parents/guardians; maintains confidentiality	...and uses effective communication when responding to inquiries/concerns about learner development and progress; participates effectively in conversations related to student growth and development	...and seeks out opportunities to interact with colleagues and/or parents/guardians related to learner growth and development.

		Does not demonstrate competency (0)	Demonstrates competency at expected level (2)
32 Observation AND Conference w/MT	**PR6:** Exhibit professional and ethical conduct in accordance with school, district, and state policy.	Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. OR Does not know or understand professional requirements.	Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. AND Takes responsibility to understand and complete all requirements for clinical experience.

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		OR Does not complete all requirements for clinical experiences. OR Does not maintain instructional and non-instructional records. OR Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation. OR Develops inappropriate student-teacher relationships as defined in rules, law, and policy. OR Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA).	AND Takes responsibility to understand professional requirements to maintain a current Utah Educator License. AND Maintains accurate instructional and non-instructional records. AND Maintains integrity and confidentiality in matters concerning student records and collegial consultation. AND Develops appropriate student-teacher relationships as defined in rules, law, and policy. AND Maintains professional demeanor and appearance as defined by university and the local education agency (LEA).
33 Observation and Conference w/MT	**PR7:** Secure student data and respect confidentiality related to student data.	Does not understand nor adhere to state policies and board rules regarding data privacy OR Does not protect digital passwords or stores student data in an inappropriate and insecure place	Understands and adheres to state policies and board rules regarding data privacy AND Protects digital passwords and stores student data in an appropriate and secure place.
34 Observation and Conference w/MT	**PR2:** Comply with relevant school, district, and state laws, rules, and policies governing the profession.	Does not understand nor adhere to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same.	Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same.