



## 2024-2025 Summative Teacher Candidate Evaluation Form

Teacher Candidate Name:

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Program:

- ☐ Elementary
  - ☐ Secondary
  - ☐ Special Education Early Childhood Education – Early Intervention
  - ☐ Special Education Early Childhood Education – Preschool
  - ☐ Special Education Mild Moderate Disabilities
  - ☐ Special Education Deaf and Hard of Hearing
  - ☐ Special Education Visual Impairments
  - ☐ Special Education Severe Disabilities
  - ☐ Special Education DeafBlind
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Semester:

- ☐ Fall 2024
  - ☐ Spring 2025
  - ☐ Summer 2025
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School:

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District:

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STE/Cooperating Teacher/Intern Mentor:

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Grade:

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Evaluator (your name):

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Position of Evaluator:

- ☐ University Faculty Cohort Leader
  - ☐ University Supervisor
  - ☐ Site Teacher Educator/Cooperating Teacher/Intern Mentor
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Field Experience:

- ☐ Elementary and Secondary Pre-Student Teaching Practicum
- ☐ Special Education Field Studies
- ☐ Student Teaching
- ☐ Internship

Subject of Observed Lesson:

Evidence for Evaluation (Check all that apply for this evaluation):

- ☐ Reviewed my formative observations
- ☐ Reviewed formative or summative observations from Site Teacher Educator/Cooperating Teacher/Intern Mentor
- ☐ Conferred with Candidate, Site Teacher Educator/Cooperating Teacher/Intern Mentor, and/or other school personnel
- ☐ Reviewed lesson plans/TWS/Candidate portfolio
- ☐ Other, please describe: \_\_\_\_\_

Scale:	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3)
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### The Learner and Learning

The minimum score at pre-student teaching practicum/SPED field studies is 10; minimum score for final student teaching is 14.

**Standard 1: Learner Development** *The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.* For each question, refer to the following rubric: Standard 1

\_\_\_\_\_ 1.1 O - Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs

\_\_\_\_\_ 1.2 C - Collaborates with families, colleagues, and other professionals to promote student growth and development

**Standard 2: Learning Differences** *The teacher understands individual learner differences and cultural and linguistic diversity.* For each question, refer to the following rubric: Standard 2

\_\_\_\_\_ 2.1 O - Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all

**Standard 3: Learning Environments** *The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.* For each question, refer to the following rubric: Standard 3

\_\_\_\_\_ 3.1 O - Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures

\_\_\_\_\_3.2 O - Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry

\_\_\_\_\_3.3 O - Uses positive classroom management strategies, including the resources of time, space, and attention, effectively

Comments \_\_\_\_\_

### **Instructional Practice**

The minimum score at pre-student teaching practicum/SPED field studies is 18; minimum score for final student teaching is 26.

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**Standard 4: Content Knowledge** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline.* For each question, refer to the following rubric: Standard 4

\_\_\_\_\_4.1 O - Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language

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**Standard 5: Assessment** *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.* For each question, refer to the following rubric: Standard 5

\_\_\_\_\_5.1 O - Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction

\_\_\_\_\_5.2 C - Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways

\_\_\_\_\_5.3 C - Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills

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**Standard 6: Instructional Planning** *The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.* For each question, refer to the following rubric: Standard 6

\_\_\_\_\_6.1 C - Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning

\_\_\_\_\_6.2 C - Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge

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**Standard 7: Instructional Strategies** *The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.* For each question, refer to the following rubric: Standard 7

\_\_\_\_\_7.1 O - Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners

\_\_\_\_\_7.2 O - Provides multiple opportunities for students to develop higher-order and meta-cognitive skills

\_\_\_\_\_7.3 O - Supports and expands each learner's communication skills through reading, writing, listening, and speaking

\_\_\_\_\_7.4 O - Uses a variety of available and appropriate technology and resources to support learning

\_\_\_\_\_7.5 O - Develops learners' abilities to find and use information to solve real-world problems

Comments \_\_\_\_\_

### **Professional Responsibility**

For Standards 8 and 9, the minimum score at pre-student teaching practicum/SPED field studies is 5; minimum score for final student teaching is 7. For Standard 10, the minimum score at pre-student teaching practicum/SPED field studies is 4 (yes to both questions); minimum score for final student teaching is 4 (yes to both questions).

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**Standard 8: Reflection and Continuous Growth** *The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.* For each question, refer to the following rubric: Standard 8

\_\_\_\_\_8.1 C - Adapts and improves practice based on reflection and new learning

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**Standard 9: Leadership and Collaboration** *The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.* For each question, refer to the following rubric: Standard 9

\_\_\_\_\_9.1 C - Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community

\_\_\_\_\_9.2 C - Advocates for the learners, the school, the community, and the profession

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**Standard 10: Professional and Ethical Behavior** *The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.*  
For each question, refer to the following rubric: Standard 10

Scale:	No	Yes
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\_\_\_\_\_ 10.1 C - Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives

\_\_\_\_\_ 10.2 C - Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development

Comments \_\_\_\_\_

Additional Comments

The Teacher Candidate scored a\_\_\_\_\_.

**For Pre-Student Teaching Practicum/SPED Field Studies, the minimum score is 37.** *[at least a "2" for 80% of items in each section; yes to both questions in Standard 10]*

**For Final Student Teaching, the minimum score is 51.** *[at least a "3" for 80% of items in each section; yes to both questions in Standard 10; no "0"s]*

**Teacher Candidate** *By typing your name, you, a Teacher Candidate, are signing this document electronically and confirming that you understand the content of this form.*

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Type Name (Signature)

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Please fill in your email address below. The email you supply will be used to verify that you have signed this document.

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Please enter today's date (MM/DD/YYYY)

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**Site Teacher Educator / Cooperating Teacher / Supervisor  
Signature/Intern Mentor** *By typing your name, you, a Site Teacher / Cooperating Teacher and/or Supervisor, are signing this document electronically and confirming that you understand the content of this form.*

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Type Name (Signature)

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Please fill in your email address below. The email you supply will be used to verify that you have signed this document.

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Please enter today's date (MM/DD/YYYY)

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