

Document contents:

ST-11 Companion Tool

ST-11 Rubric

ST-11 History

ST-11 Guidelines for Supervisors

**Shepherd University Professional Education Unit
Student Teacher Performance Assessment (Level 4)
ST-11-US SUMMATIVE**

[To be completed by the University or Education Supervisor using the 2012 Student Teacher Assessment Manual. Evaluate each Function and Standard based on Observations throughout the semester. Mark all Indicators observed. Include overall comments.]

STUDENT TEACHER _____ SEMESTER: Fall Spring (yr) _____
Grade/Subject Placement _____ SCHOOL _____ SUPERVISOR /
EVALUATOR _____

STANDARD I: CURRICULUM AND PLANNING:

Function	Performance Indicator	Observed Y/N
A. CONTENT: EX ME AP UN	1. Demonstrates a strong knowledge of core content and subject matter;	
	2. Integrates inter-disciplinary themes and skills.	
B. PEDAGOGY: EX ME AP UN	1. Uses a variety of subject-appropriate instructional strategies;	
	2. Develops inter-disciplinary connections by creating lessons with integrated subject areas;	
	3. Designs instruction that promotes creativity, innovation, and problem-solving.	
C. GOALS & OBJECTIVES: EX ME AP UN	1. Sets instructional goals and objectives for short-term and long-term planning;	
	2. Aligns instructional goals and objectives with state content standards and local curriculum;	
	3. Aligns assessments with state content standards and local curriculum.	
D. INSTRUCTIONAL DESIGN: EX ME AP UN	1. Designs relevant and engaging learning activities that make use of appropriate resources and technology;	
	2. Plans for large group, small-group and individual learning as appropriate;	
	3. Develops instruction with a coherent sequence of relevant activities to meet objectives;	

	4. Allocates time appropriately for all lesson components.	
E. ASSESSMENT: EX ME AP UN	1. Plans both formative and summative assessments to evaluate learning and guide future instruction;	
	2. Clearly defines successful performance expected of students;	
	3. Aligns assessments with goals and objectives of the lesson.	

OVERALL RATING for STANDARD I

Category	Exceeds Standard	Meets Standard	Approaches Standard	Unsatisfactory
Criteria for Rating	The Student Teacher demonstrates 3 or more Functions in this Standard extensively or at a high level of proficiency or effectiveness using a variety of Performance Indicators. Other Functions are demonstrated at least at ME level.	The Student Teacher demonstrates 3 or more Functions in this Standard adequately or at a satisfactory or basic level of proficiency or effectiveness using a variety of Performance Indicators. Not more than one Function is demonstrated at AP level.	The Student Teacher demonstrates 2 or more Functions in this Standard marginally or at a limited level of proficiency or effectiveness. The number of Performance Indicators demonstrated may be limited.	The Student Teacher demonstrates less than 3 Functions, OR demonstrates Functions inappropriately or superficially , OR has displayed grossly inappropriate performance in any Function of this Standard.
Standard I Score	EX ___	ME ___	AP ___	UN ___

STANDARD II: THE LEARNER AND THE LEARNING ENVIRONMENT

Function	Performance Indicator	Observed Y/N
A. DEVELOPMENTALLY APPROPRIATE ACTIVITIES: EX ME AP UN	1. Considers the needs of individual learners based on their cognitive, social, and emotional development;	
	2. Designs developmentally appropriate and differentiated instruction.	
B. RESPECTFUL ENVIRONMENT:	1. Creates an environment of respect and rapport among students and between students and teacher;	
	2. Clearly defines expectations for academics and behavior;	
	3. Communicates interest in students as individuals;	

EX ME AP UN	4. Encourages positive engagement among students.	
C. CULTURE FOR LEARNING: EX ME AP UN	1. Establishes a culture for students to develop pride in and responsibility for their learning;	
	2. Encourages student collaboration in learning activities;	
	3. Holds high academic expectations of all students;	
	4. Encourages active student participation in authentic tasks;	
	5. Maximizes academic engaged time.	
D. MANAGING TIME & RESOURCES: EX ME AP UN	1. Assures a smoothly functioning learning environment and appropriate student classroom participation by enforcing rules, routines, and procedures;	
	2. Minimizes transitions that diminish learning time;	
	3. Maintains all supplies and materials ready and available when needed.	
E. MANAGING STUDENT BEHAVIOR: EX ME AP UN	1. Collaborates with Co-op. Teacher to implement agreed-on behavior plan with clearly defined actions and consequences to assure a focus on learning;	
	2. Implements plan consistently by providing clear expectations to students;	
	3. Encourages students to monitor own behavior;	
	4. Responds to student behavior in respectful ways that preserve student dignity;	
	5. Redirects student behavior effectively.	
F. ORGANIZATION & SAFETY: EX ME AP UN	1. Provides a safe, orderly learning environment;	
	2. Communicates safety rules and procedures to students clearly, both in physical and virtual learning spaces;	
	3. Arranges learning environment to maximize the monitoring of student behavior;	
	4. Arranges the learning environment appropriately when needed for large-group, small-group, and individual learning.	

OVERALL RATING for STANDARD II				
Category	Exceeds Standard	Meets Standard	Approaches Standard	Unsatisfactory
Criteria for Rating	The Student Teacher demonstrates 3 or more Functions in this Standard extensively or at a high level of proficiency or effectiveness using a variety of Performance Indicators. Other Functions are demonstrated at ME level.	The Student Teacher demonstrates 4 or more Functions in this Standard adequately or at a satisfactory or basic level of proficiency or effectiveness using a variety of Performance Indicators. Not more than one Function is demonstrated at AP level.	The Student Teacher demonstrates 2 or more Functions in this Standard marginally or at a limited level of proficiency or effectiveness. The number of Performance Indicators demonstrated may be limited.	The Student Teacher demonstrates less than 4 Functions, OR demonstrates Functions inappropriately or superficially , OR has displayed grossly inappropriate performance in any Function of this Standard.
Standard II Score	EX ____	ME ____	AP ____	UN ____

STANDARD III: TEACHING

Function	Performance Indicator	Observed Y/N
A. IMPORTANCE OF CONTENT: EX ME AP UN	1. Provides content-focused and content-rich instruction;	
	2. Sequences instruction to clarify concepts being taught;	
	3. Makes learning relevant and meaningful to students;	
	4. Connects lesson content to authentic 21 st century application;	
	5. Effectively uses a wide variety of content-appropriate instructional strategies utilizing technology that enhances learning;	
	6. Engages students in collaboration, critical thinking, and problem-solving with the subject matter.	
B. COMMUNICATING WITH STUDENTS: EX ME AP UN	1. Maintains a culture of positive, supportive classroom communication among students and between student and teacher;	
	2. Provides individual and/or group scaffolding of concepts and skills as appropriate to foster student mastery of learning objectives;	
	3. Clearly communicates the belief that all students can learn;	
	4. Explains directions and procedures clearly and sequentially;	

	5. Considers special needs of individual students when giving directions, modeling steps, and checking for understanding;	
	6. Promotes literacy: models effective use of oral and written language; provides opportunities for students to develop oral and written communication skills.	
C. QUESTIONING & DISCUSSION TECHNIQUES:	1. Asks questions that engage students, including effective use of response/wait time;	
	2. Asks questions and initiates discussions that promote understanding of concepts and higher-order thinking;	
	3. Initiates discussions using techniques that engage many or most students in active participation;	
EX ME AP UN	4. Establishes procedures and expectations for productive discussions.	
D. STUDENT ENGAGEMENT:	1. Delivers instruction that motivates and engages students in deep understanding of concepts; provides relevant and challenging work;	
	2. Encourages exploration of content beyond textbook and lecture;	
	3. Creates flexible and varied instructional groups to encourage student engagement in meaningful learning;	
EX ME AP UN	4. Encourages collaboration and communication among students;	
	5. Allows student choice, as appropriate, to encourage motivation and engagement; uses appropriate lesson pace to motivate and engage students.	
E. INSTRUCTION BASED ON ASSESSMENT:	1. Uses formative and summative assessment results in planning instruction;	
	2. Clearly aligns assessments with content standards and instructional objectives;	
	3. Records assessment data to use for instructional decision-making;	
EX ME AP UN	4. Provides on-going, formative feedback to students;	
	5. Analyzes summative/benchmark assessment data to monitor student progress;	
	6. Provides students with rubrics, checklists, and other self-assessment tools;	

	7. Encourages and facilitates student goal-setting and self-monitoring of learning.	
F. FLEXIBILITY / RESPONSIVENESS:	1. Adjusts instruction based on needs of the students and in response to <i>teachable moments</i> ;	
	2. Uses lesson plans and textbooks flexibly as guides to learning;	
EX ME AP UN	3. Demonstrates knowledge of students' personal interests, cultures, and language diversity;	
	4. Incorporates students' interests, culture, and language diversity into instructional choices;	
	5. Monitors individual students' learning to provide additional instruction or resources as needed.	

OVERALL RATING for STANDARD III

Category	Exceeds Standard	Meets Standard	Approaches Standard	Unsatisfactory
Criteria for Rating	The Student Teacher demonstrates 3 or more Functions in this Standard extensively or at a high level of proficiency or effectiveness using a wide variety of Performance Indicators. Other Functions are demonstrated at ME level.	The Student Teacher demonstrates 4 or more Functions in this Standard adequately or at a satisfactory or basic level of proficiency or effectiveness using a wide variety of Performance Indicators. Not more than one Function is demonstrated at AP level.	The Student Teacher demonstrates 2 or more Functions in this Standard marginally or at a limited level of proficiency or effectiveness. The number of Performance Indicators demonstrated may be limited.	The Student Teacher demonstrates less than 4 Functions, OR demonstrates Functions inappropriately or superficially , OR has displayed grossly inappropriate performance in any Function of this Standard.
Standard III Score	EX ____	ME ____	AP ____	UN ____

STANDARD IV: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL

Function	Performance Indicator	Observed Y/N
A. PROFESSIONAL LEARNING:	1. Engages in continuous learning to develop as a professional educator;	
EX ME AP UN	2. Participates in professional learning opportunities; engages with new materials, resources, strategies, and digital tools.	
B. PROFESSIONAL COLLABORATION:	1. Actively engages with colleagues in school placement and/or university campus to develop effective teaching strategies;	
EX ME AP UN	2. Participates in regular discussions with Cooperating Teacher focused on improving teaching practice and student achievement.	

C. REFLECTION ON PRACTICE: EX ME AP UN	1. Engages in critical self-evaluation of own teaching practice and articulates adjustments needed for improvement;	
	2. Demonstrates willingness to learn from experiences.	
D. PROFESSIONAL CONTRIBUTION: ME AP UN	Demonstrates awareness of a teacher’s responsibility to contribute to on-going development of the teaching profession; demonstrates awareness of a teacher’s role in engagement in new ideas to improve teaching effectiveness and learning for students beyond his/her own classroom.	

OVERALL RATING for STANDARD IV

Category	Exceeds Standard	Meets Standard	Approaches Standard	Unsatisfactory
Criteria for Rating	The Student Teacher demonstrates 2 or more Functions in this Standard extensively or at a high level of proficiency or effectiveness using a variety of Performance Indicators. Other Functions are demonstrated at ME level.	The Student Teacher demonstrates 3 or more Functions in this Standard adequately or at a satisfactory or basic level of proficiency or effectiveness using a variety of Performance Indicators. Not more than one Function is demonstrated at AP level.	The Student Teacher demonstrates 2 or more Functions in this Standard marginally or at a limited level of proficiency or effectiveness. The number of Performance Indicators demonstrated may be limited.	The Student Teacher demonstrates less than 3 Functions, OR demonstrates Functions inappropriately or superficially , OR has displayed grossly inappropriate performance in any Function of this Standard.
Standard IV Score	EX ____	ME ____	AP ____	UN ____

STANDARD V: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

Function	Performance Indicator	Observed Y/N
A. SCHOOL MISSION: ME AP UN	Demonstrates awareness of the School Mission; recognizes the importance of school-level articulation of mission and development of school-wide requirements and procedures.	
B. SCHOOL-WIDE ACTIVITIES: ME AP UN	Demonstrates awareness of any school-wide initiatives in curriculum, instruction, and assessment; recognizes the importance of participating in school-level initiatives on academics; participates as appropriate and approved by school.	
C. LEARNER-CENTERED CULTURE: ME AP UN	Demonstrates awareness of any school-wide initiatives to encourage learner-centered instruction; recognizes the importance of participating in any school-wide development of learner-centered instruction; participates as appropriate and approved by school.	

D. STUDENT SUPPORT SYSTEMS: ME AP UN	Demonstrates awareness of any school-wide support systems that enhance student learning; recognizes the importance of participating in school-wide support systems; participate as appropriate and approved by school.			
E. STUDENT MANAGEMENT SYSTEMS: ME AP UN	Demonstrates awareness of any school-wide student management systems; recognizes the importance of participating in school-wide student management systems; participates as appropriate and approved by school.			
F. TEACHER LEADERSHIP ME AP UN	Demonstrates awareness of the value and importance of a teacher taking personal responsibility for active participation in department or grade level and school-level planning for curricular change or improvement.			
G. STRATEGIC PLANNING/ CONTINUOUS IMPROVEMENT: ME AP UN	Demonstrates awareness of the value and importance for teacher, department or grade level, and school to engage in strategic planning and continuous improvement to enhance student achievement.			
H. SCHOOL/FAMILY CONNECTIONS: EX ME AP UN	1. Demonstrates awareness of any school-wide initiatives to engage families; recognizes the importance of participating in school-wide initiatives to engage families;			
	2. Participates in classroom-level engagement with families and community, i.e. parent conferences;			
	3. Initiates contact with families and community for instructional support, i.e. phone calls, conferences, guest speakers.			
I. ETHICAL STANDARDS: EX ME AP UN	1. Dresses appropriately for the school environment;			
	2. Uses appropriate and professional language with students, school faculty, staff, administrators, and parents;			
	3. Upholds standards of honesty and integrity;			
	4. Follows guidelines of conduct regarding attendance, punctuality, confidentiality, and all professional behavior.			
OVERALL RATING for STANDARD V				
Category	Exceeds Standard	Meets Standard	Approaches Standard	Unsatisfactory

Criteria for Rating	The Student Teacher demonstrates either Functions H or Function I extensively or at a high level of proficiency or effectiveness using a variety of Performance Indicators. All other Functions are demonstrated at ME level.	The Student Teacher demonstrates both , Functions H and I, plus 3 or more other Functions adequately or at a satisfactory or basic level of proficiency or effectiveness using a variety of Performance Indicators.	The Student Teacher demonstrates either , Function H or Function I, plus 4 or more other Functions marginally or at a limited level of proficiency or effectiveness. The number of Performance Indicators demonstrated may be limited.	The Student Teacher demonstrates Function H and/or Function I inappropriately or superficially , OR has displayed grossly inappropriate performance on any Function of this Standard.
Standard V Score	EX ____	ME ____	AP ____	UN ____

FINAL OVERALL RATING		
	Criteria Required	Grade Recommendation
Exceeds Standards	Three or more standards at the Exceeds Standard level and All other standards at the Meets Standard level (required for licensure).	A
Exceeds Standards	One or two standards at the Exceeds Standard level and All other standards at the Meets Standard level (required for licensure).	B
Meets Standards	All five standards at Meets Standard (required for licensure).	C
Approaches Standards	One or more standards at the Approaches Standard level. (Not eligible for state licensure.) No standard at Unsatisfactory Level.	D
Unsatisfactory	One or more standards at Unsatisfactory Level.	F

COMMENTS:

Shepherd University Professional Education Unit
Student Teaching Performance Assessment (Level 4) – ST-11 Observation Form

STUDENT TEACHER _____	
SEMESTER: Fall Spring (yr) _____	Subject/Grade Placement _____ SCHOOL _____
# Students in class _____	
COOPERATING TEACHER _____	
LESSON/CLASS OBSERVED _____	Report completed by _____
(name) _____	DATE _____ OBSERVATION # _____
_____ CONTENT SUPERVISOR ___ or EDUC SUPERVISOR ___	
Conference with Student Teacher only [<input type="checkbox"/>] Conference with Student Teacher & Cooperating Teacher [<input type="checkbox"/>]	

This assessment is designed to **evaluate one teaching event** based on classroom observation and interview/conference with the Student Teacher. It provides evidence to support the ST-11 Summative Evaluation at the end of the Student Teaching experience. **Refer to the 2012 Student Teacher Assessment Manual for detailed information on Performance Indicators for each Function within each Standard. Functions marked * require only an Awareness level, which are scored either ME or UN.**

Rating Scale: The Student Teacher demonstrates the observed Function or Standard...

- EX = Exceeds Standard – Extensively** or at a **high level** of proficiency or effectiveness.
- ME = Meets Standard- Adequately** or at a **satisfactory level** of proficiency or effectiveness.
- AP = Approaches Standard - Marginally** or at a **limited level** of proficiency or effectiveness.
- UN = Unsatisfactory – Inappropriately or superficially.**
- N/O = Not Observed.**

STANDARD I: CURRICULUM AND PLANNING

Functions:	Rating	Evidence/Comments:
1A Content		
1B Pedagogy		
1C Goals & Objectives		
1D Instructional Design		
1E Assessment		
OVERALL RATING for STANDARD I:		

STANDARD II: THE LEARNER AND THE LEARNING ENVIRONMENT

Functions:	Rating	Evidence/Comments:
2A Developmentally Appropriate Activities		
2B Respectful Environment		
2C Culture for Learning		
2D Managing Time & Resources		
2E Managing Student Behavior		
OVERALL RATING for STANDARD II:		

STANDARD III: TEACHING

Functions:	Rating	Evidence/Comments:
3A Importance of Content		
3B Communicating with Students		
3C Questioning & Discussion Techniques		
3D Student Engagement		
3E Instruction Based on Assessment		
3F Flexibility & Responsiveness		
OVERALL RATING for STANDARD III:		

STANDARD IV: PROFESSIONAL RESPONSIBILITY FOR SELF RENEWAL

Functions:	Rating	Evidence/Comments:
4A Professional Learning		
4B Professional Collaboration		
4C Reflection on Practice		

4D Professional Contribution *	ME UN	
OVERALL RATING for STANDARD IV:		

STANDARD V: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

Functions:	Rating	Evidence/Comments:			
5A School Mission *	ME UN				
5B School-Wide Activities*	ME UN				
5C Learner-Centered Culture *	ME UN				
5D Student Support Systems *	ME UN				
5E Student Management Systems *	ME UN				
5F Teacher Leadership*	ME UN				
5G Strategic Planning / Continuous Improvement*	ME UN				
5H School/Family Connections					
5I Ethical Standards					
OVERALL RATING for STANDARD V:					
Overall Rating for All Standards on this Observation [Formative Assessment Value]	Exceeds Standards A B		Meets Standards C	Approaches Standards D	Unsatisfactory F
NOTE: All five Standards must score overall at least ME on Summative Evaluation to qualify for licensure.					

COMMENTS/CONCLUSIONS:

ST-11 Rubric - Revised

Standard 1: CURRICULUM AND PLANNING

	Exceeds Standard (All of Meets Standard +)	Meets Standard	Approaches Standard	Unsatisfactory
A. Content	Demonstrates a strong knowledge of core content and subject matter; Researched topic for additional information; Consistently and appropriately plans integrated lessons using interdisciplinary themes and skills that are aligned to standards.	Demonstrates knowledge of core content and subject matter; Integrates interdisciplinary themes and skills.	Demonstrates minimal knowledge of content and subject matter; Rarely or inconsistently integrates interdisciplinary themes and skills.	Has content errors in plans of lessons and units of instruction; Unfamiliar with topic; No integration planned.
B. Pedagogy	Consistently plans a variety of subject-appropriate instructional strategies; Consistently and appropriately develops inter-disciplinary connections by creating lessons with integrated subject areas that are aligned to standards; Designs differentiated instruction that appropriately promotes creativity, innovation, and problem-solving.	Plans include some variety of subject-appropriate instructional strategies; Develops inter-disciplinary connections by creating lessons with integrated subject areas; Designs instruction that promotes creativity, innovation, and problem-solving.	Plans lessons with a minimum of instructional strategies; Attempt at integration is inappropriate for objectives and does not lead to students' understanding of content; No indication of creativity, innovation, or problem-solving in plans.	Designs lessons and units that rely on student reading of text, seatwork, and direct instruction.
C. Goals & Objectives	Sets and adjusts instructional goals and objectives for short-term and long-term planning; Aligns and adjusts instructional goals and objectives and assessments with state content standards and local curriculum; Uses assessment data to guide instructional planning; Objectives reflect skills to be learned.	Sets instructional goals and objectives for short-term and long-term planning; Aligns instructional goals and objectives with state content standards and local curriculum; Aligns assessments with state content standards and local curriculum; Objectives reflect at least one skill to be learned.	Goals and objectives are for short-term; Goals and objectives do not align with state or local content standards; Plans consist of list of activities only.	Lessons are designed with missing or poorly constructed learning goals, objectives and outcomes; Goals are not aligned with standards.
D. Instructional Design	Designs relevant and engaging learning activities that consistently make use of appropriate resources and technology; Purposefully plans for differentiated instruction through large group, small-group and individual learning as appropriate; Develops a coherent sequence of relevant activities to meet objectives.	Designs relevant and engaging learning activities that make use of resources and technology; Plans large group, small-group and individual learning as appropriate; Develops instruction with a sequence of activities to meet objectives; Allocates time for lesson components.	Instruction does not engage students; Instructional sequence focuses on completing an activity rather than developing student understanding; Limited use of technology; Lack of awareness of appropriate time for lesson.	Designs lessons and units that use activities not suitable to students; Lessons do not engage students in differentiated activities; Textbook is the primary resource; Sequence is confusing.
E. Assessment	Plans both formative and summative assessments to evaluate learning and guide future instruction; Differentiates successful performance expected of students;	Plans summative assessments to evaluate learning and guide future instruction; Clearly defines successful performance expected of students;	Plans summative assessments to evaluate learning; Does not use formative and summative assessments results for planning.	Lesson and/or unit design does not establish clear assessment criteria. No assessments planned.

	Uses aligned assessments to guide instructional planning.	Aligns assessments with goals and objectives of the lesson.		
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Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

	Exceeds Standard (All of Meets Standards +)	Meets Standard	Approaches Standard	Unsatisfactory
A. Developmentally Appropriate Activities	Develops instruction that builds upon the needs of individual learners based on their cognitive, social, and emotional development; Implements developmentally appropriate and differentiated instruction.	Considers the needs of individual learners based on their cognitive, social, and emotional development; Designs developmentally appropriate and differentiated instruction to support learning process.	Aware of the learning process, but inconsistent in its implementation; Support for the learning process (i.e., scaffolding) is not evident.	Assigned tasks demonstrate little or no understanding of cognitive, social, and emotional development and do not lead to student learning;
B. Respectful Environment	Consistently creates an environment of respect and rapport among students and between students and teacher; Clearly defines expectations for academics and behavior; Encourages positive engagement among students.	Frequently creates an environment of respect and rapport among students and respect between students and teacher; Defines expectations for academics and behavior; Communicates interest in students as individuals; Encourages engagement among students.	Encourages respect for self, peers, and adults; Interaction with students is appropriate but inconsistent; Respect for teacher is inconsistent; Some expectations defined; Infrequent positive comments during student engagement.	Allows put-downs, sarcasm, and conflict with peers. Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students;
C. Culture for Learning	Establishes a culture for students to develop pride in and responsibility for their learning; Holds appropriately high academic expectations of all students including those with exceptionalities; Encourages student collaboration and active participation in authentic tasks; Maximizes academic engaged time.	Encourages students to take responsibility for their learning; Often provides for student collaboration in learning activities; Holds high academic expectations of students; Encourages student participation in meaningful tasks; Makes good use of academic engaged time.	Attempts to have students take responsibility for their learning; No clearly defined roles, behavior expectations, or procedures for student collaboration; Expectations for most students are low; Gets sidetracked during lessons resulting in loss of academic engaged time.	Does not encourage students to take responsibility for their learning; Provides few opportunities for student collaboration; Does not establish criteria for high-quality work; Students demonstrate little or no pride in their work; Wastes instructional time.
D. Managing Time and Resources	Consistently assures a smoothly functioning learning environment and appropriate student classroom participation by posting and enforcing rules, routines, and procedures; Minimizes transitions that diminish learning time;	Frequently assures a smoothly functioning learning environment and appropriate student classroom participation by enforcing rules, routines, and procedures; Minimizes transitions that diminish learning time; Usually has supplies and materials ready and available when needed.	Plans for transitions; Not always clear about operational routines, roles or student responsibilities during a transition; Has routines for handling materials and supplies but with some loss of instructional time.	Allows chaotic transitions; Operational routines are not established or Co-op's routines are not followed; Measurable loss of instructional time during transitions; Materials and supplies are not prepared ahead of time,

	Always maintains all supplies and materials ready and available when needed.			resulting in measureable loss of instructional time.
E. Managing Student Behavior	Encourages students to monitor own behavior; Willingly implements established classroom rules; Consistently implements effective behavior plan; Routinely provides clear expectations for students; Responds to student behavior in respectful ways to preserve student dignity; Effectively implements some new or different management strategies as needed.	Able to follow established classroom rules; Makes use of established effective behavior plans; Collaborates with Co-op Teacher to implement agreed upon behavior plan with clearly defined actions and consequences to assure a focus on learning; Usually provides clear expectations for students; Responds to student behavior in ways that preserve student dignity; Redirects student behavior effectively.	Inconsistently applies established standards of conduct; Occasionally fails to apply and/or monitor the accepted classroom management system; Inconsistently responds to student misbehavior; Unsuccessfully attempts to redirect student misbehavior.	Does not abide by established rules or behavior plans; Ignores student misbehavior; Is repressive or disrespectful to students in responding to misbehavior.
F. Organization And Safety	Anticipates possible areas of need and provides a safe, orderly learning environment; Clearly and routinely communicates safety rules and procedures to students, both in physical and virtual environments; Designs, plans, and implements the arrangement of the learning environment to maximize the monitoring of student behavior.	Provides a safe, orderly learning environment; Communicates safety rules and procedures to students; Arranges the learning environment so student behavior can be monitored; Arranges the learning environment appropriately when needed for large group, small-group, and individual learning.	Provides for some grouping; Can see all students most of the time; Students are usually able to see the teacher and view the lesson; After an incident occurs, realizes the need to communicate safety rules and arrange the environment to ensure safety and learning.	Creates or allows an unsafe environment; Safety rules or procedures are not implemented or communicated to students; Classroom arrangement appropriate for whole group instruction; Classroom arrangement limits ability to observe all students.

Standard 3: TEACHING

	Exceeds Standard (All of Meets Standard +)	Meets Standard	Approaches Standard	Unsatisfactory
A. Importance Of Content	Connects lesson content to authentic 21 st century application; Engages students in collaboration, critical thinking, and problem-solving with the subject matter. Has students use technology in a way that enhances their learning.	Provides content-focused and content-rich instruction; Sequences instruction to clarify concepts being taught; Makes learning relevant and meaningful to students; Effectively uses a wide variety of content-appropriate instructional	Uses a limited number of instructional approaches; Uses available technology only as a reward or punishment for behavior or as an end unto itself rather than as a tool; Minimizes value of content (for the test).	Provides activities which do not relate to required content; Delivery methods and content sequence are textbook driven; Uses one style or strategy to achieve instructional goals;

		strategies utilizing technology that enhances learning;		Does not differentiate instruction.
B. Communicating With Students	Provides individual and/or group scaffolding of concepts and skills as appropriate to foster student mastery of learning objectives; Differentiates based on special needs of individual students when giving directions, modeling steps, and checking for understanding; Clearly communicates the belief that all students can learn; Promotes literacy: models effective use of oral and written language; provides opportunities for students to develop oral and written communication skills; Uses a variety of ways to communicate with students (voice, signs, written communication).	Maintains a culture of positive, supportive classroom communication among students and between student and teacher; Communicates the belief that all students can learn; Considers needs of individual students when giving directions, modeling steps, and checking for understanding; Explains directions and procedures clearly and sequentially; Encourages literacy: models effective use of oral and written language; provides opportunities for students to develop oral and written communication skills; Uses limited ways to communicate with students.	Attempts to clarify the learning target(s), but does not differentiate instruction; Rarely communicates the belief that all students can learn; Corrects errors in oral and written communication.	Indifferent to students' abilities to reach mastery; Seldom explains directions or procedures; Doesn't consider students' needs when giving directions; Fails to promote effective use of oral and written language; Doesn't correct students' misuse of oral and written language
C. Questioning & Discussion Techniques	Asks open-ended questions and initiates discussions that promote understanding of concepts and higher-order thinking; Asks questions and initiates discussions using techniques that engage many or most students in active participation, differentiating for students with exceptionalities; Prepares questioning and prompts prior to lesson.	Asks questions that engage students, including effective use of response/wait time; Initiates discussions using techniques that engage many or most students in active participation; Establishes procedures and expectations for productive discussions; Sometimes has questions prepared ahead of time.	Most questions require lower-level thinking skills; Questioning elicits pre-determined responses; Only calls on students who raise their hands.	Forms questions that do not enhance student learning; Only uses recitation and lecture ,mediating all questions, answers, and ideas; Calls on the same students, ignoring the disengagement of other students.
D. Student Engagement	Delivers instruction that motivates and engages students in deep understanding of concepts; Provides relevant, challenging work; Creates flexible and varied instructional groups to encourage student engagement in meaningful learning;	Encourages exploration of content beyond textbook and lecture; Encourages communication among students. Creates instructional groups appropriate for most student needs or meet most instructional outcomes; Uses appropriate lesson pace appropriate to lesson;	Provides relevant and developmentally activities, but may occasionally not be engaging; Does not vary presentation methods to match student needs; Lesson pacing does not engage students; Groups students without thought.	Provides activities and assignments inappropriate for students' ability level or prior knowledge; Doesn't engage students; Only delivers instruction to the whole group or creates instructional groups, which are inappropriate for student needs or fail to

	Allows student choice, as appropriate, to encourage motivation and engagement; Uses appropriate lesson pace to motivate and engage students; Encourages collaboration and communication among students; Uses criteria to pre-determine groups.	Instructional grouping assists in the learning process; Groups students based on some criteria, but not preplanned.		address instructional outcomes.
E. Instruction Based on Assessment	Clearly aligns assessments with content standards and instructional objectives; Provides on-going, formative feedback to students; Analyzes summative/benchmark assessment data to monitor student progress; Provides students with rubrics, checklists, and other self-assessment tools; Facilitates student goal-setting and self-monitoring of learning; Records assessment data to use for differentiating instruction; Encourages student goal-setting and self-monitoring of learning.	Uses formative and summative assessment results in planning instruction; Aligns assessments with content standards and instructional objectives; Records assessment data for instructional decision making; Provides formative feedback to students; Encourages student goal-setting for learning.	Uses assessment results for grading and evaluative feedback; Does not offer formative, descriptive feedback to students; Uses assessment for grading for evaluative feedback, and often to sort and rank students according to group performance; Does not use rubrics or engage students in other self-assessment methods; Assessment items do not match the complexity of the learning target.	Uses assessments that do not fully reflect the learning targets; The number of assessment items is often insufficient to provide a true measure of student achievement; Primarily uses commercially developed assessments; Has minimal if any data recorded; Rarely uses assessment data when planning.
F. Flexibility/ Responsiveness	Adjusts instruction based on needs of the students and in response to <i>teachable moments</i> ; Incorporates students' interests, culture, and language diversity into instructional choices; Monitors individual students' learning to provide differentiated additional instruction or resources as needed.	Adjusts instruction based on needs of the students; Uses lesson plans and textbooks flexibly as guides to learning; Demonstrates knowledge of students' personal interests, cultures, and language diversity; Monitors students' learning to provide additional instruction or resources as needed.	Follows lesson plans with some flexibility; Sometimes adjusts instruction in response to student feedback; Provides some lessons based on the interests, cultures, and language diversity of a minority of students; Focuses on covering the required material.	Follows plans exclusively even when change is needed; Does not vary lessons based on student interest. Does not revisit material even when students need additional assistance; Not aware of students who may need extra help.

Standard 4: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL

	Exceeds Standard (All of Meets Standard + some of below)	Meets Standard	Approaches Standard	Unsatisfactory
A. Professional Learning	Regularly participates in professional learning opportunities at school and university; Acts promptly to incorporate feedback on teaching;	Engages in continuous learning to develop as a professional educator; Endeavors to incorporate suggestions on teaching performance from both supervisors and professional colleagues.	Participates in professional development activities to a limited extent when required; Accepts feedback on teaching performance from both	Does not engage in required school-based, professional development opportunities; Resists feedback on teaching performance.

	Enthusiastically engages with new materials, resources, strategies, and digital tools.		supervisors and professional colleagues.	
B. Professional Collaboration	<u>Routinely and actively</u> engages with colleagues in school and/or university to develop effective teaching strategies; <u>Actively</u> participates in regular discussions with Cooperating Teacher to improve teaching skills and student achievement; Participates in school's grade level team meetings.	Engages with colleagues in school placement and/or university to develop effective teaching strategies; Participates in regular discussions with Cooperating Teacher focused on improving teaching practice and student achievement.	Participates in a collaborative team when invited to do so; Seldom acts upon ideas shared; Ineffective in making improvements suggested by Cooperating Teacher.	Chooses to work in isolation; Avoids talking to Cooperating Teacher about plans and activities; Student achievement is suffering.
C. Reflection on Practice	<u>Routinely</u> engages in critical self-evaluation of own teaching practice and articulates adjustments needed for improvement; Aware of what worked and what needs to be changed with a willingness to examine why for both; Arranges a mid-experience meeting with Cooperating Teacher and Supervisor to go over and explain rationale of self assessment on ST-11; Willing to <u>adapt ideas</u> based on feedback from colleagues, Co-op teacher or supervisor.	Engages in critical self-evaluation of own teaching practice and articulates adjustments needed for improvement; Demonstrates willingness to learn from experiences; Meets with Cooperating Teacher and Supervisor to go over Self Assessment on ST-11; Willing to try new ideas suggested by colleagues, Co-op Teacher or supervisor in subsequent lessons.	Engages in self-evaluation of own teaching practice but is unable to articulate adjustments needed for improvement; Somewhat willing to learn from experiences, but often takes a position of helplessness.	Reflections don't illustrate an understanding of need to make changes; Doesn't examine student performance to determine effectiveness of instruction; Feels successful if completed lesson plan.
D. Professional Contribution		Demonstrates awareness of a teacher's role in engagement in new ideas to improve teaching effectiveness and learning for students beyond his/her own classroom; Demonstrates awareness of a teacher's responsibility to contribute to on-going development of the teaching profession	Realizes there is an expectation for a teacher to be responsible for engaging in new ideas but does not think it is important to do so during student teaching.	Unwilling to participate in or unaware of the ongoing expectation for a teacher to be responsible for engaging in new ideas to improve teaching.

Standard 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

	Exceeds Standard	Meets Standard	Approaches Standard	Unsatisfactory
A. School Mission		Demonstrates awareness of the School Mission; Recognizes the importance of school-level articulation of mission and development of school-wide requirements and procedures.	Unable to articulate the school mission.	Unaware that there is a school mission.

B. School-wide Activities		Demonstrates awareness of any school-wide initiatives in curriculum, instruction, and assessment; Recognizes the importance of participating in school-level initiatives on academics and participates as appropriate and approved by school.	Has an idea that the principal and teachers discuss instruction.	Demonstrates little or no understanding of school-wide initiatives in curriculum, instruction and assessment.
C. Learner-centered Culture		Demonstrates awareness of any school-wide initiatives to encourage learner-centered instruction; Recognizes the importance of participating in any school-wide development of learner-centered instruction and participates as appropriate and approved by school.	Has an idea that the principal and teachers in discuss instruction.	Doesn't know of any school-wide initiatives.
D. Student Support Systems		Demonstrates awareness of any school-wide support systems that enhance student learning; Recognizes the importance of participating in school-wide support systems and participates as appropriate and approved by school.	Has an idea that the school has some policies in place that relate to student needs.	Isn't aware of any school-wide activities to support students.
E. Student Management Systems		Demonstrates awareness of any school-wide student management systems; Recognizes the importance of participating in school-wide student management systems and participates as appropriate and approved by school;	Has an idea that many of the teachers use the same management strategy.	Permits or engages in behaviors that are destructive to school facilities.
F. Teacher Leadership		Demonstrates awareness of the value and importance of a teacher taking personal responsibility for active participation in department or grade level and school-level planning for curricular change or improvement.	Abstains from participating in department or grade level planning meetings.	Isn't aware of meetings.
G. StrategicPlanning/ Continuous Improvement		Demonstrates awareness of the value and importance for teacher, department or grade level, and school to engage in strategic planning and continuous improvement to enhance student achievement.	Has an idea that school members meet to develop improvements.	Demonstrates little or no understanding of the need for school strategic planning .

<p>H. School/Family Connections</p>	<p>Initiates contact with families and community for instructional support, i.e. phone calls, conferences, guest speakers; Actively participates in school-wide initiatives to engage families; Develops ways to engage families in what is happening in the classroom (i.e., newsletters, letters home)</p>	<p>Demonstrates awareness of any school-wide initiatives to engage families; Recognizes the importance of participating in school-wide initiatives to engage families; Participates in classroom-level engagement with families and community, i.e. parent conferences.</p>	<p>Ineffectively communicates with families</p>	<p>Fails to communicate with families; Exhibits negativity, inappropriate language, condescending demeanor, etc.; Consistently absent from school-wide family activities; Avoids interaction with families.</p>
<p>I. Ethical Standards</p>	<p>Dresses appropriately for school environment and professional meetings or meetings with parents; Helps students learn to use language appropriate for different audiences and instances; Helps students understand and uphold honesty and integrity; Is punctual, attends regularly, is confidential with information.</p>	<p>Dresses appropriately for the school environment; Uses appropriate and professional language with students, school faculty, staff, administrators, and parents; Upholds standards of honesty and integrity; Follows guidelines of conduct regarding attendance, punctuality, confidentiality, and all professional behavior.</p>	<p>Quickly responds to suggestions about dress; Uses appropriate language with students, school faculty, staff, administrators, and parents; Upholds standards of honesty; Usually follows guidelines of conduct regarding attendance, punctuality, confidentiality, and all professional behavior.</p>	<p>Dresses inappropriately; Displays dishonesty or disrespect in interactions with colleagues, students, and the community; Is late; Doesn't treat information confidentially.</p>

ST11 Narrative Evidence File

History:

In 2009, the West Virginia Board of Education required all teacher certification programs to be reauthorized by the state. A goal of that mandate was to align all teacher education programs with the *West Virginia Professional Teaching Standards* and the *National Educational Technology Standards for Teachers*. Once the Shepherd University programs were reauthorized by the state, realigning our system of assessing student teachers with the new standards became necessary.

The new Student Teacher Evaluation forms are designated with the *ST-11* label, replacing the forms previously used. The new *ST-11* forms were piloted and revised throughout the 2010-2011 school year by university faculty, supervisors, and field partners.

Components:

The ST-11 Student Teacher Performance Assessment system consists of the following components:

- ST-11 - CT Summative Form – used by Cooperating Teachers as a final evaluation.
- ST-11 Observation Form – used to evaluate one teaching event based on classroom observation and interview/conference with the Student Teacher.
- ST-11 - US Summative Form – used by University Supervisors as a final evaluation.
- Student Teacher Grade Report – completed by University Supervisor with input from Cooperating Teacher (and Content Supervisor, if applicable).
- ST-11- SELF Summative Form – used by Student Teachers for self-evaluation

The ST-11 Manual includes guidelines for Supervisors for the ST-11 Observation form, the ST-11 US Summative form, and the Student Teacher Grade Report.

Assessment Requirements:

All ST-11 Evaluation forms are completed electronically during student teaching and submitted on the Shepherd University TK-20 database at <https://edportal.shepherd.edu> . Modified versions of the ST-11 are used in practicum classes to begin preparing candidates for their student teaching evaluation, but the assessment data is not recorded in TK-20 nor is it considered key assessment data in these courses.

This section provides an overview of the assessment requirements of each person (role) responsible for evaluating the performance of a Student Teacher.

Cooperating Teacher

- Observe, collaborate with, and provides feedback to the Student Teacher throughout the field placement.

- ST-11 – CT Summative: Submit online to TK-20 by the last week of the field placement. This summative evaluation is based on the documentation of Formative Development throughout the field placement using the accompanying rubrics.
- For a Student Teacher with two placements, both Cooperating Teachers submit an ST – 11 CT Summative evaluation since the Student Teacher is demonstrating competence in two different content or grade level areas.

University Supervisor (when one person satisfies the roles of both Content and Education Supervisor):

- At least five classroom observations and conference/interviews using the ST-11 Observation form: Submit online to TK-20 immediately after each observation.
- ST-11 – US Summative: Submit online to TK-20 by the last day of Student Teaching. This summative evaluation is based on the ST – 11 Observation evaluations using the accompanying rubrics are completed throughout the semester.
- For a Student Teacher with two placements, University Supervisors complete an ST – 11 US Summative evaluation at the end of each field placement since the Student Teacher is demonstrating competence in two different content or grade level areas.
- Student Teacher Grade Report: Submit online to TK-20 by the last day of Student Teaching. This form includes input from the Cooperating Teacher.

When the roles of Content and Education Supervisor are satisfied by two separate individuals...

Content Supervisor

- Two classroom observations and conference/interviews using the ST-11 Observation form: Submit online to TK-20 immediately after each observation.

Education Supervisor

- Three observations and conference/interviews using the ST-11 Observation form: Submit online to TK-20 immediately after each observation.
- ST-11 – US Summative: Submit online to TK-20 by the last day of Student Teaching. This summative evaluation is based on the ST – 11 Observation evaluations from both the Content Supervisor and the Education Supervisor.
- Student Teacher Grade Report: Submit online to TK-20 by the last day of Student Teaching. This form includes input from all Supervisors and Cooperating Teacher(s) who have contributed to the Student Teacher's evaluations.

Student Teacher

- Review every ST – 11 – Observation Report on TK-20 for feedback on areas of improvement
- Conference and collaborate with Cooperating Teacher throughout field placement for guidance and feedback on performance
- ST-11- SELF Summative: Submit online to TK-20 by the last week of Student Teaching.
- A Student Teacher who completed two placements must submit two separate ST-11 SELF Summative forms since s/he is demonstrating competence in two different content or grade level areas.

Rationale for Scoring and Grading:

The Rating Scales used on the ST – 11 evaluations are designed to evaluate the quality of performance on each of five Standards to determine if a score of Exceeds, Meets, or Approaches each Standard or if there has been unsatisfactory performance on a standard. The Summative evaluation forms are completed based on evidence across the Student Teaching experience to determine an overall rating for each Standard and then a Final Overall Rating of the Student Teacher's teaching and classroom performance.

The University Supervisor is responsible for synthesizing the overall rating from each SU and Cooperating Teacher Supervisor to award the final course grade on the Student Teacher Grade Report.

Shepherd University

Professional Education Unit



2012 ST-11 ASSESSMENT GUIDELINES

DESCRIPTIONS and GUIDELINES for SCORING

For Supervisors

ST-11 Framework

History:

In 2009, the West Virginia Board of Education required all teacher certification programs to be reauthorized by the state. A goal of that mandate was to align all teacher education programs with the *West Virginia Professional Teaching Standards* and the *National Educational Technology Standards for Teachers*. Once the Shepherd University programs were reauthorized by the state, realigning our system of assessing student teachers with the new standards became necessary.

The new Student Teacher Evaluation forms are designated with the *ST-11* label, replacing the *ST-76*, *ST-58*, and *ST-80* forms previously used. The new *ST-11* forms have been piloted and revised throughout the past year by university faculty, supervisors, and field partners.

Components:

The ST-11 Student Teacher Performance Assessment system consists of the following components:

- ST-11 - CT Summative Form – used by Cooperating Teachers as a final evaluation.
- ST-11 Observation Form – used to evaluate one teaching event based on classroom observation and interview/conference with the Student Teacher.
- ST-11 - US Summative Form – used by University Supervisors as a final evaluation.
- Student Teacher Grade Report – completed by University Supervisor with input from Cooperating Teacher (and Content Supervisor, if applicable).
- ST-11- SELF Summative Form – used by Student Teachers for self-evaluation

This manual includes guidelines for Supervisors for the ST-11 Observation form, the ST-11 US Summative form, and the Student Teacher Grade Report.

Definition of Terms:

WVPTS: West Virginia Professional Teaching Standards

NETS-T: National Educational Technology Standards for Teachers

STANDARD: Major category of knowledge, disposition, or performance on which teachers are evaluated

FUNCTION: Sub-category within a Standard.

PERFORMANCE INDICATOR: Descriptor of an action by a Student Teacher that demonstrates a particular Function of a Standard.

Assessment Requirements:

All ST-11 Evaluation forms are completed electronically and submitted on the Shepherd University TK-20 database at <https://edportal.shepherd.edu> .

This section provides an overview of the assessment requirements of each person (role) responsible for evaluating the performance of a Student Teacher.

Cooperating Teacher

- Observe, collaborate with, and provides feedback to the Student Teacher throughout the field placement.
- ST-11 – CT Summative: Submit online to TK-20 by the last week of the field placement. This summative evaluation is based on the documentation of Formative Development throughout the field placement.
- For a Student Teacher with two placements, both Cooperating Teachers submit an ST – 11 CT Summative evaluation since the Student Teacher is demonstrating competence in two different content or grade level areas.

University Supervisor (when one person satisfies the roles of both Content and Education Supervisor):

- At least five classroom observations and conference/interviews using the ST-11 Observation form: Submit online to TK-20 immediately after each observation.
- ST-11 – US Summative: Submit online to TK-20 by the last day of Student Teaching. This summative evaluation is based on the ST – 11 Observation evaluations throughout the semester.
- For a Student Teacher with two placements, University Supervisors complete an ST – 11 US Summative evaluation at the end of each field placement since the Student Teacher is demonstrating competence in two different content or grade level areas.

- Student Teacher Grade Report: Submit online to TK-20 by the last day of Student Teaching. This form includes input from the Cooperating Teacher.

When the roles of Content and Education Supervisor are satisfied by two separate individuals...

Content Supervisor

- Two classroom observations and conference/interviews using the ST-11 Observation form: Submit online to TK-20 immediately after each observation.

Education Supervisor

- Three observations and conference/interviews using the ST-11 Observation form: Submit online to TK-20 immediately after each observation.
- ST-11 – US Summative : Submit online to TK-20 by the last day of Student Teaching. This summative evaluation is based on the ST – 11 Observation evaluations from both the Content Supervisor and the Education Supervisor.
- Student Teacher Grade Report: Submit online to TK-20 by the last day of Student Teaching. This form includes input from all Supervisors and Cooperating Teacher(s) who have contributed to the Student Teacher’s evaluations.

Student Teacher

- Review every ST – 11 – Observation Report on TK-20 for feedback on areas of improvement
- Conference and collaborate with Cooperating Teacher throughout field placement for guidance and feedback on performance
- ST-11- SELF Summative: Submit online to TK-20 by the last week of Student Teaching.
- A Student Teacher who completed two placements must submit two separate ST-11 SELF Summative forms since s/he is demonstrating competence in two different content or grade level areas.

Rationale for Scoring and Grading:

The Rating Scales used on the ST – 11 evaluations are designed to evaluate the quality of performance on each of five Standards to determine a score of Exceeds, Meets, or Approaches each Standard or Unsatisfactory performance on a standard. The Summative evaluation forms are completed based on evidence across the Student Teaching experience to determine an overall rating for each Standard and then a Final Overall Rating of the Student Teacher’s teaching and classroom performance.

The University Supervisor is responsible for synthesizing the grade recommendations from Cooperating Teachers to award the final course grade on the Student Teacher Grade Report.

ST – 11 Observation Form

Purpose/Scope:

The ST-11 Observation form is required for all Supervisor observations and optional for Cooperating Teachers.

This assessment is designed to **evaluate one teaching event** based on classroom observation and interview/conference with the Student Teacher. It provides evidence to support the ST-11 Summative Evaluation at the end of the Student Teaching experience.

Rating Scale:

The rating scale for the ST-11 Observation form follows the general format of the Rating Scale for the ST-11 Summative forms. It evaluates the **quality of overall performance on each Function of each Standard**. Unlike the ST – 11 Summative evaluations, however, the ST – 11 Observation rating represents the level of performance and Functions observed during one classroom observation and its accompanying interview or conference.

Note that Functions marked * require only an Awareness level, which are scored ME, AP, or UN.

Guidelines for Scoring

A key aspect of this observation form is the specific written feedback provided to the Student Teacher. Evaluators are encouraged to document as much as possible about each observation to support the Student Teacher's formative development.

The ST-11 Observation form is available in paper form or fill-able WORD document for use in the classroom during an observation. The Supervisor will transfer the assessment information to the ST-11 Observation form in TK-20 as soon as possible after the observation to make it readily available to the Student Teacher to review.

ST – 11 US Summative

Purpose/Scope:

This assessment is designed for the University Supervisor (Content, Education, or both) to evaluate the summative performance of the Student Teacher by the end of the Student Teaching experience based on WVPT and NETS-T Standards.

Supervisors will gather evidence to support this summative evaluation through the five required classroom observations and conference/interviews throughout the field placement. Evidence for this summative evaluation is documented on the ST – 11 Observation Forms, which should be reviewed and considered in completing this evaluation.

The ratings on this evaluation by the University Supervisor, along with the recommendation from the Cooperating Teacher(s), contribute to the decision on the Student Teacher Grade Report, which is ultimately the responsibility of the University (Education) Supervisor.

Formative Development:

In conjunction with the ST – 11 Observation form, the University Supervisor will conference with the Student Teacher to provide feedback on specific Performance Indicators and Functions of the Standards on which they are being evaluated throughout the semester.

Communication with the Cooperating Teacher regarding the Student Teacher's progress is very important in providing guidance and development as needed for the Student Teacher to be successful.

Rating Scales:

The rating scales for the ST-11 Summative - US form evaluate the quality of overall performance on each Function of each Standard, a holistic score on each Standard, and a Final Overall Rating. The rating represents the level demonstrated by the Student Teacher by the end of Student Teaching based on the previous five ST – 11 Observation forms.

The form also provides a column to record the **variety of Performance Indicators** demonstrated by the Student Teacher. By reviewing and checking off the Performance Indicators observed throughout Student Teaching, areas for development and improvement may be highlighted and addressed. The variety of Performance Indicators checked as observed will also contribute to the holistic scoring of each Standard.

Rating Each Function:

To determine a rating for each Function, consider how well the Student Teacher has demonstrated the Performance Indicators for that Function by the end of the Student Teaching experience based on the evidence you have gathered throughout the field placement. This means that the ratings on the five observations should not necessarily carry the same weight. Rather, the more recent observation ratings that show growth and development of the Student Teacher by the end of the field placement should be considered more heavily in the rating of each Function on the ST – 11 US Summative form.

EX = Exceeds Standard – By the end of student teaching, the Student Teacher demonstrates the Function **extensively** or at a **high level** of proficiency or effectiveness based on the observation of the Performance Indicators.

ME = Meets Standard - By the end of student teaching, the Student Teacher demonstrates the Function **adequately** or at a **satisfactory or basic level** of proficiency or effectiveness based on the observation of the Performance Indicators.

AP = Approaches Standard – By the end of student teaching, the Student Teacher demonstrates the Function **marginally**, or at a **limited level** of proficiency or effectiveness based on the observation of the Performance Indicators.

UN = Unsatisfactory – The Student Teacher has displayed **grossly inappropriate** performance in any Function.

Determining the Overall Rating of Each Standard:

The same scoring categories are used for the overall rating of each Standard:

EX = Exceeds Standard

ME = Meets Standard

AP = Approaches Standard

UN = Unsatisfactory

Not all Functions must score **Meets Standard** for the Standard to be scored **Meets Standard** (See scoring rubrics for each individual standard below.) Consider the variety of Indicators and quality of each Function to determine a holistic rating on each Standard and award the appropriate score.

Because of the differences in number of Functions in the five Standards, each Standard has its own specific scoring rubric for each of the rating categories listed above. Use the specific scoring rubric for each individual Standard as shown below. These rubrics are also described in detail directly on the ST-11 US Summative form.

Standard I:

EX = 3 or more Functions at EX level; variety of Performance Indicators; All other Functions at ME level

ME = 3 or more Functions at ME level; variety of Performance Indicators; not more than 1 Function at AP level

AP = 2 or more Functions at AP level; limited Performance Indicators

UN = Less than 3 Functions demonstrated OR any Function with grossly inappropriate performance.

Standard II:

EX = 3 or more Functions at EX level; variety of Performance Indicators; All other Functions at ME level

ME = 4 or more Functions at ME level; variety of Performance Indicators; not more than 1 Function at AP level

AP = 2 or more Functions at AP level; limited Performance Indicators

UN = Less than 4 Functions demonstrated OR any Function with grossly inappropriate performance.

Standard III:

EX = 3 or more Functions at EX level; variety of Performance Indicators; All other Functions at ME level

ME = 4 or more Functions at ME level; variety of Performance Indicators; not more than 1 Function at AP level

AP = 2 or more Functions at AP level; limited Performance Indicators

UN = Less than 4 Functions demonstrated OR any Function with grossly inappropriate performance.

Standard IV:

EX = 2 or more Functions at EX level; variety of Performance Indicators; All other Functions at ME level
 ME = 3 or more Functions at ME level; variety of Performance Indicators; not more than 1 Function at AP level
 AP = 2 or more Functions AP; limited Performance Indicators
 UN = Less than 3 Functions demonstrated OR any Function with grossly inappropriate performance.

Standard V:

EX = Either Function H or Function I or both at EX level; variety of Performance Indicators; All other Functions at ME level
 ME = Both Functions H and I plus 3 or more other Functions at ME level; variety of Performance Indicators; not more than 1 Function at AP level
 AP = Either Function H or Function I or 4 or more other Functions at AP level; may have limited Performance Indicators
 UN = Function H or Function I demonstrated with grossly inappropriate performance.

Determining the Final Overall Rating:

All criteria described for each rating category must be satisfied for the Overall Final Rating to be at that level:

Category	Criteria Required	Grade Recommendation
Exceeds Standards	Three or more standards at the Exceeds Standard level and All other Standards at the Meets Standard level (required for licensure).	A
Exceeds Standards	One or two standards at the Exceeds Standard level and All other Standards at the Meets Standard level (required for licensure).	B
Meets Standards	All five standards at Meets Standard (required for licensure).	C
Approaches Standards	One or more standards at the Approaches Standard level. (Not eligible for state licensure.) No Standard at Unsatisfactory.	D
Unsatisfactory	One or more standards at Unsatisfactory Level.	F

Guidelines for Scoring:

This summative evaluation represents the level the Student Teacher demonstrates by the end of the Student Teaching experience. Therefore, the ratings on this Summative Evaluation should reflect the evidence gathered throughout the semester on the ST - 11 Observation forms.

Recommended: Open the ST-11 - US Summative form in TK-20; update the summative evaluation after each observation and **save without submitting** (or use a paper copy.) Adjust points throughout the semester as the Student Teacher demonstrates more Indicators and improves each Function of each Standard. At the end of the semester, complete the final evaluation and **submit** as required in TK-20 no later than the last day of Student Teaching.

For Indicators in Standards 4 and 5 that require only an **Awareness** level, you may need to question the Student Teacher directly. Score the Awareness level Functions **ME, AP** or **UN only**. Then consider all Standards ratings to determine the Final Overall Rating.

Student Teacher Grade Report

Scope/Purpose

The Student Teacher Grade Report is the official record of the recommended letter grades from all evaluators and the final course grade for student teaching.

This report is completed and submitted to TK-20 by the University Supervisor by noon on the last day of student teaching. For Student Teachers with both a Content Supervisor and an Education Supervisor, the Education Supervisor completes and submits this report.

Components

This report includes

- Grade recommended by Cooperating Teacher 1
- Grade recommended by Cooperating Teacher 2 (if applicable)
- Grade recommended by Content Supervisor (if applicable)
- Grade recommended by Education or University Supervisor
- Final Course Grade

The University (or Education) Supervisor gathers the grade recommendation from each evaluator, records them on the Student Teacher Grade Report, determines the Final Course Grade, and submits the report on TK-20 by noon on the last day of student teaching.

Feedback on Forms

In order to continue improving the ST – 11 forms, each Supervisor is asked to contribute feedback on the use of these new Student Teacher Evaluation forms by completing the survey on the last page of this manual.

Please return it to Shepherd University. You may mail it to

Dr. Rebecca Mercado

Department of Education

P.O. Box 5000

Shepherdstown, WV 25443

You may also scan the survey or send narrative comments by e-mail to rmercado@shepherd.edu.

Thank you for your valuable contribution to the evaluation of our Student Teachers. We appreciate you!

ST-11 Survey

Thank you for your valuable feedback on the ST-11 Assessment forms. We welcome your candid comments on the formatting, wording, rating scales, or other considerations that contribute to an improved assessment form. Address any or all areas below (or others) for which you have suggestions.

1. ST-11 Observation Form (if used):

- What would improve the formatting of this form?
- Is more room needed on the paper version for notes?
- Should ratings be moved to the right side?
- Is the wording clear?
- Is any needed information left off? Any unnecessary verbiage?
- What additional information would clarify the rating scales?

2. ST-11 Summative:

- What would improve the formatting of this form?
- Is any needed information left off? Any unnecessary verbiage?
- Is more description needed to clarify each Performance Indicator?
- What additional information would clarify the rating scales?

3. Assessment Guidelines Packet:

- What information is missing that would clarify the assessment process?
- What redundancies did you encounter?

- How could the organization of information be improved?
- Would you like this information available to you electronically?

4. Other Considerations?