

Link to ST-11 Scoring Video Training Module

http://youtu.be/E4Ckzrpw_jM

Guidelines for Completing ST11 Evaluation of Student Teacher

Shepherd University Professional Education Unit

ST-11 Level 3 INTEGRATED PEDAGOGY I SCORING GUIDELINES for FACILITATING TEACHERS

The ST-11 Level 3 Field Evaluation form is modeled after the Student Teacher Evaluation form to provide Teacher Candidates in early field experiences the opportunity to become familiar with the standards by which they will be assessed in student teaching. **The Evaluator must refer to the WVPT Standards for details of assessment criteria.**

Definitions:

STANDARD: Major category of knowledge, disposition, or performance evaluated

FUNCTION: Sub-category within a Standard

Assessment Requirements:

Complete one ST-11 – Observation form per Teacher Candidate as a holistic evaluation of the lessons taught during the field placement. **Conference** individually with each Candidate to review his/her ST-11 scores. **Give a hard copy directly to the Teacher Candidate and email the ST-11 to the field supervisor by the last day of the field placement.**

Rationale for Scoring and Grading:

The Rating Scales used on the ST – 11 Observation form are designed to evaluate the quality of performance on each Function of four Standards to determine a score of Meets or Approaches Standard or Unsatisfactory performance.

Rating Each Function:

To determine a rating for each Function, consider how well the Candidate demonstrated each Function of each Standard. Refer to the attached WVPT Standards for details of each Standard and Function, and **provide written evidence from observation.**

IMPORTANT NOTE ON SCORING:

You are rating the Candidate against the level of a Competent Beginning Teacher.

ME = Meets Standard - The Teacher Candidate demonstrates the Function **adequately** or at a **satisfactory or acceptable level** of proficiency or effectiveness *for a first-year teacher*. [Plan is solid, but implementation may lack strong effectiveness or be missing some nuanced application. Some attention may be on students' needs, but the Teacher Candidate may give significant attention to his/her own implementation behaviors. Intent and effort are intact.] Pedagogy I students are expected to attain this level on at least some Functions of some Standards. **If you see evidence that the Candidate significantly exceeded the standard, please use the comment section to make that clear.**

AP = Approaches Standard – The Teacher Candidate demonstrates the Function **marginally**, or at a **limited level** of proficiency or effectiveness *for a first year teacher*. [Plan may have gaps, and implementation may be missing important elements, but intent and effort are intact. The Teacher Candidate may give most attention to his/her own implementation rather than to students' needs.] Many Pedagogy I students have not developed beyond this level, so it is **important to identify those areas in which the student needs significant improvement**. Even the most successful Pedagogy I students may have some functions of each Standard at this level.

UN = Unsatisfactory – The Teacher Candidate has displayed **grossly inappropriate** performance in any Function. This level is unacceptable for any Teacher Candidate, and the **University Supervisor should be contacted immediately**. **Grossly inappropriate performance** could include behaviors such as teaching blatantly incorrect content information, being unprepared for scheduled teaching, a pattern of being late, using cell phone during field placement, leaving school when scheduled to be in field, failure to follow guidelines provided by teacher or principal, not showing up when scheduled to be in field, any other behavior deemed inappropriate by teacher and/or principal.

NOTE: Some Functions in Standards 4 and 5 are not applicable to Pedagogy Students, and they have been left off the form. We have combined the applicable Functions in Standards 4 and 5 for scoring as one Standard.

Determining the Overall Rating of Each Standard:

Not all Functions must score **Meets Standard** for the Standard to be scored **Meets Standard**. Consider the quality of each Function and number of ratings at each level to determine a holistic rating on each Standard and award the appropriate score.

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:

Criteria Required	Grade Recommendation	
	PED I	PED II
Three or more standards at the Meets Standard level or higher. One standards at Approaches Standard level.	A	A
Two standards at the Meets Standard level or higher. Two standards at Approaches Standard level.	A	B
One standard at the Meets Standard level or higher. Three standards at Approaches Standard level.	B	C
All four standards at the Approaches Standard level.	C	D
One or more standards at Unsatisfactory Level.	D/F	F

Field Points for each Candidate include the Facilitating Teacher’s, the Supervisor’s, and the Candidate’s evaluation of his/her teaching.

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

[To be completed by the Cooperating Teacher using the 2012 Student Teacher Assessment Manual. Check all Indicators that are observed, and include comments at the end.]

STUDENT TEACHER _____	SEMESTER: Fall Spring (yr) _____
Grade/Subject Placement _____	SCHOOL _____
COOPERATING TEACHER/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 and local content standards and curriculum;	
	3. Aligns assessments with state and local content standards and 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 so that they measure the specific 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 at the Exceeds Standard level using a wide variety of Performance Indicators. Other Functions are demonstrated at least at ME level.	The Student Teacher demonstrates 3 or more Functions in this Standard at the Meets Standard level 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 at the Approaches Standard level . 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 ____
Acceptability	Has the Student Teacher demonstrated this Standard at an acceptable level to be awarded teacher licensure? YES NO			

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: EX ME AP UN	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;	
	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 at the Exceeds Standard level using a variety of Performance Indicators. Other Functions are demonstrated at ME level.	The Student Teacher demonstrates 4 or more Functions in this Standard at the Meets Standard level 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 at the Approaches Standard level . The number of Performance Indicators demonstrated may be limited.	The Student Teacher demonstrates less than 4 Functions, OR demonstrates one or more Function inappropriately or superficially , OR has displayed grossly inappropriate performance in any Function of this Standard.
Standard II Score	EX ____	ME ____	AP ____	UN ____
Acceptability	Has the Student Teacher demonstrated this Standard at an acceptable level to be awarded teacher licensure? YES NO			

STANDARD III: TEACHING

Function	Performance Indicator	Observed Y/N
<p>A. IMPORTANCE OF CONTENT:</p> <p>EX ME AP UN</p>	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.	
<p>B. COMMUNICATING WITH STUDENTS:</p> <p>EX ME AP UN</p>	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.	
<p>C. QUESTIONING & DISCUSSION TECHNIQUES:</p> <p>EX ME AP UN</p>	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;	
	4. Establishes procedures and expectations for productive discussions.	
<p>D. STUDENT ENGAGEMENT:</p> <p>EX ME AP UN</p>	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;	
	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.	
<p>E. INSTRUCTION BASED ON ASSESSMENT:</p> <p>EX ME AP UN</p>	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;	
	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 for learning.	

F. FLEXIBILITY / RESPONSIVENESS: EX ME AP UN	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;	
	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 at the Exceeds Standard level 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 at the Meets Standard level 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 at the Approaches Standard level . 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 ____
Acceptability	Has the Student Teacher demonstrated this Standard at an acceptable level to be awarded teacher licensure? YES NO			

STANDARD IV: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL

Function	Performance Indicator	Observed Y/N
A. PROFESSIONAL LEARNING: EX ME AP UN	1. Engages in continuous learning to develop as a professional educator;	
	2. Participates in professional learning opportunities; engages with new materials, resources, strategies, and digital tools.	
B. PROFESSIONAL COLLABORATION: EX ME AP UN	1. Actively engages with colleagues in school placement and/or university campus to develop effective teaching strategies;	
	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 at the Exceeds Standard level using a variety of Performance Indicators. Other Functions are demonstrated at ME level.	The Student Teacher demonstrates 3 or more Functions in this Standard at the Meets Standard level 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 at the Approaches Standard level . 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 ____
Acceptability	Has the Student Teacher demonstrated this Standard at an acceptable level to be awarded teacher licensure? YES NO			

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-wide 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-wide 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-wide 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 Function H or Function I (or both) at the Exceeds Standard level 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 at the Meets Standard level using a variety of Performance Indicators.	The Student Teacher demonstrates either Function H or Function I OR 4 or more other Functions at the Approaches Standard level . 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 ____
Acceptability	Has the Student Teacher demonstrated this Standard at an acceptable level to be awarded teacher licensure? YES NO			

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.	D
Unsatisfactory	One or more standards at Unsatisfactory Level.	F
Acceptability	Has the Student Teacher demonstrated all Standards at an acceptable level to be awarded teacher licensure? YES NO	

COMMENTS: