

## Shepherd University Professional Education Unit

### ST-11 Level 2 INTEGRATED PEDAGOGY I SCORING GUIDELINES for FACILITATING TEACHERS

The ST-11 Level 2 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 **inappropriate** performance in any Function. This level is unacceptable for any Teacher Candidate, and the **University Supervisor should be contacted immediately**. **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. **Unsatisfactory** may be given to any candidate that demonstrates performance or behaviors that are below proficiency or effectiveness of a competent beginning teacher [i.e. severe lack of interpersonal skills, severe lack of communication skills, severe lack of understanding how to manage children's behaviors or respond to their needs appropriately, etc.].

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
<b>Three or more</b> standards at the <b>Meets Standard</b> level or higher. One standards at <b>Approaches Standard</b> level.	A	A
<b>Two</b> standards at the <b>Meets Standard</b> level or higher. <b>Two</b> standards at <b>Approaches Standard</b> level.	A	B
<b>One</b> standard at the <b>Meets Standard</b> level or higher. <b>Three</b> standards at <b>Approaches Standard</b> level.	B	C
<b>All four standards</b> at the <b>Approaches Standard</b> level.	C	D
<b>One or more</b> standards at <b>Unsatisfactory</b> 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.**