

# Shepherd UNIVERSITY

## School of Education

Educator Preparation Program (EPP) & Professional Educator Licensure

*College of Nursing, Education & Health Sciences*

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### 2020 STOT ASSESSMENT GUIDELINES

DESCRIPTIONS AND GUIDELINES FOR SCORING  
FOR TEACHER CANDIDATES

Innovation ♦ Experience ♦ Vision ♦ Empowerment ♦ Collaboration



## **STOT Evaluation Instrument Background & Framework for Application**

### **History and Summary of the STOT**

As part of the ND Common Metric Project, representatives from the twelve constituent institutions of the North Dakota Association of Colleges for Teacher Education (NDACTE) developed the Skills of Teaching Observation Tool (STOT), an instrument for assessing the performance of teacher candidates during the clinical experience. The new STOT tool is used for the purposes of collecting data regarding student professional performance and dispositions during field, clinical, and residency experiences.

Benefits of using the STOT include:

1. The instrument is able to differentiate the professional responsibility area of knowledge (construct) from the others (the learner and learning, content knowledge, and instructional practice) and dispositional observations as applied in each area of the instrument.
2. The professional responsibility subscale shows strong reliability, is proprietary, and has been nationally accepted as an effective tool for measuring student performance against the nationally normed InTASC standards fully aligned with the West Virginia Professional Teaching Standards (WVPTS) as demonstrated through the state-provided crosswalk document for professional teaching standards.
3. This instrument focuses on teacher candidate performance on established nationally normed standards of candidate performance and dispositions. Ambiguity is removed, and opportunities to demonstrate partial completion of a higher standard are made possible with this instrument [Example: a student meeting all “Proficient” performance (rating of 3) components, and one or some of the aspects of “Distinguished” performance (rating of 4) elements can be awarded partial credit for meeting one or some, but not all, of the components of the “Distinguished” level. Students meeting all of the “Proficient” performance standards and one or some but not all of the “Distinguished” performance standards is awarded a score of 3.5 for that component.]

### **Applications of the STOT:**

The STOT teacher candidate observation tool is used in the following ways:

- The STOT is used by Cooperating Teachers as a formative and final evaluation instrument.
- The STOT is used by University Supervisors as a formative final evaluation instrument.

- The STOT is used by Teacher Candidates for formative and final self-evaluation.
- The STOT is used to document dispositional and professional achievement of the 10 InTASC standards aligned with the WVPTS and CAEP requirements in the WVDE's Standard Crosswalk Document.

### **Definition of Terms:**

**WVPTS:** West Virginia Professional Teaching Standards

**InTASC Standards:** Interstate Teacher Assessment and Support Consortium nationally normed standards for educator disposition and performance.

**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 Teacher Candidate that demonstrates a particular Function of a Standard.

**TEACHER CANDIDATE:** Any student in the Shepherd University Educator Preparation Program (EPP) completing field work and courses toward the goal of graduation and certification for teaching in the state of West Virginia. This includes underclass students completing field work, Teacher Candidates, and residents completing work in cooperating public and private schools.

### **Assessment Requirements:**

The STOT is completed and submitted on to the School of Education as directed by the Clinical Placement Coordinator.

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

#### **Cooperating Teacher**

- Observe, collaborate with, and provides feedback to the Teacher Candidate throughout the field placement.
- The STOT will be used for Formative Assessment of the Teacher Candidate at least five times during each clinical experience. These formative assessments will be submitted as directed by the Clinical Placement Coordinator.
- The STOT Summative Review: Submit as directed by the Clinical Placement Coordinator by the last week of the field placement. This summative evaluation is based on the documentation of formative implementation of the STOT throughout the field placement.
- For a Teacher Candidate with two placements, both Cooperating Teachers submit an STOT Summative evaluation since the Teacher Candidate 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 formative classroom observations and conference/interviews using the STOT: Submit as directed by the Clinical Placement Coordinator immediately after each observation.

- STOT Summative Review: Submit as directed by the Clinical Placement Coordinator by the last day of Student Teaching. This summative evaluation is based on the STOT formative evaluations conducted throughout the semester.
- For a Teacher Candidate with two placements, University Supervisors complete and submit an STOT Summative evaluation at the end of each field placement since the Teacher Candidate is demonstrating competence in two different content or grade level areas.
- Teacher Candidate Grade Report: Submit as directed by the Clinical Placement Coordinator 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 STOT: Submit as directed by the Clinical Placement Coordinator immediately after each observation.

### **Education Supervisor**

- Three observations and conference/interviews using the STOT: Submit as directed by the Clinical Placement Coordinator immediately after each observation.
- STOT Summative: Submit as directed by the Clinical Placement Coordinator by the last day of Student Teaching. This summative evaluation is based on the STOT formative evaluations from both the Content Supervisor and the Education Supervisor.
- Teacher Candidate Grade Report: Submit as directed by the Clinical Placement Coordinator by the last day of Student Teaching. This form includes input from all Supervisors and Cooperating Teacher(s) who have contributed to the Teacher Candidate's evaluations.

### **Teacher Candidate**

- Review every STOT observation with your evaluator for feedback on areas of improvement
- Conference and collaborate with Cooperating Teacher and University Supervisor throughout field placement for guidance and feedback on performance
- STOT Self-Evaluation Summative: Submit as directed by the Clinical Placement Coordinator by the last week of Student Teaching.
- A Teacher Candidate who completed two placements must submit two separate STOT forms (one for each placement) 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 STOT evaluations are designed to evaluate the quality of Teacher Candidate performance on each of ten InTASC standards to determine a score of "Distinguished," "Proficient," "Emerging", and "Underdeveloped," and will also be used to recommend a final grade on the summative review of the STOT final applications. The evaluation must be shared with the student teacher. The judgment of an experienced, successful professional is valuable and the cooperating teacher should not hesitate to make it. The university determines the overall and final grade for the student teaching experience. 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 Teacher Candidate'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 Teacher Candidate Grade Report.

## STOT Self-Summative Administration

### Purpose/Scope:

This assessment is designed for the Teacher Candidate to self-assess his/her classroom performance by the end of the student teaching experience based on WVPT and InTASC standards. It also serves as a guide for developing the required knowledge, dispositions, and performance criteria throughout the student teaching experience.

### Formative Development:

Implementation of the STOT assures that the University Supervisor(s) and Cooperating Teacher(s) assess the Teacher Candidate throughout the student teaching placement using the same criteria. The Teacher Candidate should reflect on feedback received and ask for guidance and assistance to support improvement. It is your responsibility to be aware of areas in which you need to improve in order to meet or exceed each standard. To be recommended for West Virginia state licensure, the Teacher Candidate must meet or exceed each of the areas of the STOT instrument.

### Rating Scale:

The rating scales for the STOT evaluate the quality of Teacher Candidate performance and dispositions on each area, a holistic score on each Standard, and a Final Overall Rating. The rating represents the level Teacher Candidates have demonstrated by the end of the field/clinical placement.

The form also provides a column to record the variety of Performance Indicators Teacher Candidates have demonstrated. By reviewing and checking off the Performance Indicators demonstrated throughout student teaching formative evaluations, 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.

### Determining the Overall Rating of Each Standard:

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

**4.0 = Distinguished**

**3.5=All Proficient, but meets one or some of the elements of Distinguished**

**3.0 = Proficient**

**2.5 = All Emerging, but meets one or some of the elements of Proficient**

**2.0 = Emerging**

**1.5=All Underdeveloped, but meets one or some of the elements of Emerging**

**1.0=Emerging**

Not all Functions must score **Proficient** for the Standard to be scored **Proficient** (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 10 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 STOT instrument.

### **Determining the Final Overall Rating:**

Remember that the overall rating for each of the 10 Standards must score **Proficient** or higher for the Teacher Candidate to satisfy graduation and licensure requirements.