



Skills of Teaching Observation Tool [STOT] Field Experience / Practicum Evaluation

Date _____

Teacher Candidate Name	Shepherd Education Course/Instructor	Semester/Year
Mentor Teacher	Grade Level/Discipline	School

Notes to Evaluator: The Shepherd University School of Education appreciates the time, effort, and expertise you bring to this evaluation process. Practicum evaluations are used to assess the teacher candidates' progress and development within and throughout their education preparation/field placement courses but are not used to determine student grades within those courses. Should you have any questions or concerns about completing this evaluation, please feel free to contact the course instructor or the Field Placement Coordinator. Again, we appreciate your willingness to assist us in this difficult but essential task.

Please check the activity/activities in which the SU Student participated:

- | | | |
|--|--|--|
| <input type="checkbox"/> Observed large group session | <input type="checkbox"/> Observed other classes | <input type="checkbox"/> Observed professional meetings |
| <input type="checkbox"/> Observed small group sessions | <input type="checkbox"/> Observed extracurricular activities | <input type="checkbox"/> Worked with individual students |
| <input type="checkbox"/> Worked with large group | <input type="checkbox"/> Worked with small group | <input type="checkbox"/> Presented/supervised quiz/test |
| <input type="checkbox"/> Reviewed with large group | <input type="checkbox"/> Introduced lesson to large group | Other: _____ |

NOTE: "Large group" vs "small group" is defined/determined by the cooperating/facilitating teacher.

Please respond to the following regarding the performance of the SU student using the following scale:

P = Proficient; D = Developing; U = Unacceptable; NA = Not Applicable/Not Observed

	The teacher candidate...	P	D	U	NA
InTASC 1.1	...implements grade-level appropriate instruction; they may or may not account for individual learners' differences.				
InTASC 1.2	...addresses students' prior knowledge as a class, but individual differences may or may not be considered.				
InTASC 2.1	... demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs.				
InTASC 2.2	... communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners.				
InTASC 3.1	... models safety and respect to encourage a positive classroom learning community.				
InTASC 3.2	... attempts to develop a learning environment that is engaging for most students.				
InTASC 3.3	... communicates clear standards of conduct.				
InTASC 3.4	... monitors and responds to student behavior (but may not yet be consistent in doing so).				
InTASC 3.5	... attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely, and effectively.				

Adapted from the Skills of Teaching Observation Tool [STOT] @ [NCDATE](http://www.ncdate.org)

	The teacher candidate...	P	D	U	NA
InTASC 4.1	...instructional practices indicate a developing understanding of content knowledge and learning progression; practices may or may not be complete and appropriate for the content.				
InTASC 4.2	... attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content.				
InTASC 4.3	...demonstrates developing knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural background and experiences.				
InTASC 5.1	... designs instruction related to the core content, but learning tasks may have only superficial relationships to the students' interests or life experiences.				
InTASC 5.2	...designs activities for learners related to subject matter either from a variety of perspectives with no interdisciplinary connections OR from a singular perspective with an attempt to connect across the curriculum / disciplines.				
InTASC 5.3	... accesses some content resources, including technologies, to build student awareness of local and global issues.				
InTASC 5.4	... attempts to engage students in higher-level thinking skills (e.g., critical/creative thinking and/or collaborative problem solving) but skills may not be connected to relevant content				
InTASC 6.1	... uses multiple assessments, but not all may be aligned with the learning targets.				
InTASC 6.2	...feedback to students may or may not be actionable and/or improve the quality of their work.				
InTASC 6.3	... uses assessment to either guide planning or identify student learning needs.				
InTASC 6.4	... learners may or may not be engaged in understanding and identifying their own quality work.				
InTASC 7.1	...plans for a variety of learning experiences that are aligned with learning goals and standards in a coherent structure and sequence.				
InTASC 7.2	...uses pre- and formative assessment strategies that are aligned with learning targets.				
InTASC 7.3	... uses assessment findings to modify instructional plans to meet students' needs.				
InTASC 7.4	...plans instruction individually; with the cooperating/facilitating teacher as required/directed.				
InTASC 8.1	... effectively utilizes one instructional approach. (May attempt to utilize more than one instructional approach.)				
InTASC 8.2	...begins to identify and/or use instructional strategies that involve technology.				
InTASC 8.3	...begins to vary teaching of individual or small group learning experiences in an attempt to match student learning needs.				
InTASC 8.4	... attempts to articulate thoughts and ideas using oral, written, and nonverbal communication skills; tends to rely on only one form of communication during instruction; may attempt to use technology occasionally for communication; may or may not listen to others as needed.				
InTASC 9.1	...accepts feedback to improve teaching effectiveness; begins to reflect upon feedback for self-evaluation and improvement.				
InTASC 9.2	... reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction.				
InTASC 9.3	... acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies.				
InTASC 9.4	...participates in activities related to professional development and/or school activities.				
InTASC 10.1	... develops cordial relationships with colleagues; attempts to improve student performance.				

Adapted from the Skills of Teaching Observation Tool [STOT] @ [NCDE](#)

COMMENTS:

Please include any information and/or describe any classroom and/or environmental elements here that may be relevant to the observation and/or evaluation. Also, please include specific InTASC Standard(s) related to any comments to provide further insight into the evaluation/assessment of the candidate.

For more information on the InTASC Standards, visit: [InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0](#)

thank you!

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