

Shepherd UNIVERSITY

Educator Preparation Program (EPP) & Professional Educator Licensure

College of Nursing, Education, & Health Sciences



Skills of Teaching Observation Tool [STOT] Assessment Guidelines

DESCRIPTIONS AND GUIDELINES FOR SCORING FOR TEACHER CANDIDATES

[EFF S23]

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 clinical experiences. The STOT is used for the purposes of collecting data regarding student professional performance 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) 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, which have been fully aligned with the West Virginia Professional Teaching Standards (WVPTS) as demonstrated through the state-provided crosswalk document for such standards.
3. This instrument focuses on teacher candidate performance on established nationally normed standards of candidate performance. Ambiguity is removed, and opportunities to demonstrate partial completion of a higher standard are made possible with this instrument. For example, a teacher candidate meeting all “Proficient” performance components (rating of 3), and one or some of the aspects of “Distinguished” performance (rating of 4) can be awarded partial credit for meeting one or some, but not all, the components of the “Distinguished” level, with an overall score of 3.5 for that component.

Applications of the STOT within the EPP at Shepherd University:

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

- The STOT is used by University Supervisors as both a formative and summative evaluation instrument.
- The STOT is used by Teacher Candidates for both formative and summative self-assessment.
- An amended version of the STOT is used by Cooperating Teachers as a formative and final evaluation instrument. [NOTE: The STOT will not be used to determine candidate grades but to inform both candidates and university personnel of candidate progress.]
- The STOT is used to document professional achievement as aligned to the 10 InTASC standards, which are also closely aligned with both the WVPTS and CAEP Standards.

Definition of Terms:

- **[WVPTS](#)**: West Virginia Professional Teaching Standards
- **[InTASC STANDARDS](#)**: Interstate Teacher Assessment and Support Consortium nationally normed Model Core Teaching Standards and Learning Progressions for Teachers
- **STANDARD**: Major category of knowledge 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**: A Shepherd University student who is in training to become a teacher. During initial experiences, the teacher candidate is expected to have adequate time as defined by program requirements to observe educational activity in a classroom and dialogue with the cooperating/facilitating teacher and other professionals in the P-12 school building. In later experiences, the teacher candidate will have varying responsibilities for planning, teaching, assessing, and reflecting on student learning. During the final student teaching/residency experience, the teacher candidate assumes all duties and teaching responsibilities of the classroom teacher. When in a practicum setting, the teacher candidate should uphold all professional standards for dress and behavior expected of the P-12 classroom teachers.
- **COOPERATING/MENTOR TEACHER**: The cooperating/mentor teacher is a classroom teacher in a public school (P-12) to whom a candidate is assigned and who has been approved for this responsibility by the school principal/district and the EPPC/CEPAC. Cooperating/mentor teachers may work with teacher candidates in all phases

of their field-based experiences and student teaching/residency. Because cooperating/mentor teachers represent a primary influence on quality candidate training, they must be carefully selected to ensure they possess special competencies and an interest in guiding the growth of prospective and future teachers.

- **UNIVERSITY SUPERVISOR:** The University Supervisor is a professional approved by the Shepherd University School of Education whose concern is to see that every successful teacher candidate is ready to be a first-year teacher. To that end, the supervisor must seek evidence that the candidate possesses the disposition, knowledge, and performance characteristics expected of a teacher candidate in the SU EPP. The university supervisor is responsible for field supervision of the teacher candidate and for coordinating the relationship between the university, the teacher candidate, and the cooperating teacher.
 - **SUBJECT AREA SUPERVISOR:** The Subject Area Supervisor is a professional approved by Shepherd University whose concern is to ensure the teacher candidate demonstrates appropriate and accurate content knowledge. Whenever possible, University Supervisors will serve as the Subject Area Supervisor; if not possible, subject area supervisors have the same responsibilities as the University Supervisor, will conduct a minimum of two (2) observations, and complete the STOT evaluations during the student teaching/residency experience.

NOTE: Both University and Subject Area Supervisors are required to complete a focused training regarding the STOT assessment of teacher candidates before conducting any evaluations of any students. Contact the CEPAC and/or Field Placement Coordinator for information regarding the training as needed.

STOT Assessment Requirements:

The STOT is completed and submitted to the School of Education and/or EPP as directed each semester. This section provides an overview of the assessment requirements of each person responsible for evaluating the performance of a Teacher Candidate throughout the EPP at Shepherd University.

Cooperating/Mentor Teacher

- Observe, collaborate with, and provide feedback to the Teacher Candidate throughout all field-based experiences.
- **Field-Based Courses Prior to Student Teaching/Residency**
 - The Amended STOT for Cooperating Teachers will be used for Formative Assessment of Teacher Candidates during field-based placements prior to the final practicum experience to provide feedback to course instructors as well as students on their performance in the field throughout their program of study. These formative assessments will be submitted directly to the candidates and/or course instructors as outlined in the syllabus for each course.
- **Student Teaching / Residency**
 - The Amended STOT for Cooperating Teachers will be used for Formative Assessment of the Teacher Candidate at least five (5) times during the final practicum experience. These formative assessments will be submitted as directed by the Field Placement Coordinator by the date(s)/time(s) required / following the established schedule and guidelines for the Student Teaching/Residency semester(s).
 - The mentor teacher should notify the University Supervisor immediately if/when it becomes apparent that a resident's performance is less than acceptable and if a grade of "D" or "F" might be warranted.
 - STOT Summative Review: A comprehensive STOT should be submitted as directed by the Field Placement Coordinator by the date/time required / following the established schedule and guidelines for the Student Teaching/Residency semester(s). The summative evaluation is based on the formative STOT assessments throughout the placement.
 - For a Teacher Candidate with two placements, both Cooperating Teachers must submit a summative STOT evaluation since the Teacher Candidate is demonstrating competence in two different content area(s) and/or grade level(s).

University Supervisor

- The STOT will be used to guide formative classroom observations and conferences/interviews of the Teacher Candidate a minimum of five (5) times throughout the student teaching/residency experience. Submit as directed by the Field Placement Coordinator immediately after each observation by the date(s)/time(s) required / following the established schedule and guidelines for the Student Teaching/Residency semester(s).
 - For Yearlong Residency placements, the University Supervisor will observe/evaluate the candidate two (2) times during the first semester and three (3) times during the second semester following the established schedule and guidelines for each semester.

- STOT Summative Review: Submit as directed by the Field Placement Coordinator by the date/time required / following the established schedule and guidelines for the Student Teaching/Residency semester. The summative evaluation is based on the formative STOT assessments throughout the placement.
- Submit the Teacher Candidate Grade Report as directed by the Field Placement Coordinator by the date/time required / following the established schedule and guidelines for the Student Teaching/Residency semester. The Teacher Candidate Grade Report should consider feedback from the Cooperating Teacher(s), but the candidate's final grade is primarily determined by the University Supervisor evaluations.

When the Candidate is evaluated by both a University and a Subject Area Supervisor:

University Supervisor

- Three (3) observations and conference/interviews using the STOT. Submit as directed by the Field Placement Coordinator immediately after each observation by the date(s)/time(s) required / following the established schedule and guidelines for the Student Teaching/Residency semester(s).
- STOT Summative: Submit as directed by the Field Placement Coordinator by the date/time required / following the established schedule and guidelines for the Student Teaching/Residency semester. This summative evaluation is based on the STOT formative evaluations from both the Subject Area Supervisor and the University Supervisor.
- Submit the Teacher Candidate Grade Report as directed by the Field Placement Coordinator by the date/time required following the established schedule and guidelines for the Student Teaching/Residency semester. The Teacher Candidate Grade Report should consider feedback from the Cooperating Teacher(s), but the candidate's final grade is primarily determined by both the University and Subject Area Supervisor evaluations.

Subject Area Supervisor

- Two (2) observations and conference/interviews using the STOT. Submit as directed by the Field Placement Coordinator immediately after each observation by the date(s)/time(s) required / following the established schedule and guidelines for the Student Teaching/Residency semester(s).
- STOT Summative: Submit as directed by the Field Placement Coordinator by the date/time required / following the established schedule and guidelines for the Student Teaching/Residency semester. This summative evaluation is based on the STOT formative evaluations from both the Subject Area Supervisor and the University Supervisor.
- Submit the Teacher Candidate Grade Report as directed by the Field Placement Coordinator by the date/time required. The Teacher Candidate Grade Report should consider feedback from the Cooperating Teacher(s), but the candidate's final grade is primarily determined by the University and Subject Area Supervisor evaluations.

Teacher Candidate

- Review every STOT observation with your evaluator(s) for feedback on areas of improvement.
- Conference and collaborate with your Cooperating Teacher(s) and University/Subject Area Supervisor(s) throughout the experience for guidance and feedback on your performance.
- STOT Self-Evaluation Summative: Submit as directed by the Field Placement Coordinator by the date/time required / following the established schedule and guidelines for the Student Teaching/Residency semester(s).
- NOTE: Teacher Candidates who complete two student teaching placements must submit two separate STOT forms (one for each placement) since they are demonstrating competence in two different content areas or grade levels.

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 the ten InTASC Standards to determine a score of *Distinguished*, *Proficient*, *Emerging*, and *Underdeveloped*. These scales will then be used to recommend a final grade on the summative review of the STOT final applications. Each evaluation must be shared and discussed with the teacher candidate. The judgment of an experienced, successful professional is valuable, and the cooperating/mentor teacher(s) should not hesitate to make honest, subjective evaluations of the teacher candidate based on the guidelines provided. The summative evaluation forms are completed based on all the assessments taken throughout the Student Teaching / Residency experience to determine an overall rating for each Standard and then a Final Overall Rating of the Teacher Candidate's teaching and classroom performance.

EVALUATION OF TEACHER CANDIDATES

All teacher candidates are not equally strong and the grade for student teaching / the yearlong residency should reflect the proven quality of performance of the individual teacher candidate, not the effort or the anticipation of what the candidate will become in the future. The Skills of Teaching Observation Tool (STOT) is used throughout the student teaching experience to evaluate teacher candidate performance on the ten (10) Interstate Teacher Assessment and Support Consortium [InTASC Model Core Teaching Standards](#). *[NOTE: The feedback provided by the Facilitating/Cooperating and Mentor Teacher evaluations as well as Teacher Candidate self-evaluations of performance as rated per the STOT will be considered when determining the final student teaching experience grade.]*

1. The teacher candidate receiving an “A” has a mean score above 3.26 on all indicators; no standards rated below 2.
2. The teacher candidate receiving a “B” has a mean score of 3.01 to 3.25 on all indicators; no standards rated below 2.
3. The teacher candidate receiving a “C” has a mean score of 2.75 to 3.0 on all indicators; no standards rated below 2.
4. The teacher candidate receiving a “D” has a mean score of 2.74 to 2.99 or has one or more standards rated below 2 but NO standards rated as 1. Candidates receiving a “D” are not eligible for state licensure. Any candidate’s opportunity to repeat student teaching/residency will be decided by the University Supervisor in consultation with the CEPAC.

Note: If a teacher candidate does not receive a minimum rating of 2 on all ten standards of the STOT, the candidate shall receive a grade of Incomplete (I), D, or F for Student Teaching/Residency after discussion with the facilitating/cooperating teacher(s). **For more information, review the policies set forth in the School of Education [Practicum Manual](#).**

Category	Criteria Used		Grade Recommendation
Exceeds Standards	Overall Average of 3.26 - 4	No standards below 2	A
Exceeds Standards	Overall Average of 3.01 - 3.25	No standards below 2	B
Meets Standards	Overall Average of 2.75 – 3.0	No standards below 2	C
Below Standard	Overall Average of 2.74 – 2.99	One or more standards below 2 or not scored	D
Unsatisfactory	Overall Average of 1.98 or lower		F

Teacher Candidate STOT Self-Summative Administration

Purpose/Scope:

This assessment is designed for the Teacher Candidate to self-assess their classroom performance by the end of the student teaching/residency experience based on WVPTS and InTASC Standards. It also serves as a guide for developing the required knowledge and performance criteria throughout the student teaching/residency experience.

Formative Development:

Implementation of the STOT assures that the University Supervisor(s) and Cooperating/Mentor Teacher(s) assess the Teacher Candidate throughout the field or student teaching/residency placements using the same criteria. Teacher Candidates 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 to meet or exceed each standard. To be recommended for West Virginia state licensure, you should strive to meet or exceed “Proficient” in each of the area identified within the STOT instrument. The specific criteria for recommendation by the EPP at Shepherd are highlighted for you below.

UNIVERSITY SUPERVISOR / CONTENT AREA SUPERVISOR / TEACHER CANDIDATE SELF-SUMMATIVE
STUDENT TEACHING / RESIDENCY
FINAL Minimum Ratings in BLUE

ND Common Metrics-Student Teacher Observation Tool (STOT)

Teacher Candidate	Semester	Week	Subject/Grade Taught
School & Town	Cooperating Teacher		University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional.
**An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" performance, partial success at rating of "4"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" performance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating "3" performance, partial success at rating of "4"	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	In addition to rating "2" performance, partial success at rating of "3"	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of "2"	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for	communicates standards of conduct that are clear		communicates clear standards of conduct		communicates standards of conduct that may not be		has minimal standards of conduct in place	

appropriate student behavior	and effective				clear			
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3" performance, partial success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners'	flexibly designs learning experiences that integrate culturally relevant content		designs learning experiences that integrate culturally		demonstrates basic knowledge and/or ability to design learning		demonstrates minimal knowledge of learners' cultural backgrounds and	

background knowledge	to build on learners' cultural backgrounds and experiences		relevant content to build on learners' cultural backgrounds and experiences		experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

InTASC Standard 5	Distinguishing (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "4"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "2" performance, partial success at rating of "3"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating "3" performance, partial success at rating of "4"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "2" performance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of "2"	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists	In addition to rating "3"	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating "2"	develops cordial relationships with colleagues; attempts to improve student performance	With assistance,	develops relationships with colleagues that are characterized by negativity or combativeness	

	that benefit the teacher and student performance							
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

FIELD PLACEMENTS (Prior to Student Teaching/Residency)
FINAL Minimum Ratings in RED

TASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
The teacher candidate...									
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students		
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge		
*The overall rating will be calculated as an average of the ratings for this standard.									*Rating
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.									

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" performance	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" performance,	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	

Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								
InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	"4" In addition to rating "3" performance, partial success at rating of	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	"3" In addition to rating "2" performance, partial success at rating of	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of "2"	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	

Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

**The overall rating will be calculated as an average of the ratings for this standard.*

***Rating**

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3" performance, partial success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating

**The overall rating will be calculated as an average of the ratings for this standard.*

***Rating**

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "4"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "2" performance, partial success at rating of "3"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating "3" performance, partial success at rating of "4"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "2" performance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of "2"	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating "3" performance, partial success at rating of "4"	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating "2" performance, partial success at rating of "3"	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of "2"	develops relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	n/a
*The overall rating will be calculated as an average of the ratings for this standard.								
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

Overall Score: _____

Category	Criteria Used	Grade Recommendation
Exceeds Standards	Overall Average of 2 - 4	A
Exceeds Standards	Overall Average of 1.5 – 1.99	B
Meets Standards	Overall Average of 1 – 1.49	C
Approaches Standards	Overall Average of .5 - .99	D
Unsatisfactory	Overall Average of .49 or lower	F



[Amended] Skills of Teaching Observation Tool [STOT] Field Experience / Practicum Evaluation For COOPERATING/MENTOR TEACHERS

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.				

	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.				

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!