

ND Common Metrics-Student Teacher Observation Tool (STOT)

Carson Black

Teacher Candidate

Fall 2017

Semester

3rd Grade

Subject/Grade Taught

Bishop Ryan Catholic School-Minot

School & Town

Jessica Rush

Cooperating Teacher

Tanya Steckler

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
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.								
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.								
								*Rating

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs</p> <p>Exhibits fairness and belief that all students can learn</p>	<p><i>The teacher candidate...</i></p> <p>anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds</p>	<p>In addition to rating "3" performance, partial success at rating of "4"</p>	<p>demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance</p>	<p>In addition to rating "2" performance, partial success at rating of "3"</p>	<p>demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs</p>	<p>With assistance, partial success at rating of "2"</p>	<p>demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs</p>	
	<p>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</p>	<p>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</p>	<p>communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners</p>	<p>communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners</p>				
<p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p>								
<p>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.</p>								

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”			In addition to rating “2” performance, partial success at rating of “3”			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	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			models safety and respect to encourage a positive classroom learning community			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	develops a learning environment that is consistently engaging for most students			attempts to develop a learning environment that is engaging for most students			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>									
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.									
								*Rating	