**Standard 1 - Plan for Student Teacher Observation Tool (STOT)**

**1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)1 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.**

**Relationship to the Standard**

As part of the North Dakota Common Metric Project, representatives from the twelve constituent institutions of the North Dakota Association of Colleges for Teacher Education (NDACTE) recently developed the Student Teacher Observation Tool (STOT), a new instrument for assessing the performance of student teachers during the clinical experience. The assessment is aligned with [Interstate Teacher Assessment and Support Consortium] InTASC standards, meets CAEP sufficiency level expectations, and went through the process of being piloted, analyzed, and revised and is now being used for the benefit of student teachers and program improvement.

**Description of the Evidence Collection**

The EPP will implement the following initiatives to meet standard 1.1:

* Beginning fall 2018 the EPP began an investigation to review existing evaluation tools of candidates during early field experiences and the student teaching experiences. The EPP changed the final student teaching evaluation in spring 2018 to the West Virginia Evaluation Rubrics for Teachers (WVERT). In 2012, the WV legislature approved House Bill 4236 requiring the implementation of a statewide teacher evaluation system that includes student learning as an indicator among extensive measures of educator performance. The WV Board of Education created the WVERT and fully implemented in all 55 West Virginia counties beginning school year 2013-2014. The WVERT is aligned to WVPTS and InTASC. The EPP elected to use the WVERT as the final student teaching assessment during fall 2017.
* During the semesters of spring 2018 and fall 2018, the EPP participated in webinars showcasing the STOT. Following this, the EPP decided to pilot the STOT with ten student teachers during the spring 2019 semester. Also during the spring 2019 semester the Concord Teacher Educator Council met and reviewed the requirements of early field experiences and student teaching and examined the STOT as a possible e evaluation tool for these clinical.
* EPP faculty and University Supervisors participated in online training on the use of the STOT provided by the NDACTE.
* At the end of the spring 2019 semester, the Coordinator of Clinical Experiences reviewed the pilot study of the STOT. University supervisors supported the use of STOT as an improved evaluation tool. The pilot group of student teachers reported a positive response to the STOT as an evaluation tool providing supportive feedback.
* Beginning fall 2019 the STOT will be used for all student teachers. Additionally, a pilot of versions of the STOT to assess early field candidates will begin fall 2019.
* During the fall 2019 and spring 2020 semesters, the EPP will continue to gather data on the use of STOT for CAEP Standard 1.

**Timeline**

|  |  |
| --- | --- |
| **Academic Semester** | **Actions** |
| Fall 2018 | * Evaluation of current student teacher evaluation instrument.
* Reviewing and researching possible options
* Selection of STOT for stakeholder evaluation in spring 2019
 |
| Spring 2019 | * Meeting of EPP and C-TEC to review STOT
* Decision to pilot STOT with 10 student teachers.
* EPP and University Supervisor online training of use of STOT.
* Collection of data form University Supervisors and stakeholders
 |
| Fall 2019 | * Full implementation of STOT by University Supervisors of student teachers.
* Pilot of STOT for Level I, II, III, and IV field experiences.
 |

**Resources**

The following resources will be required in order to utilize the STOT:

:

*Financial*

* The STOT is a proprietary instrument that is available for use by EPPs at no charge.

*Human*

* EPP faculty
* University Supervisors

**Data Quality**

The STOT is a valid and reliable measure (rubric) of teacher candidate knowledge, skills and professional responsibilities.. Each item in the STOT was designed to correspond to one of the ten InTASC standards, each of which belonging to one of four fundamental areas of knowledge the learner and learning; content; instructional practice; and professional responsibility.: The data includes “scaled choices which are qualitatively defined using specific criteria” (CAEP, 2017) and aligned with Concord’s Conceptual Framework, InTASC Standards, and CAEP standards.. Co-selection of the STOT was completed with EPP and C-TEC. All data will be reviewed mutually with the team for possible program changes.