

Student Teacher Observation Tool (STOT) Level III

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Document Type: Assessment


Student Teacher Observation Tool (STOT)

Purpose

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.

Clinical Experience Level III requires the teacher candidate to complete 45-hours in the classroom setting. The following must be completed during Clinical Experience Level III. Candidates are required to note each activity in their time-log entries.

- Assist teacher
 - Co-teaching if planned in advance
- Participate in classroom activities
 - Monitor
 - Facilitate
 - Assist individual students
 - Work with small groups of students
- Create three detailed lesson plans using:
 - behavioral objectives
 - WVTPA lesson plan format
- Teach three in-depth lessons
 - Use instructional models other than direct instruction; provide rationale for choice
 - Select Bloom's verbs for objectives
 - 30-60 minutes each
 - Whole group instruction
 - Engaging activities
 - Differentiated instruction
- Clinical II or Clinical III
 - Attend at least one of the following
 - Parent conference
 - SAT or IEP or 504 meeting
 - Attend one county board of education meeting

Attachments  [Clinical_Experience_STOT_Block__Student_Teaching.pdf](#),
 [Early_Clinical_Experience_Expectations__Guidelines__Fall_2022_.pdf](#)

Assessor

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.

Please be advised, at this clinical experience level, not all standards/rubric items may be applicable. Ratings of N/A, emergency-proficient, proficient, proficient-distinguished & distinguished are to be expected. If a rating of underdeveloped, underdeveloped-emerging or emerging is given, please include comments for improvement.

STANDARD 1: LEARNING DEVELOPMENT

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Supports student learning through developmentally appropriate instruction (1.000, 50.0%) INTASC-2013.1	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 (1.000, 50.0%) INTASC-2013.1	accesses student readiness for learning and expands on individual students' prior knowledge	In addition to rating "3" performance, partial success at rating of "4"	accounts for individual differences in students' prior knowledge and readiness for learning	In addition to rating "2" performance, partial success at rating of "3"	addresses students' prior knowledge as a class, but individual differences are not considered	With assistance, partial success at rating of "2"	does not account for differences in students' prior knowledge

STANDARD 2: LEARNING DIFFERENCES

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Uses knowledge of students' socioeconomic cultural and ethnic differences to meet learning needs (1.000, 50.0%) INTASC-2013.2	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 (1.000, 50.0%) INTASC-2013.2	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	In addition to rating "3" performance, partial success at rating of "4"	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	In addition to rating "2" performance, partial success at rating of "3"	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "2"	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

STANDARD 3: LEARNING ENVIRONMENTS

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Creates a safe and respectful environment for learners (1.000, 20.0%) INTASC-2013.3	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 (1.000, 20.0%) INTASC-2013.3	develops a highly engaging learning environment, taking into account student differences and learning needs	In addition to rating "3" performance, partial success at rating of "4"	develops a learning environment that is consistently engaging for most students	In addition to rating "2" performance, partial success at rating of "3"	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of "2"	needs assistance in developing a learning environment that is engaging for most students
Clearly communicates expectations for appropriate student behavior (1.000, 20.0%) INTASC-2013.3	communicates standards of conduct that are clear and effective	In addition to rating "3" performance, partial success at rating of "4"	communicates clear standards of conduct	In addition to rating "2" performance, partial success at rating of "3"	communicates standards of conduct that may not be clear	With assistance, partial success at rating of "2"	has minimal standards of conduct in place
Responds appropriately to student behavior (1.000, 20.0%) INTASC-2013.3	teacher candidate monitors student behavior and responds appropriately on a consistent basis	In addition to rating "3" performance, partial success at rating of "4"	the teacher candidate monitors and responds to student behavior effectively	In addition to rating "2" performance, partial success at rating of "3"	the teacher candidate inconsistently monitors and responds to student behavior	With assistance, partial success at rating of "2"	the teacher candidate needs assistance with monitoring student behavior or in responding consistently
Guides learners in using technologies in appropriate, safe, and effective ways (1.000, 20.0%) INTASC-2013.3	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	In addition to rating "3" performance, partial success at rating of "4"	uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	In addition to rating "2" performance, partial success at rating of "3"	attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	With assistance, partial success at rating of "2"	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively

STANDARD 4: CONTENT KNOWLEDGE

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Effectively teaches subject matter (1.000, 33.3%) INTASC-2013.4	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 (1.000, 33.3%) INTASC-2013.4	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	In addition to rating "3" performance, partial success at rating of "4"	applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	In addition to rating "2" performance, partial success at rating of "3"	attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content	With assistance, partial success at rating of "2"	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	In addition to rating "3" performance, partial success at rating of "4"	designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating "2" performance, partial success at rating of "3"	demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on	With assistance, partial success at rating of "2"	demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning

(1.000, 33.3%) INTASC-2013.4	backgrounds and experiences				learners' cultural backgrounds and experiences		experiences that build on learners' cultural backgrounds
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STANDARD 5: APPLICATIONS OF CONTENT

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Connects core content to relevant, real-life experiences and learning tasks (1.000, 25.0%) INTASC-2013.5	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 (1.000, 25.0%) INTASC-2013.5	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	In addition to rating "3" performance, partial success at rating of "4"	designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections	In addition to rating "2" performance, partial success at rating of "3"	designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed	With assistance, partial success at rating of "2"	designs activities related to subject matter but does so from a singular perspective and discipline
Accesses content resources to build global awareness (1.000, 25.0%) INTASC-2013.5	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating "3" performance, partial success at rating of "4"	uses content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating "2" performance, partial success at rating of "3"	accesses some content resources, including technologies, to build student awareness of local and global issues	With assistance, partial success at rating of "2"	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 (1.000, 25.0%) INTASC-2013.5	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content	In addition to rating "3" performance, partial success at rating of "4"	engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content	In addition to rating "2" performance, partial success at rating of "3"	engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content	With assistance, partial success at rating of "2"	instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content

STANDARD 6: ASSESSMENT

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Uses multiple methods of assessment (1.000, 25.0%) INTASC-2013.6	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 (1.000, 25.0%) INTASC-2013.6	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work	In addition to rating "3" performance, partial success at rating of "4"	provides effective feedback to learners that aids in the improvement of the quality of their work	In addition to rating "2" performance, partial success at rating of "3"	feedback provided to learners is actionable but does not necessarily improve the quality of the work	With assistance, partial success at rating of "2"	feedback provided to students is not actionable
Uses appropriate data sources to identify student learning needs (1.000, 25.0%) INTASC-2013.6	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	In addition to rating "3" performance, partial success at rating of "4"	documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs	In addition to rating "2" performance, partial success at rating of "3"	uses assessment data to guide planning and identify student learning needs	With assistance, partial success at rating of "2"	uses assessments solely to determine a grade
Engages students in self-assessment strategies (1.000, 25.0%) INTASC-2013.6	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals	In addition to rating "3" performance, partial success at rating of "4"	engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment	In addition to rating "2" performance, partial success at rating of "3"	engages learners in understanding and identifying quality work	With assistance, partial success at rating of "2"	learners are not engaged in understanding and identifying quality work

STANDARD 7: PLANNING FOR INSTRUCTION

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Connects lesson goals with school curriculum and state standards (1.000, 25.0%) INTASC-2013.7	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 (1.000, 25.0%) INTASC-2013.7	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	In addition to rating "3" performance, partial success at rating of "4"	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	In addition to rating "2" performance, partial success at rating of "3"	pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	With assistance, partial success at rating of "2"	pre-assessment and/or formative assessment data are not utilized to inform planning
Adjusts instructional plans to meet students' needs (1.000, 25.0%) INTASC-2013.7	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	In addition to rating "3" performance, partial success at rating of "4"	uses information gained from assessment findings to customize instructional plans to meet students' needs	In addition to rating "2" performance, partial success at rating of "3"	uses assessment findings to modify instructional plans to meet students' needs	With assistance, partial success at rating of "2"	plans are not adjusted to meet student learning differences or needs
Collaboratively designs instruction	proactively addresses student learning needs through	In addition to rating "3" performance,	plans with the cooperating teacher and/or specialists to	In addition to rating "2" performance,	plans with the cooperating teacher, other teachers, or	With assistance, partial success at rating of "2"	plans instruction individually

(1.000, 25.0%) INTASC-2013.7	ongoing collaboration with the cooperating teacher, other teachers, and/or specialists	partial success at rating of "4"	design instruction that addresses and supports individual student learning	partial success at rating of "3"	specialists but is confined to exchanging information		
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STANDARD 8: INSTRUCTIONAL STRATEGIES

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Varies instructional strategies to engage learners (1.000, 25.0%) INTASC-2013.8	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 (1.000, 25.0%) INTASC-2013.8	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	In addition to rating "3" performance, partial success at rating of "4"	uses technology effectively to enhance instruction	In addition to rating "2" performance, partial success at rating of "3"	uses limited instructional strategies that involve technology	With assistance, partial success at rating of "2"	identifies instructional strategies without involving technology
Differentiates instruction for a variety of learning needs (1.000, 25.0%) INTASC-2013.8	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	In addition to rating "3" performance, partial success at rating of "4"	varies instruction for individuals or small groups to create learning experiences that are well matched to student needs	In addition to rating "2" performance, partial success at rating of "3"	varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs	With assistance, partial success at rating of "2"	teaches individual or small group learning experiences without differentiating instruction
Instructional practices reflect effective communication skills (1.000, 25.0%) INTASC-2013.8	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	In addition to rating "3" performance, partial success at rating of "4"	listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating "2" performance, partial success at rating of "3"	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	With assistance, partial success at rating of "2"	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

STANDARD 9: PROFESSIONAL LEARNING & ETHICAL PRACTICE

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Uses feedback to improve teaching effectiveness (1.000, 25.0%) INTASC-2013.9	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 (1.000, 25.0%) INTASC-2013.9	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice	In addition to rating "3" performance, partial success at rating of "4"	reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved	In addition to rating "2" performance, partial success at rating of "3"	reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction	With assistance, partial success at rating of "2"	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 (1.000, 25.0%) INTASC-2013.9	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities	In addition to rating "3" performance, partial success at rating of "4"	acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities	In addition to rating "2" performance, partial success at rating of "3"	acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	With assistance, partial success at rating of "2"	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 (1.000, 25.0%) INTASC-2013.9	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community	In addition to rating "3" performance, partial success at rating of "4"	participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects	In addition to rating "2" performance, partial success at rating of "3"	participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects	With assistance, partial success at rating of "2"	purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects

STANDARD 10: LEADERSHIP & COLLABORATION

	Distinguished (4.000 pts)	Distinguished-Proficient (3.500 pts)	Proficient (3.000 pts)	Proficient-Emerging (2.500 pts)	Emerging (2.000 pts)	Emerging-Underdeveloped (1.500 pts)	Underdeveloped (1.000 pt)
Collaborates with colleagues to improve student performance (1.000, 50.0%) INTASC-2013.10	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 to improve student performance (1.000, 50.0%) INTASC-2013.10	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	In addition to rating "3" performance, partial success at rating of "4"	collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms	In addition to rating "2" performance, partial success at rating of "3"	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	With assistance, partial success at rating of "2"	makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication

Overall Rating of Candidate Performance

	Exceeds (3.000 pts)	Meets (2.000 pts)	Falls Below Expectations (1.000 pt)
Overall Rating of Candidate Performance (1.000, 100.0%)	Candidates performance in clinical experience exceeds expectations.	Candidates performance in clinical experience meets expectations at this clinical level.	Candidates performance in clinical experience does not meet expectations at this clinical level. If this rating is selected, please provide feedback in the comment section.

Clinical Experience Tasks

	Yes (1.000 pt)	No (0.000 pt)
Candidate created 3 lesson plans using behavioral objectives and WVTPA lesson plan format (1.000, 14.3%)		
Candidate taught 3 lessons utilizing the following: 1) Differentiated Instruction, 2) engaging activities, 3) instructional models other than direct instruction, 4) selected Bloom's for objectives and 5) whole group instruction (30-60 minutes each) (1.000, 14.3%)		
Candidate attended a BOE meeting (1.000, 14.3%)		
Candidate participated in a parent conference, SAT, IEP or 504 meeting (1.000, 14.3%)		
Candidate participated in classroom activities (monitor, facilitate, assist individual students, work with small groups of students) (1.000, 14.3%)		
Candidate was active in their clinical experience through the following: student engagement, teacher engagement, group work, pacing, technology utilization, differentiation (1.000, 14.3%)		
Candidate assisted the mentor teacher, and utilized co-teaching if planned in advance (1.000, 14.3%)		

Standards

- INTASC-2013.1** Learner Development. The teacher understands how learners grow 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-2013.10** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- INTASC-2013.2** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- INTASC-2013.3** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- INTASC-2013.4** 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 the discipline accessible and meaningful for learners to assure mastery of the content.
- INTASC-2013.5** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- INTASC-2013.6** 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 teacher's and learner's decision making.
- INTASC-2013.7** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INTASC-2013.8** 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-2013.9** 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, other professionals, and the community), and adapts practice to meet the needs of each learner.