

Data Tool Document Skills of Teaching Observation Tool

Data Items: Skills of Teaching Observation Tool (STOT) from Student Teaching

Timeframe Completed: Final STOT rubric is completed as a self-assessment by TC and also by MT and US at the end of the semester of student teaching

Assessor: TC, US, MT for each placement

Actionable: ratings are all provided to TCs in SLL; feedback and mentoring provided by US and MT, Final level goal setting activity

Data Available: USs rubric scores, TC self-assessment scores, MT rubric scores;

Standards Measured:

Line 1: Implements developmentally appropriate strategies, INTASC 1, CAEP 1.1, 3.3

Line 2: Accounts for Prior Knowledge, INTASC 1, CAEP 1.1, 3.3

Line 3: Understanding of Learner Differences, INTASC 2, CAEP 1.1, 3.3

Line 4: Fairness and Belief all Children can Learn, INTASC 2, CAEP 1.3, 3.3

Line 5: Respectful environment, INTASC 3, CAEP 1.3, 3.3

Line 6: Promotes student engagement, INTASC 3 CAEP 1.1, 3.3

Line 7: Communicates expectations. INTASC 3, CAEP 1.1, 3.3

Line 8: Responds appropriately to student behavior, INTASC 3, CAEP 1.1, 3.3

Line 9: Guides learners in using technology, INTASC 3 CAEP 1.1, 3.3

Line 10: Understands Content, INTASC 4, CAEP 1.2, 3.3

Line 11: Meaningful learning experiences, INTASC 4, CAEP 1.2, 3.3

Line 12: Integrates culturally relevant content; INTASC 4, CAEP 1.2, 3.3

Line 13: Differing Perspectives; INTASC 5, CAEP 1.2, 3.3

Line 14: Variety of Perspectives: INTASC 5, CAEP 1.2, 3.3

Line 15: Global Awareness, INTASC 5; CAEP 1.2, 3.3

Line 16: Innovative thinking: INTASC 5, CAEP 1.2, 3.3

Line 17: Multiple methods of assessment, INTASC 6 CAEP 1.3, 3.3

Line 18: Meaningful feedback: INTASC 6 CAEP 1.3, 3.3

Line 19: Identify learning needs, INTASC 6 CAEP 1.3; 3.3

Line 20: Students in self-assessment strategies, INTASC 6, CAEP 1.3, 3.3

Line 21: planning supports all learners; INTASC 7, CAEP 1.3, 3.3

Line 22: Data informs instruction: INTASC 7, CAEP 1.3, 3.3

Line 23: Adjusts plans: INTASC 7, CAEP 1.3, 3.3

Line 24: collaboratively designs instruction, INTASC 7, CAEP 1.3, 3.3

Line 25: Variety of instructional strategies, INTASC 8, CAEP 1.3, 3.3

Line 26: Uses technology to enhance instruction, INTASC 8, CAEP 1.3, 3.3

Line 27: Differentiates instruction, INTASC 8, CAEP 1.3, 3.3

Line 28: Uses effective communication, INTASC 8, CAEP 1.3, 3.3

Line 29: Ongoing professional learning, INTASC 9, CAEP 1.4, 3.3

Line 30: Uses elf-reflection to improve, INTASC 9, CAEP 1.4, 3.3

Line 31: Upholds legal responsibilities, INTASC 9, CAEP 1.4, 3.3

Line 32: Commitment to the profession, INTASC 9, CAEP 1.4, 3.3

Line 33: Collaborates with colleagues, INTASC 10, CAEP 1.4, 3.3

Line 34: Collaborates with parents/advocates to improve student performance (INTASC 10, CAEP 1.4, 3.3

Benchmark: TEU Aggregate percent proficient

Target: 80% proficiency on each item on STOT if n>5

Data Analysis:

*Trend line, TLP aggregated, four years of data by INTASC Standard, average scores

*Table, Percent proficient disaggregated by program if n>5, one year of data by CAEP Standard

*Table, Percent proficient, disaggregated by race/ethnicity, one year of data by CAEP Standard

Data Interpretation:

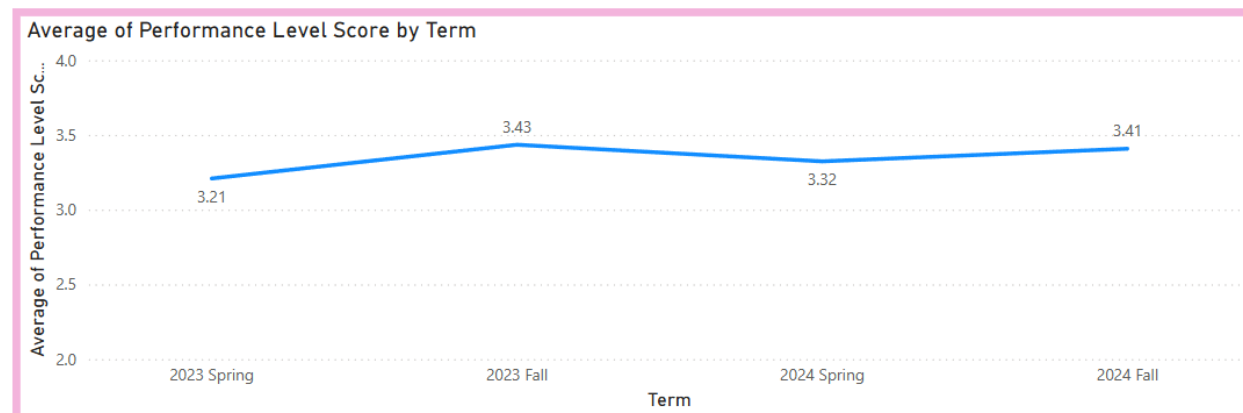
The STOT assesses teacher candidates in their final student teaching placement in relation to all ten INTASC Standards. We did switch to a new placement management software system and that change makes data prior to Spring 2023 hard to access. Overall, scores on the STOT in student teaching remain relatively stable. Standard 9 (Professionalism and Reflection) is a strength for our student teachers – the most recent average on these items is a 3.50. Standard 5 and 6 are the two lowest rated standards, with average scores at 3.22 and 3.28 for the most recent assessment.

Program disaggregation indicates that all programs meet the target of 80% proficiency when data is combined into CAEP Standards 1.1, 1.2, 1.3, and 1.4.

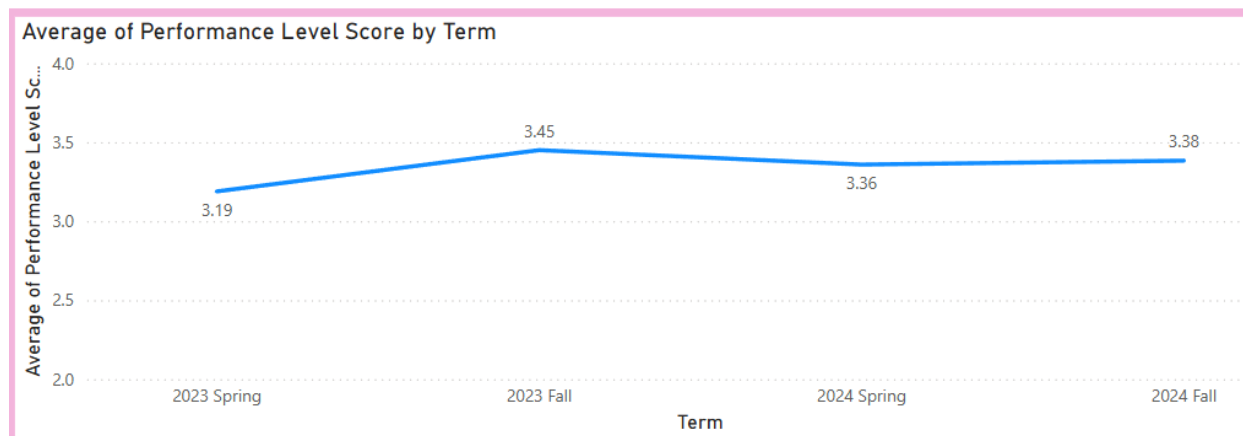
When data is disaggregated by race/ethnicity, there are no obvious discrepancies. The historically marginalized community members have higher proficiency rates than the non-HMC group. This is particularly striking in the Learner and Learning category, where HMC proficiency is 99%, while non-HMC proficiency is 66%.

TLP aggregated data Spring 2023 – Fall 2024

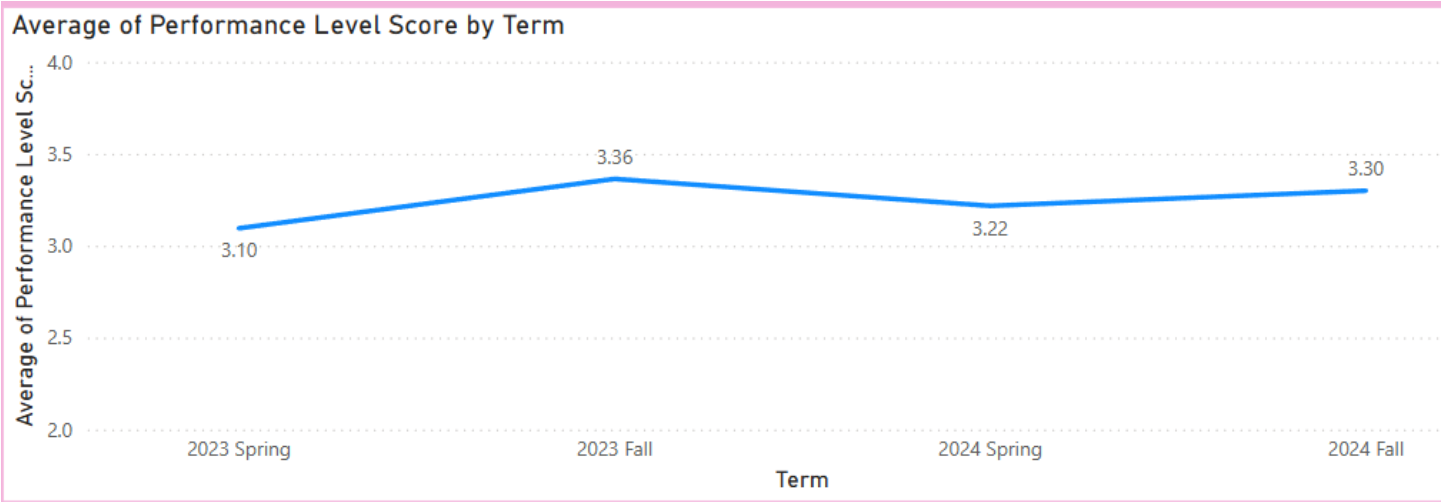
INTASC Standard 1/2



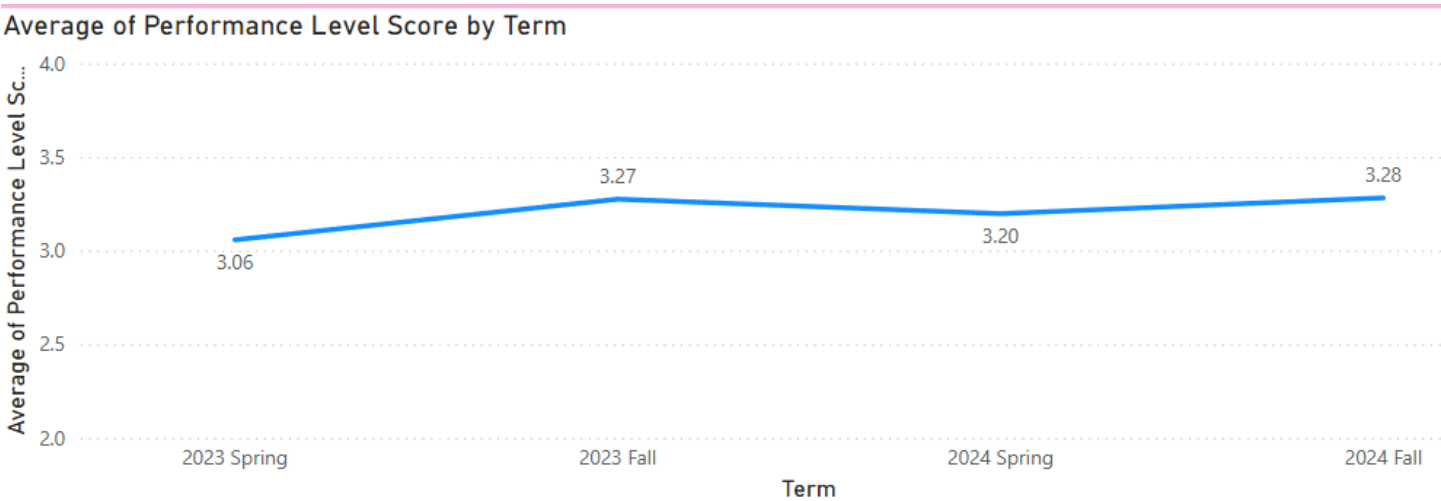
INTASC Standard 3



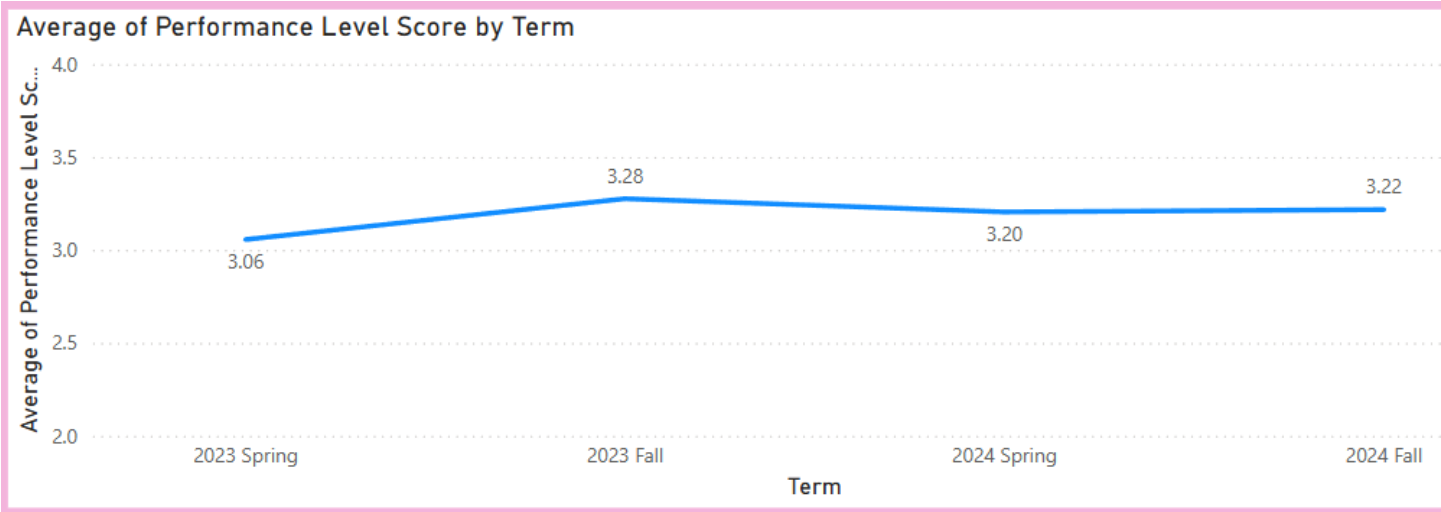
INTASC Standard 4



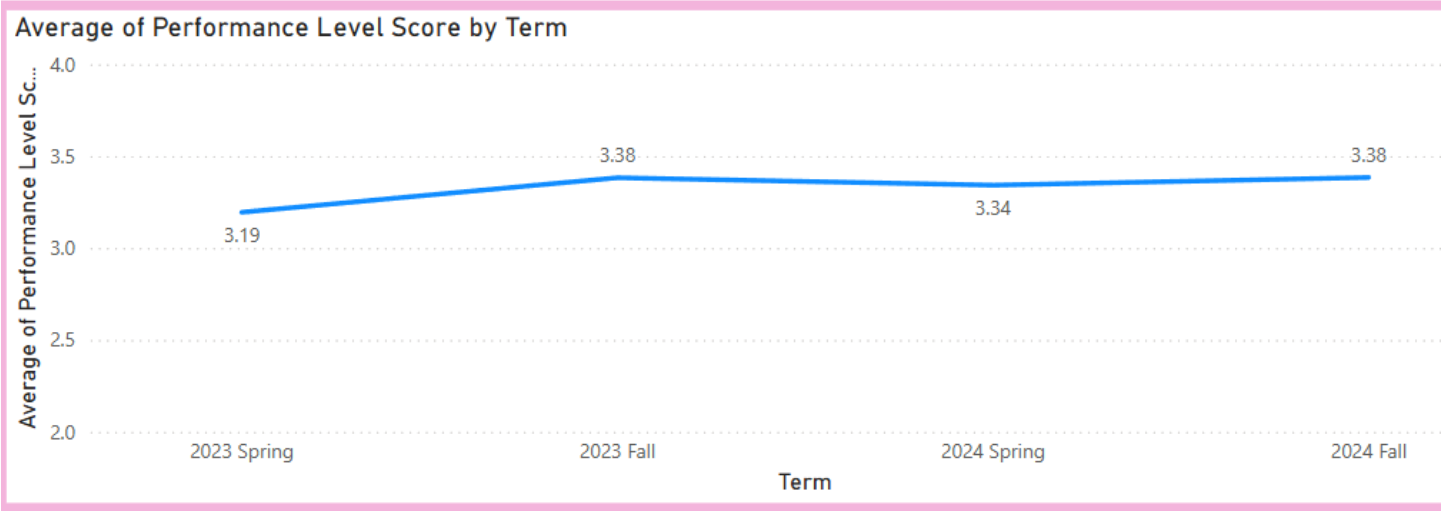
INTASC Standard 5



INTASC Standard 6

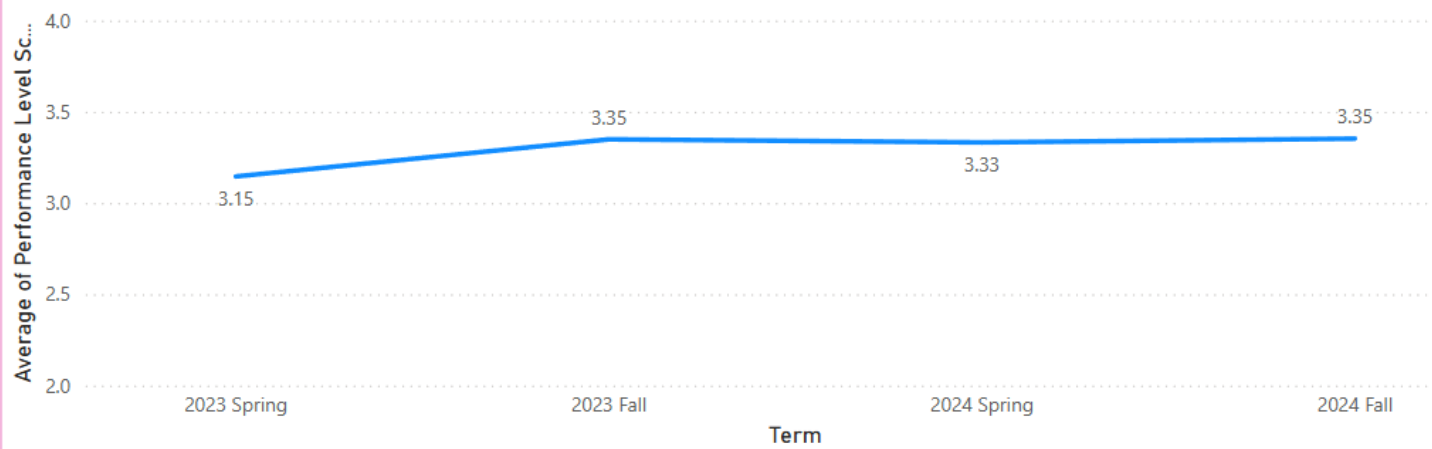


INTASC Standard 7



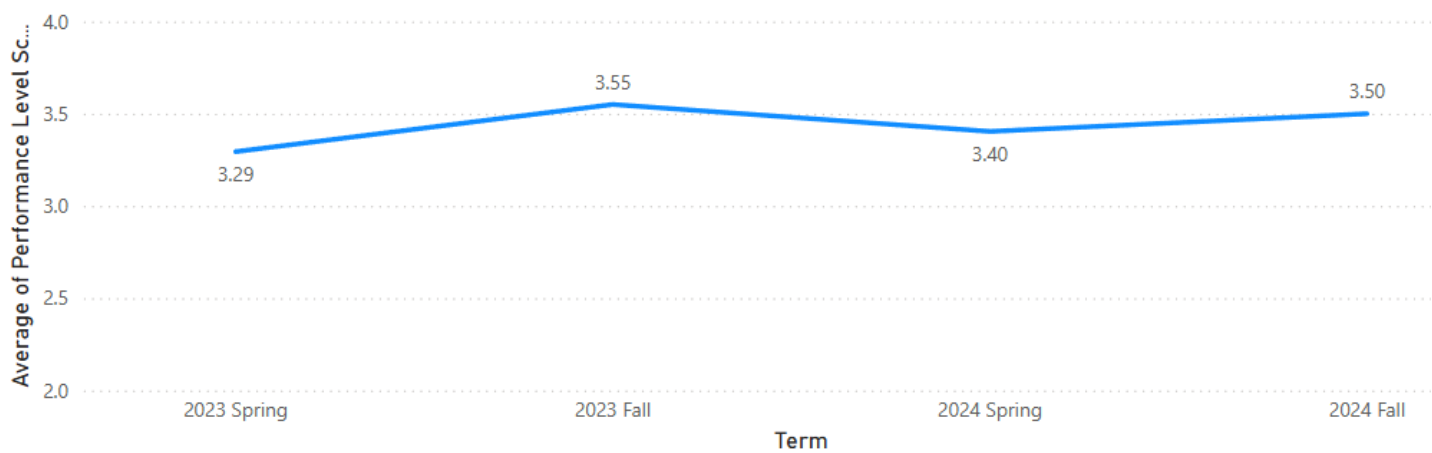
INTASC Standard 8

Average of Performance Level Score by Term



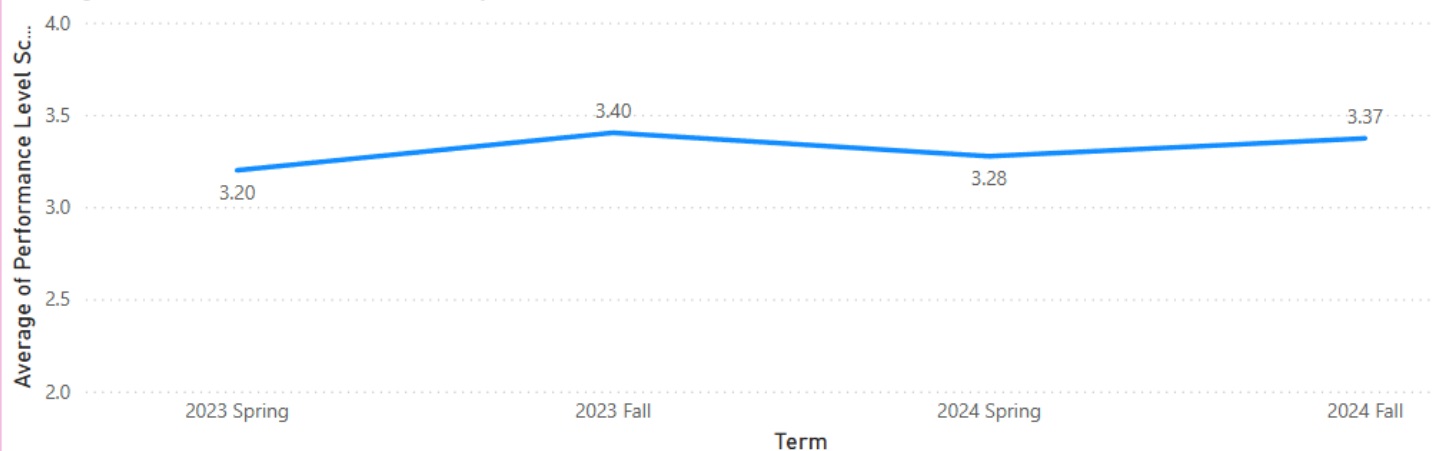
INTASC Standard 9

Average of Performance Level Score by Term



INTASC Standard 10

Average of Performance Level Score by Term



TLP disaggregated by program if n>5, percent proficient, 2023-2024, by CAEP Standard

Early Childhood, CAEP Standard 1.1 The Learner and Learning, (n=7)

%GT Count of Performance Level Description	Performance Level Description
0.96%	1.5
4.81%	2.5
37.50%	3 Proficient
43.27%	3.5
13.46%	4 Distinguished
100.00%	

Elementary Education, CAEP Standard 1.1 The Learner and Learning, (n=21)

Count of Performance Level Description	Performance Level Description
0.46%	1 Underdeveloped
0.93%	1.5
0.46%	2 Emerging
8.80%	2.5
40.28%	3 Proficient
37.50%	3.5
11.57%	4 Distinguished
100.00%	

Health and Physical Education, CAEP Standard 1.1 The Learner and Learning, (n=21)

Count of Performance Level Description	Performance Level Description
3.75%	2 Emerging
8.75%	2.5
46.25%	3 Proficient
26.25%	3.5
15.00%	4 Distinguished
100.00%	

Special Education, CAEP Standard 1.1 The Learner and Learning, (n=25)

Count of Performance Level Description	Performance Level Description
0.44%	2 Emerging
0.44%	2.5
16.23%	3 Proficient
38.16%	3.5
44.74%	4 Distinguished
100.00%	

Early Childhood, CAEP Standard 1.2 Content, (n=7)

Count of Performance Level Description	Performance Level Description
1.10%	2 Emerging
3.85%	2.5
50.00%	3 Proficient
41.76%	3.5
3.30%	4 Distinguished
100.00%	

Elementary Education, CAEP Standard 1.2 Content, (n=21)

Count of Performance Level Description	Performance Level Description
0.53%	1.5
2.38%	2 Emerging
8.73%	2.5
51.06%	3 Proficient
31.22%	3.5
6.08%	4 Distinguished
100.00%	

Health and Physical Education, CAEP Standard 1.2 Content, (n=5)

Count of Performance Level Description	Performance Level Description
8.57%	2 Emerging
11.43%	2.5
47.14%	3 Proficient
20.71%	3.5
12.14%	4 Distinguished
100.00%	

Special Education, CAEP Standard 1.2 Content, (n=25)

Count of Performance Level Description	Performance Level Description
0.25%	1 Underdeveloped
0.25%	1.5
0.50%	2 Emerging
1.00%	2.5
27.07%	3 Proficient
36.34%	3.5
34.59%	4 Distinguished
100.00%	

Early Childhood, CAEP Standard 1.3 Instructional Practice, (n=7)

Count of Performance Level Description	Performance Level Description
1.54%	2 Emerging
2.69%	2.5
50.00%	3 Proficient
39.23%	3.5
6.54%	4 Distinguished
100.00%	

Elementary Education, CAEP Standard 1.3 Instructional Practice, (n=21)

Count of Performance Level Description	Performance Level Description
0.93%	1 Underdeveloped
0.37%	1.5
1.48%	2 Emerging
8.70%	2.5
45.19%	3 Proficient
32.59%	3.5
10.74%	4 Distinguished
100.00%	

Health and Physical Education, CAEP Standard 1.3 Instructional Practice, (n=5)

Count of Performance Level Description	Performance Level Description
4.00%	2 Emerging
5.00%	2.5
57.00%	3 Proficient
19.50%	3.5
14.50%	4 Distinguished
100.00%	

Special Education, CAEP Standard 1.3 Instructional Practice, (n=25)

Count of Performance Level Description	Performance Level Description
0.35%	1 Underdeveloped
0.88%	2 Emerging
0.53%	2.5
22.98%	3 Proficient
38.25%	3.5
37.02%	4 Distinguished
100.00%	

Early Childhood, CAEP Standard 1.4 Professional Responsibility, (n=7)

Count of Performance Level Description	Performance Level Description
2.56%	2 Emerging
1.92%	2.5
37.18%	3 Proficient
42.95%	3.5
15.38%	4 Distinguished
100.00%	

Elementary Education, CAEP Standard 1.4 Professional Responsibility, (n=21)

Count of Performance Level Description	Performance Level Description
0.31%	1 Underdeveloped
1.23%	1.5
1.23%	2 Emerging
3.70%	2.5
47.84%	3 Proficient
25.31%	3.5
20.37%	4 Distinguished
100.00%	

Health and Physical Education, CAEP Standard 1.4 Professional Responsibility, (n=5)

Count of Performance Level Description	Performance Level Description
2.50%	2 Emerging
4.17%	2.5
46.67%	3 Proficient
23.33%	3.5
23.33%	4 Distinguished
100.00%	

Special Education, CAEP Standard 1.4 Professional Responsibility, (n=25)

Count of Performance Level Description	Performance Level Description
0.29%	2 Emerging
0.58%	2.5
13.45%	3 Proficient
26.61%	3.5
59.06%	4 Distinguished
100.00%	

TLP disaggregated by race/ethnicity if n>5, 2023-2024, by CAEP Standard 1.1 The Learner and Learning

Percent Performance HMC (n=10)	Level of Performance	Percent Performance Non-HMC (n=50)	Level of Performance
0%	1 Underdeveloped	0%	1 Underdeveloped
0%	1.5	1%	1.5
0%	2 Emerging	1%	2 Emerging
2%	2.5	5%	2.5
43%	3 Proficient	33%	3 Proficient
34%	3.5	33%	3.5
22%	4 Distinguished	0%	4 Distinguished

TLP disaggregated by race/ethnicity if n>5, 2023-2024, by CAEP Standard 1.2 Content

Percent Performance HMC (n=10)	Level of Performance	Percent Performance Non-HMC (n=50)	Level of Performance
0.0%	1 Underdeveloped	0.1%	1 Underdeveloped
0.0%	1.5	0.3%	1.5
0.0%	2 Emerging	2.8%	2 Emerging
2.7%	2.5	6.2%	2.5

47.8%	3 Proficient	43.2%	3 Proficient
40.7%	3.5	30.5%	3.5
8.8%	4 Distinguished	16.9%	4 Distinguished

TLP disaggregated by race/ethnicity if n>5, 2023-2024, by CAEP Standard 1.3 Instructional Practice

Percent Performance HMC (n=10)	Level of Performance	Percent Performance Non-HMC(n=50)	Level of Performance
0.0%	1 Underdeveloped	0.5%	1 Underdeveloped
0%	1.5	0.1%	1.5
0.0%	2 Emerging	1.9%	2 Emerging
1.0%	2.5	5.3%	2.5
48.1%	3 Proficient	39.4%	3 Proficient
39.4%	3.5	31.5%	3.5
11.5%	4 Distinguished	21.2%	4 Distinguished

TLP disaggregated by race/ethnicity if n>5, 2023-2024, by CAEP Standard 1.4 Professional Responsibility

Percent Performance HMC (n=10)	Level of Performance	Percent Performance Non-HMC (n=50)	Level of Performance
0.0%	1 Underdeveloped	0.1%	1 Underdeveloped
0%	1.5	.5%	1.5
0.0%	2 Emerging	1.5%	2 Emerging
1.9%	2.5	3.2%	2.5
44.2%	3 Proficient	33.1%	3 Proficient
26.9%	3.5	29.0%	3.5
26.9%	4 Distinguished	32.6%	4 Distinguished