Student Teacher Assessment Form (STAF) Evaluations
All Programs

The Student Teacher Assessment Form (STAF) is used to document the program completer's performance at both the midpoint and at the end of the student teaching experience. This form is completed by the clinical faculty member (cooperating teacher) by using the indicators listed below for each item. A check mark is placed in the appropriate descriptor column using the following rating scale:

Student Teacher Assessment Form Rating Scale			
Below Basic (0)	**Basic (1)**	**Proficient (2)**	**Distinguished (3)**
• The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond.	• The teacher candidate appears to understand the requirements but the response is incomplete and or incorrect in some way	• The teacher candidate clearly understands the concepts underlying the component and implements it well.	• The teacher candidate at this level produces exemplary work.

A sample from the STAF form for a physical education student teacher follows. The first four items (A-D in **bold**) reflect InTASC standards and the remaining items are reflective of specialized professional association (SPA) standards related to the major. This pattern is used throughout the document for all teaching majors.

		Descriptors: (0) Below Basic, (1) Basic, (2) Proficient, (3) Distinguished	0	1	2	3
I.		**KNOWLEDGE** (INTASC/COE STANDARDS: 1, 2, 3, 4, 5, 7, 8)	**0**	**1**	**2**	**3**
InTASC	A.	**Demonstrates knowledge of subject matter**				
	B.	**Brings in relevant information/material beyond that in textbooks**				
	C.	**Able to answer student questions**				
	D.	**Seeks current information**				
SPA (PE)	E.	Demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns (NASPE 1.1)				
	F.	Demonstrates personal competence in health-enhancing fitness (NASPE 1.2)				
	G.	Demonstrates performance concepts and tactics related to skillful movement and fitness in a variety of physical activities (NASPE 1.3)				

If a teacher candidate receives low (Below Basic or Basic) scores on the midpoint evaluation, a Professional Development Plan is formulated by the collective effort of the Director of Field Services, the clinical faculty member, the university supervisor, and the teacher candidate.

The tables on the pages that follow contain summary data by academic year for all teacher education program completers.

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Section I: Knowledge

I. Knowledge	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
A. Demonstrates knowledge of subject matter	2012-2013	0	0.00%	4	4.49%	39	43.82%	46	51.69%	0	0.00%	0.6	2.47
	2013-2014	0	0.00%	0	0.00%	34	40.48%	50	59.52%	0	0.00%	0.5	2.6
	2014-2015	0	0.00%	3	5.00%	21	35.00%	36	60.00%	0	0.00%	0.6	2.55
B. Brings in relevant information/material beyond what is in textbook	2012-2013	0	0.00%	4	4.49%	29	32.58%	56	62.92%	0	0.00%	0.6	2.58
	2013-2014	0	0.00%	1	1.19%	33	39.29%	50	59.52%	0	0.00%	0.5	2.5
	2014-2015	0	0.00%	3	5.00%	19	31.67%	38	63.33%	0	0.00%	0.6	2.58
C. Able to answer student questions	2012-2013	0	0.00%	5	5.62%	34	38.20%	49	55.06%	1	1.12%	0.6	2.5
	2013-2014	0	0.00%	0	0.00%	34	40.48%	49	58.33%	1	1.19%	0.5	2.59
	2014-2015	0	0.00%	2	3.33%	19	31.67%	39	65.00%	0	0.00%	0.6	2.62
D. Seeks Current Information	2012-2013	0	0.00%	1	1.12%	31	34.83%	56	62.92%	1	1.12%	0.5	2.63
	2013-2014	0	0.00%	0	0.00%	30	35.71%	53	63.10%	1	1.19%	0.5	2.64
	2014-2015	0	0.00%	0	0.00%	22	36.67%	37	61.67%	1	1.67%	0.5	2.63
	Totals	0	0.00%	23	2.47%	345	37.02%	559	59.98%	5	0.54%	0.55	2.57

Discussion: This portion of the STAF form aligns to InTASC Standard 4, Content Knowledge, and INTASC Standard 5, Application of Content. Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. At the end of the student teaching experience, 97% of teacher candidates have, and can apply, content knowledge to support student learning. These data align to CAEP standard 1.1 which requires that candidates demonstrate an understanding of the InTASC standards.

Section II: Planning and Preparation

II. Planning and Preparation	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
A. Develops appropriate lesson objectives	2012-2013	0	0.00%	2	2.25%	37	41.57%	49	55.06%	1	1.12%	0.5	2.53
	2013-2014	0	0.00%	0	0.00%	25	29.76%	59	70.24%	0	0.00%	0.5	2.7
	2014-2015	0	0.00%	2	3.33%	22	36.67%	36	60.00%	0	0.00%	0.6	2.57

II. Planning and Preparation	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
B. Considers learning styles of students	2012-2013	0	0.00%	2	2.25%	42	47.19%	45	50.56%	0	0.00%	0.5	2.48
	2013-2014	0	0.00%	1	1.19%	32	38.10%	50	59.52%	1	1.19%	0.5	2.59
	2014-2015	0	0.00%	2	3.33%	25	41.67%	33	55.00%	0	0.00%	0.6	2.52
C. Incorporates a variety of instructional strategies	2012-2013	0	0.00%	1	1.12%	37	41.57%	51	57.30%	0	0.00%	0.5	2.56
	2013-2014	0	0.00%	2	2.38%	30	35.71%	52	61.90%	0	0.00%	0.5	2.6
	2014-2015	0	0.00%	4	6.67%	22	36.67%	34	56.67%	0	0.00%	0.6	2.5
D. Plans for a variety of assessment	2012-2013	0	0.00%	0	0.00%	50	56.18%	38	42.70%	1	1.12%	0.5	2.43
	2013-2014	0	0.00%	2	2.38%	42	50.00%	40	47.62%	0	0.00%	0.5	2.45
	2014-2015	0	0.00%	4	6.67%	25	41.67%	31	51.67%	0	0.00%	0.6	2.45
E. Plans instruction to motivate learners	2012-2013	0	0.00%	2	2.25%	38	42.70%	49	55.06%	0	0.00%	0.5	2.53
	2013-2014	0	0.00%	1	1.19%	31	36.90%	52	61.90%	0	0.00%	0.5	2.61
	2014-2015	0	0.00%	2	3.33%	22	36.67%	36	60.00%	0	0.00%	0.6	2.57
F. Plans time, space and materials	2012-2013	0	0.00%	3	3.37%	42	47.19%	43	48.31%	1	1.12%	0.6	2.45
	2013-2014	0	0.00%	0	0.00%	36	42.86%	46	54.76%	2	2.38%	0.5	22.6
	2014-2015	1	1.67%	5	8.33%	18	30.00%	35	58.33%	1	1.67%	0.7	2.47
G. Adapts and modifies lessons for students with special needs	2012-2013	0	0.00%	3	3.37%	43	48.31%	41	46.07%	2	2.25%	0.6	2.44
	2013-2014	0	0.00%	1	1.19%	41	48.81%	42	50.00%	0	0.00%	0.5	2.49
	2014-2015	1	1.67%	3	5.00%	25	41.67%	27	45.00%	4	6.67%	0.7	2.39
	Totals	**0**	**0.00%**	**27**	**2.32%**	**480**	**41.20%**	**655**	**56.22%**	**3**	**0.26%**	**0.55**	**3.47**

Discussion: These items on the STAF form are intended to measure InTASC standards 6, 7, 8 that relate to instructional practice. By the end of student teaching, 97.2% of program completers from DSU are proficient in using effective instructional practice strategies. This requires that completers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. This aligns to CAEP standard 1.1 that requires that candidates demonstrate an understanding of the InTASC standards. Item II. A addresses CAEP standard 1.3, which focuses on completers' ability to apply content and pedagogical knowledge.

Section III: Instruction and Assessment

III. Instruction and Assessment	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
A. Employs instructional strategies based on objectives	2012-2013	0	0.00%	1	1.12%	45	50.56%	43	48.31%	0	0.00%	0.5	2.47
	2013-2014	0	0.00%	0	0.00%	36	42.86%	48	57.14%	0	0.00%	0.5	2.57
	2014-2015	0	0.00%	2	3.33%	23	38.33%	35	58.33%	0	0.00%	0.6	2.55
B. Focuses learners' attention at onset of lesson	2012-2013	0	0.00%	3	3.37%	38	42.70%	48	53.93%	0	0.00%	0.6	2.51
	2013-2014	0	0.00%	4	4.76%	26	30.95%	54	64.29%	0	0.00%	0.6	2.6
	2014-2015	0	0.00%	2	3.33%	24	40.00%	34	56.67%	0	0.00%	0.6	2.53
C. Links instruction to prior learning	2012-2013	0	0.00%	1	1.12%	46	51.69%	42	47.19%	0	0.00%	0.5	2.46
	2013-2014	0	0.00%	0	0.00%	31	36.90%	53	63.10%	0	0.00%	0.5	2.63
	2014-2015	0	0.00%	2	3.33%	23	38.33%	35	58.33%	0	0.00%	0.6	2.55
D. Links instruction to learners' life experiences	2012-2013	0	0.00%	3	3.37%	41	46.07%	45	50.56%	0	0.00%	0.6	2.47
	2013-2014	0	0.00%	1	1.19%	53	63.10%	27	32.14%	3	3.57%	0.5	2.32
	2014-2015	0	0.00%	3	5.00%	20	33.33%	36	60.00%	1	1.67%	0.6	2.56
E. Modifies/adapts instruction based on learners' responses	2012-2013	0	0.00%	4	4.49%	52	58.43%	32	35.96%	1	1.12%	0.6	2.32
	2013-2014	0	0.00%	1	1.19%	53	63.10%	27	32.14%	3	3.57%	0.5	2.32
	2014-2015	0	0.00%	5	8.33%	31	51.67%	22	36.67%	2	3.33%	0.6	2.29
F. Orients learners to examine global ideas and perspectives	2012-2013	0	0.00%	3	3.37%	47	52.81%	39	43.82%	0	0.00%	0.6	2.4
	2013-2014	0	0.00%	1	1.19%	36	42.86%	47	55.95%	0	0.00%	0.5	2.55
	2014-2015	1	1.67%	4	6.67%	23	38.33%	31	51.67%	1	1.67%	0.7	2.42
G. Provides lesson closure	2012-2013	0	0.00%	1	1.12%	37	41.57%	51	57.30%	0	0.00%	0.5	2.56
	2013-2014	0	0.00%	1	1.20%	27	32.53%	55	66.27%	0	0.00%	0.5	2.65
	2014-2015	0	0.00%	2	3.39%	22	37.29%	35	59.32%	0	0.00%	0.7	2.52
H. Provides appropriate feedback to students	2012-2013	0	0.00%	1	1.12%	38	42.70%	49	55.06%	1	1.12%	0.5	2.55
	2013-2014	0	0.00%	0	0.00%	38	45.24%	46	54.76%	0	0.00%	0.5	2.55
	2014-2015	0	0.00%	2	3.33%	21	35.00%	37	61.67%	0	0.00%	0.6	2.58
	Totals	**1**	**0.05%**	**47**	**2.52%**	**831**	**44.63%**	**971**	**52.15%**	**12**	**0.64%**	**0.56**	**2.50**

Discussion: Items in Section III also align to InTASC standards 6, 7, and 8 which center on linking instruction and assessment. DSU program completers are consistently successful in this category, as approximately 97% are rated as Proficient or Distinguished.

Section IV: Managing the Environment

IV. Managing the Environment	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
A. Provides a safe and positive learning environment	2012-2013	1	1.12%	1	1.12%	27	30.34%	59	66.29%	1	1.12%	0.6	2.64
	2013-2014	1	1.18%	1	1.18%	26	30.59%	57	67.06%	0	0.00%	0.5	2.67
	2014-2015	0	0.00%	2	3.33%	17	28.33%	41	68.33%	0	0.00%	0.5	2.65
B. Displays sensitivity to and respects learners	2012-2013	1	1.12%	0	0.00%	28	31.46%	60	67.42%	0	0.00%	0.5	2.65
	2013-2014	1	1.18%	0	0.00%	24	28.24%	60	70.59%	0	0.00%	0.5	2.71
	2014-2015	0	0.00%	2	3.33%	14	23.33%	43	71.67%	1	1.67%	0.5	2.69
C. Uses managerial routines that create smoothly functioning learning experiences and environments	2012-2013	1	1.12%	5	5.62%	43	48.31%	40	44.94%	0	0.00%	0.6	2.37
	2013-2014	1	1.18%	3	3.53%	40	47.06%	41	48.24%	0	0.00%	0.6	2.45
	2014-2015	0	0.00%	5	8.33%	21	35.00%	34	56.67%	0	0.00%	0.7	2.48
D. Encourages appropriate behaviors	2012-2013	0	0.00%	2	2.25%	29	32.58%	58	65.17%	0	0.00%	0.5	2.63
	2013-2014	0	0.00%	1	1.19%	29	34.52%	54	64.29%	0	0.00%	0.5	2.63
	2014-2015	2	3.33%	0	0.00%	18	30.00%	40	66.67%	0	0.00%	0.7	2.6
E. Keeps students academically engaged	2012-2013	1	1.12%	6	6.74%	42	47.19%	39	43.82%	1	1.12%	0.7	2.35
	2013-2014	1	1.18%	3	3.53%	41	48.24%	40	47.06%	0	0.00%	0.6	2.44
	2014-2015	2	3.33%	3	5.00%	19	31.67%	36	60.00%	0	0.00%	0.7	2.48
F. Handles student conflicts appropriately	2012-2013	0	0.00%	3	3.37%	37	41.57%	47	52.81%	2	2.25%	0.6	2.51
	2013-2014	0	0.00%	0	0.00%	39	46.43%	43	51.19%	2	2.38%	0.5	2.52
	2014-2015	0	0.00%	2	3.33%	23	38.33%	35	58.33%	0	0.00%	0.6	2.55
G. Helps students accept responsibility for their actions	2012-2013	0	0.00%	1	1.12%	40	44.94%	47	52.81%	1	1.12%	0.5	2.52
	2013-2014	0	0.00%	1	1.19%	40	47.62%	43	51.19%	0	0.00%	0.5	2.5
	2014-2015	2	3.33%	0	0.00%	20	33.33%	37	61.67%	1	1.67%	0.7	2.56
	Totals	14	0.86%	41	2.51%	617	37.62%	954	58.46%	9	0.55%	0.59	2.52

Discussion: Section IV of the STAF form aligns to InTASC standard 3. It is essential that teachers work to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation. By the completion of student teaching, 96.04 % of DSU program completers are effective at managing the classroom environment. This provides further evidence of meeting CAEP standard 1.1.

Section V: Technology

V. Technology	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
A. Implements technology to enhance instruction	2012-2013	0	0.00%	0	0.00%	29	32.58%	59	66.29%	1	1.12%	0.5	2.67
	2013-2014	0	0.00%	0	0.00%	35	41.67%	49	58.33%	0	0.00%	0.5	2.58
	2014-2015	0	0.00%	1	1.67%	15	25.00%	44	73.33%	0	0.00%	0.5	2.72
B. Applies technology to increase teacher productivity	2012-2013	0	0.00%	1	1.12%	26	29.21%	61	68.54%	1	1.12%	0.5	2.68
	2013-2014	0	0.00%	0	0.00%	27	32.14%	57	67.86%	0	0.00%	0.5	2.37
	2014-2015	0	0.00%	3	5.00%	17	28.33%	40	66.67%	0	0.00%	0.6	2.62
C. Uses technology to explore global settings	2012-2013	0	0.00%	1	1.12%	38	42.70%	47	52.81%	3	3.37%	0.5	2.53
	2013-2014	0	0.00%	1	1.20%	36	43.37%	42	50.60%	4	4.82%	0.5	2.52
	2014-2015	0	0.00%	3	5.00%	23	38.33%	31	51.67%	3	5.00%	0.6	2.49
D. Uses technology to communicate, collaborate with peers, parents and community	2012-2013	0	0.00%	2	2.25%	37	41.57%	47	52.81%	3	3.37%	0.5	2.52
	2013-2014	0	0.00%	1	1.20%	36	43.37%	42	50.60%	4	4.82%	0.5	2.52
	2014-2015	0	0.00%	3	5.00%	23	38.33%	27	45.00%	7	11.67%	0.6	2.45
	Totals	0	0.00%	16	1.72%	342	36.77%	546	58.71%	26	2.80%	0.53	2.56

Discussion: Technology is a cross-cutting theme in the InTASC standards and is highlighted in items 3(g), 3(h), 3(j), 3(m), 4(g), 5(c), 5(k), 5(l), 6(i), 7(k), 8(g), 8(n), 8(o), 8(q), 8(r) 9(d), 9(f), 10(e), 10(g) and 10(n). It is also a cross-cutting theme throughout the CAEP standards. DSU takes pride in its efforts to ensure that DSU teacher candidates are leaders in the area of integrating technology into the teaching and learning process. CAEP standard 1.5 emphasizes technology use, by stating the completers must model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. These data support meeting CAEP standards 1.1 and 1.5

Section VI: Professionalism

VI. Professionalism	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
A. Maintains confidentiality	2012-2013	0	0.00%	0	0.00%	20	22.47%	69	77.53%	0	0.00%	0.4	2.78
	2013-2014	0	0.00%	0	0.00%	20	23.81%	64	76.19%	0	0.00%	0.4	2.76
	2014-2015	1	1.67%	1	1.67%	16	26.67%	42	70.00%	0	0.00%	0.5	2.7
B. Acts in accordance with school policy and practices	2012-2013	0	0.00%	1	1.12%	25	28.09%	63	70.79%	0	0.00%	0.5	2.7
	2013-2014	0	0.00%	0	0.00%	22	26.19%	62	73.81%	0	0.00%	0.4	2.74
	2014-2015	0	0.00%	1	1.67%	16	26.67%	43	71.67%	0	0.00%	0.6	2.65
C. Maintains a professional appearance and demeanor	2012-2013	0	0.00%	0	0.00%	24	26.97%	65	73.03%	0	0.00%	0.4	2.73
	2013-2014	0	0.00%	0	0.00%	18	21.43%	66	78.57%	0	0.00%	0.4	2.79
	2014-2015	0	0.00%	1	1.67%	14	23.33%	45	75.00%	0	0.00%	0.5	2.73
D. Interacts in a respectful manner with school personnel	2012-2013	0	0.00%	0	0.00%	20	22.47%	67	75.28%	2	2.25%	0.4	2.77
	2013-2014	0	0.00%	0	0.00%	18	21.43%	66	78.57%	0	0.00%	0.4	2.79
	2014-2015	0	0.00%	1	1.67%	17	28.33%	42	70.00%	0	0.00%	0.5	2.68
E. Meets obligations in a timely manner	2012-2013	0	0.00%	3	3.37%	25	28.09%	61	68.54%	0	0.00%	0.5	2.65
	2013-2014	0	0.00%	0	0.00%	25	29.76%	59	70.24%	0	0.00%	0.5	2.7
	2014-2015	1	1.67%	4	6.67%	13	21.67%	41	68.33%	1	1.67%	0.7	2.59
F. Accepts constructive feedback	2012-2013	0	0.00%	1	1.12%	26	29.21%	62	69.66%	0	0.00%	0.5	2.69
	2013-2014	0	0.00%	0	0.00%	21	25.00%	63	75.00%	0	0.00%	0.4	2.75
	2014-2015	0	0.00%	2	3.33%	15	25.00%	43	71.67%	0	0.00%	0.5	2.68
G. Respectful of cultural diversity	2012-2013	0	0.00%	0	0.00%	30	33.71%	59	66.29%	0	0.00%	0.5	2.37
	2013-2014	0	0.00%	0	0.00%	29	34.52%	54	64.29%	1	1.19%	0.5	2.65
	2014-2015	0	0.00%	2	3.33%	17	28.33%	41	68.33%	0	0.00%	0.5	2.65
H. Demonstrates initiative	2012-2013	0	0.00%	2	2.25%	26	29.21%	61	68.54%	0	0.00%	0.5	2.66
	2013-2014	0	0.00%	3	3.57%	23	27.38%	58	69.05%	0	0.00%	0.5	2.65
	2014-2015	0	0.00%	3	5.00%	15	25.00%	41	68.33%	1	1.67%	0.6	2.64

Section VI: Professionalism (continued)

VI. Professionalism	Academic Year	0		1		2		3		No Response		StDev	Mean
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %		
I. Uses appropriate written communication skills with students, colleagues, and parents	2012-2013	0	0.00%	0	0.00%	32	35.96%	56	62.92%	1	1.12%	0.5	2.64
	2013-2014	0	0.00%	0	0.00%	39	46.43%	44	52.38%	1	1.19%	0.5	2.53
	2014-2015	0	0.00%	3	5.00%	18	30.00%	37	61.67%	2	3.33%	0.6	2.59
J. Uses appropriate verbal language (age appropriate vocabulary and proper grammar)	2012-2013	0	0.00%	1	1.12%	30	33.71%	58	65.17%	0	0.00%	0.5	2.64
	2013-2014	0	0.00%	1	1.18%	34	40.00%	50	58.82%	0	0.00%	0.5	2.6
	2014-2015	0	0.00%	2	3.33%	19	31.67%	39	65.00%	0	0.00%	0.6	2.63
K. Performs all duties and responsibilities in accordance with the Code of Professional Ethics	2012-2013	0	0.00%	0	0.00%	24	26.97%	65	73.03%	0	0.00%	0.4	2.73
	2013-2014	0	0.00%	0	0.00%	26	30.95%	58	69.05%	0	0.00%	0.5	2.69
	2014-2015	0	0.00%	0	0.00%	19	31.67%	40	66.67%	1	1.67%	0.5	2.68
	Totals	2	0.08%	32	1.25%	736	28.71%	1784	69.58%	10	0.39%	0.49	2.67

Discussion: Section VI aligns to InTASC standards 9 and 10 that fall in the category of professional responsibility. Teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration to create an effective learning environment for their students. Upon completion of student teaching 98% of DSU program completers have the professional skills and dispositions to be successful in their own classroom, providing solid evidence of achieving CAEP standard 1.1.

This section on the STAF form also provides evidence of meeting CAEP standard 3.3, by providing a final evaluation to monitor program completers' attributes and dispositions beyond academic ability.