

## Student Teacher Assessment Form (STAF) Disaggregated Data

The data reflected in this summary document reflect analyses and interpretations by content area faculty when addressing the extent to which data address specialty professional association (SPA) standards. While data collection is ongoing, only data from the three most recently completed years is included in this report. The Director of Field Services and the Dean of the college also review the data annually, with findings used in combination with data from other sources in formulating an annual report to the Office of Institutional Effectiveness and Assessment (OIEA).

### Elementary Education

#### Student Teaching Final Evaluations:

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	5	46	33	0	0	1	80
	Sp13	5	96	65	8	0	1	170
	Fa13	5	50	20	0	0	0	70
	Sp14	5	82	60	2	0	1	145
	Fa14	5	40	22	1	0	2	65
	Sp15	5	59	37	9	0	0	105
<b>Planning and Preparation</b>	Fa12	20	134	127	0	0	59	320
	Sp13	20	247	279	22	0	132	680
	Fa13	20	138	69	73	0	0	280
	Sp14	20	254	233	5	0	88	580
	Fa14	20	97	108	7	1	47	260
	Sp15	20	167	125	16	1	111	420
<b>Instruction and Assessment</b>	Fa12	19	176	125	0	0	3	304
	Sp13	19	322	324	0	0	0	646
	Fa13	19	183	77	3	0	3	266
	Sp14	19	308	232	11	0	0	551
	Fa14	19	129	97	7	1	13	247
	Sp15	19	218	124	38	6	13	399
<b>Managing the Environment</b>	Fa12	9	69	74	0	0	1	144
	Sp13	9	162	133	9	0	2	306
	Fa13	9	82	38	6	0	0	126
	Sp14	9	157	95	8	0	1	261
	Fa14	9	67	47	0	0	3	117
	Sp15	9	115	46	19	6	3	189
<b>Technology</b>	Fa12	5	57	23	0	0	0	80
	Sp13	5	103	62	1	0	2	170
	Fa13	5	45	24	0	0	1	70
	Sp14	5	93	52	0	0	0	145
	Fa14	5	29	28	6	0	2	65
	Sp15	5	57	34	11	0	3	105
<b>Professionalism</b>	Fa12	14	175	49	0	0	0	224
	Sp13	14	301	166	6	0	3	476
	Fa13	14	150	45	1	0	0	196

	Semester	No Items	Distin-guished	Proficient	Basic	Below Basic	No Response	Total Responses
	Sp14	14	281	119	5	0	1	406
	Fa14	14	123	52	4	0	3	182
	Sp15	14	189	83	17	0	5	294
<b>Overall</b>	Fa12	72	657	431	0	0	64	1152
	Sp13	72	1231	1029	46	0	140	2448
	Fa13	72	648	273	83	0	4	1008
	Sp14	72	1175	791	31	0	91	2088
	Fa14	72	485	354	25	2	70	936
	Sp15	72	805	449	110	13	135	1512
<b>Total %</b>			<b>54.69%</b>	<b>36.38%</b>	<b>3.23%</b>	<b>0.16%</b>	<b>5.51%</b>	

**Analysis of Data Findings:**

Over ninety percent of responses from the *Student Teacher Assessment Form* were either distinguished or proficient. This is indicative of candidates who are performing at or above the level expected for someone at the very beginning of their professional career. Less than 4% of responses indicated needing improvement (basic or below basic).

**Interpretation of data to meet standards:**

Student teaching is a capstone experience in education. Student teachers, at some point in the student teaching semester, assume all the responsibilities of a professional educator and thus must demonstrate that they have the competencies reflected in a curriculum based on the ACEI Standards. The *Student Teacher Assessment Form* was designed to address each of the SPA Standards in alignment with DSU’s conceptual framework.

University supervisors maintain contact with cooperating teachers through pre-scheduled observations of student teacher classroom interaction take place on three-week intervals, or more often if needed, as well as through phone or email during the semester. If a student teacher receives basic or below basic marks in any areas at the midpoint evaluation, the cooperating teacher and university supervisor confer to discuss the issues. If necessary, the student teacher is placed on a Professional Development Plan (PDP). The student teacher must successfully improve areas of concern, as well as other requirements of student teaching, in order to receive a satisfactory grade.

## Elementary Education/Special Education

### Student Teaching Final Evaluations - *Special Education*

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	12	15	20	0	0	1	36
	Sp13	12	75	114	14	0	1	204
	Fa13	12	15	33	0	0	0	48
	Sp14	12	135	125	2	0	2	264
	Fa14	12	30	28	2	0	0	60
	Sp15	12	68	28	0	0	0	96
<b>Planning and Preparation</b>	Fa12	16	20	28	0	0	0	48
	Sp13	16	119	141	7	0	5	272
	Fa13	16	20	41	3	0	0	64
	Sp14	16	202	144	2	0	4	352
	Fa14	16	57	20	0	0	3	80
	Sp15	16	91	34	0	0	3	128
<b>Instruction and Assessment</b>	Fa12	20	23	37	0	0	0	60
	Sp13	20	127	194	13	0	6	340
	Fa13	20	24	46	4	0	6	80
	Sp14	20	234	190	2	0	14	440
	Fa14	20	63	30	0	0	7	100
	Sp15	20	107	47	6	0	0	160
<b>Managing the Environment</b>	Fa12	19	23	32	0	0	2	57
	Sp13	19	127	163	15	4	14	323
	Fa13	19	11	55	6	0	4	76
	Sp14	19	199	191	2	0	26	418
	Fa14	19	69	24	0	0	2	95
	Sp15	19	100	38	0	0	14	152
<b>Technology</b>	Fa12	5	7	8	0	0	0	15
	Sp13	5	45	31	3	0	6	85
	Fa13	5	5	11	3	0	1	20
	Sp14	5	66	39	0	0	5	110
	Fa14	5	18	4	0	0	3	25
	Sp15	5	26	11	0	0	3	40
<b>Professionalism</b>	Fa12	15	34	11	0	0	0	45
	Sp13	15	145	101	9	0	0	255
	Fa13	15	30	29	1	0	0	60
	Sp14	15	221	107	0	0	2	330
	Fa14	15	58	14	3	0	0	75
	Sp15	15	95	25	0	0	0	120
<b>Overall</b>	Fa12	87	122	136	0	0	3	261
	Sp13	87	638	744	61	4	32	1479
	Fa13	87	105	215	17	0	11	348
	Sp14	87	1057	976	8	0	53	1914
	Fa14	87	295	120	5	0	15	435
	Sp15	87	487	183	6	0	20	696
<b>Total %</b>			<b>52.68%</b>	<b>44.50%</b>	<b>1.89%</b>	<b>0.08%</b>	<b>2.61%</b>	

**Student Teaching Final Evaluations - *Elementary Education***

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	5	46	33	0	0	1	80
	Sp13	5	96	65	8	0	1	170
	Fa13	5	50	20	0	0	0	70
	Sp14	5	82	60	2	0	1	145
	Fa14	5	16	14	0	0	0	30
	Sp15	5	15	0	0	0	0	15
<b>Planning and Preparation</b>	Fa12	20	134	127	0	0	59	320
	Sp13	20	247	279	22	0	132	680
	Fa13	20	138	69	73	0	0	280
	Sp14	20	254	233	5	0	88	580
	Fa14	20	52	38	7	1	22	120
	Sp15	20	42	14	0	0	4	60
<b>Instruction and Assessment</b>	Fa12	19	176	125	0	0	3	304
	Sp13	19	322	324	0	0	0	646
	Fa13	19	183	77	3	0	3	266
	Sp14	19	308	232	11	0	0	551
	Fa14	19	59	39	4	1	11	114
	Sp15	19	46	11	0	0	0	57
<b>Managing the Environment</b>	Fa12	9	69	74	0	0	1	144
	Sp13	9	162	133	9	0	2	306
	Fa13	9	82	38	6	0	0	126
	Sp14	9	157	95	8	0	1	261
	Fa14	9	28	18	5	0	3	54
	Sp15	9	26	1	0	0	0	27
<b>Technology</b>	Fa12	5	57	23	0	0	0	80
	Sp13	5	103	62	1	0	2	170
	Fa13	5	45	24	0	0	1	70
	Sp14	5	93	52	0	0	0	145
	Fa14	5	18	9	1	0	2	30
	Sp15	5	8	7	0	0	0	15
<b>Professionalism</b>	Fa12	14	175	49	0	0	0	224
	Sp13	14	301	166	6	0	3	476
	Fa13	14	150	45	1	0	0	196
	Sp14	14	281	119	5	0	1	406
	Fa14	14	52	26	3	0	3	84
	Sp15	14	40	2	0	0	0	42
<b>Overall</b>	Fa12	72	657	431	0	0	64	1152
	Sp13	72	1231	1029	46	0	140	2448
	Fa13	72	648	273	83	0	4	1008
	Sp14	72	1175	791	31	0	91	2088
	Fa14	72	225	144	20	2	41	432
	Sp15	72	177	35	0	0	4	216
		<b>Total %</b>	<b>56.00%</b>	<b>36.81%</b>	<b>2.45%</b>	<b>0.03%</b>	<b>4.68%</b>	

**Analysis of Data Findings:**

ELED/SPED majors complete both a Special Education student teaching experience and an Elementary Education student teaching experience as part of their program requirements.

Approximately ninety-seven percent of the responses from the *Special Education Student Teacher Assessment Form* were either distinguished or proficient, which indicates that the vast majority of candidates are performing above the expected level for someone at the beginning of their professional career in the area of special education. Only 1.9% of the responses indicate basic or below basic. The rest of the responses were left blank.

Over ninety percent of responses from the *Elementary Education Student Teacher Assessment Form* were either distinguished or proficient. This is indicative of candidates who are performing at or above the level expected for someone at the very beginning of their professional career in the area of elementary education. Less than 2% of responses indicated needing improvement (basic or below basic). The remainder of the responses was left blank (no response).

**Interpretation of data to meet standards:**

Student teaching is a capstone experience in education. Candidates assume all the responsibilities of a professional educator and thus must meet all the CEC and ACEI Standards. Elementary education faculty at DSU designed the student teacher assessment for elementary education to align with ACEI Standards. The special education faculty designed the student teacher assessment form for special education to align with CEC standards.

Candidates receiving the elementary/special education major complete a 19-week student teaching field experience. University supervisors maintain contact with cooperating teachers via phone or email throughout the semester, in addition to bi-weekly on-site observations of the field experience. If a candidate receives a rating of basic or below basic in any areas at the midpoint evaluation, the cooperating teacher and university supervisor decide if the candidate should be placed on a Professional Development Plan (PDP). The candidate must successfully improve areas of concern, as well as other requirements of student teaching, in order to receive a satisfactory grade.

## K-12 and Secondary Certifications

### Biology

#### Student Teaching Final Evaluations

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	6	0	0	0	0	0	0
	Sp13	6	10	14	0	0	0	24
	Fa13	6	1	5	0	0	0	6
	Sp14	6	6	0	0	0	0	6
	Fa14	6	0	0	0	0	0	0
	Sp15	6	0	0	0	0	0	0
<b>Planning and Preparation</b>	Fa12	7	0	0	0	0	0	0
	Sp13	7	12	16	0	0	0	28
	Fa13	7	0	7	0	0	0	7
	Sp14	7	1	6	0	0	0	7
	Fa14	7	0	0	0	0	0	0
	Sp15	7	0	0	0	0	0	0

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Instruction and Assessment</b>	Fa12	17	0	0	0	0	0	0
	Sp13	17	22	43	2	0	1	68
	Fa13	17	0	17	0	0	0	17
	Sp14	17	0	12	3	0	2	17
	Fa14	17	0	0	0	0	0	0
	Sp15	17	0	0	0	0	0	0
<b>Managing the Environment</b>	Fa12	7	0	0	0	0	0	0
	Sp13	7	43	29	0	0	12	84
	Fa13	7	3	14	0	0	4	21
	Sp14	7	2	13	2	0	4	21
	Fa14	7	0	0	0	0	0	0
	Sp15	7	0	0	0	0	0	0
<b>Technology</b>	Fa12	5	0	0	0	0	0	0
	Sp13	5	12	8	0	0	0	20
	Fa13	5	0	5	0	0	0	5
	Sp14	5	0	4	1	0	0	5
	Fa14	5	0	0	0	0	0	0
	Sp15	5	0	0	0	0	0	0
<b>Professionalism</b>	Fa12	14	0	0	0	0	0	0
	Sp13	14	32	23	0	0	1	56
	Fa13	14	7	7	0	0	0	14
	Sp14	14	2	12	0	0	0	14
	Fa14	14	0	0	0	0	0	0
	Sp15	14	0	0	0	0	0	0
<b>Overall</b>	Fa12	70	0	0	0	0	0	0
	Sp13	70	131	133	2	0	14	280
	Fa13	70	11	55	0	0	4	70
	Sp14	70	11	47	6	0	6	70
	Fa14	70	0	0	0	0	0	0
	Sp15	70	0	0	0	0	0	0
<b>Total %</b>			<b>36.43%</b>	<b>55.95%</b>	<b>1.90%</b>	<b>0.00%</b>	<b>5.71%*</b>	

\* Cooperating Teachers are instructed to leave the form blank if they are unable to assess the behavior.

**Analysis:** The ability of teacher candidates to engage 7-12 students impacts almost every aspect of the standards aligned to this assessment tool. Cooperating classroom teachers rated student teachers on their skills in the following six categories: Knowledge, Planning & Preparation; Instruction & Assessment, Managing the Environment, Technology, and Professionalism. The table above indicates the number of assessed behaviors per skill category in parenthesis. Cooperating teachers rated the majority of student teachers as having proficient or distinguished skills in those categories.

Sometimes behaviors could not be assessed the by the cooperating teacher or the behaviors in the skill category were not applicable to the teacher candidate’s teaching environment. For example, some of the behaviors in the skill category “Managing the Environment” included working with or caring for living organisms. If the classroom where the student teacher was placed did not have living organisms, the cooperating classroom teacher could not assess the student teacher for these behaviors. There were also situations in which the behavior was not observed and thus the cooperating teacher could not assess. If the behavior should have been observed, these behaviors were discussed with the student

teacher on an individual basis. There was a general trend for behavior letter (O) and (Q) in the skill category “Instruction and Assessment” to be ranked as “basic” by cooperating teachers. These skills relate to guiding students to critically evaluate scientific information and to analyze problems.

**Interpretation:** The *Student Teaching Assessment Form* is completed by the cooperating teacher during the final days of student teaching. It is encouraging that the majority of student teachers were rated by their cooperating teacher as being either proficient or distinguished for the majority of skill categories. Skill categories included general teaching skills as well as discipline-specific skills to science education. This data is indicative of teacher candidates who are able to engage students in learning by effectively facilitating instruction and managing the environment appropriately.

## Business Education

### Student Teaching Final Evaluations

	Semester	No. of Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	4	4	8	0	0	0	12
	Sp13	4	1	3	0	0	0	4
	Fa13	4	3	1	0	0	0	4
	Sp14	4	0	4	0	0	0	7
	Fa14	4	4	4	0	0	0	8
	Sp15	4	2	2	0	0	0	4
<b>Planning and Preparation</b>	Fa12	10	6	22	2	0	0	30
	Sp13	10	3	7	0	0	0	10
	Fa13	10	9	1	0	0	0	10
	Sp14	10	0	3	2	0	5	10
	Fa14	10	11	9	0	0	0	20
	Sp15	10	4	6	0	0	0	10
<b>Instruction and Assessment</b>	Fa12	18	10	42	2	0	0	54
	Sp13	18	5	13	0	0	0	18
	Fa13	18	16	2	0	0	0	18
	Sp14	18	0	10	6	0	2	18
	Fa14	18	20	16	0	0	0	36
	Sp15	18	9	9	0	0	0	18
<b>Managing the Environment</b>	Fa12	9	7	18	2	0	0	27
	Sp13	9	2	7	0	0	0	9
	Fa13	9	8	1	0	0	0	9
	Sp14	9	0	4	5	0	0	9
	Fa14	9	10	8	0	0	0	18
	Sp15	9	7	2	0	0	0	9
<b>Technology</b>	Fa12	5	6	8	0	0	1	15
	Sp13	5	0	5	0	0	0	5
	Fa13	5	5	0	0	0	0	5
	Sp14	5	0	5	0	0	0	5
	Fa14	5	5	5	0	0	0	10
	Sp15	5	3	2	0	0	0	5

	Semester	No. of Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Professionalism</b>	Fa12	15	13	32	0	0	0	45
	Sp13	15	12	3	0	0	0	15
	Fa13	15	15	0	0	0	0	15
	Sp14	15	0	13	1	0	1	15
	Fa14	15	19	11	0	0	0	30
	Sp15	15	7	8	0	0	0	15
<b>Overall</b>	Fa12	61	46	130	6	0	1	183
	Sp13	61	23	38	0	0	0	61
	Fa13	61	56	5	0	0	0	61
	Sp14	61	0	39	14	0	8	61
	Fa14	61	69	53	0	0	0	122
	Sp15	61	32	29	0	0	0	61
<b>Total %</b>			<b>41.17%</b>	<b>53.55%</b>	<b>3.64%</b>	<b>0.00%</b>	<b>1.64%</b>	

### Analysis of Data Findings

The categories evaluated on the *Business Education Student Teacher Assessment Form* included knowledge, planning and preparation, instruction and assessment, managing the environment, technology, and professionalism. Program completers were evaluated as distinguished, proficient, basic, below basic, or no response. Indicators are listed under each category that the cooperating teacher and university supervisor are to evaluate. Example: In the fall of 2012 in the category of Knowledge, the cooperating teacher and university supervisor evaluated four indicators. Of those four indicators, four were rated as distinguished and eight were rated as proficient. The program completers achieved a high percentage of distinguished or proficient ratings with 41.17% of all items at the distinguished level, 53.55% at the proficient level, 3.64% at the basic level, and no items were rated at the below basic level. No responses were at 1.64%. If ratings are below basic, the university supervisor and cooperating teacher would meet with the student teacher to discuss the ratings and determine what the student teacher can do to improve in the areas of concern. If necessary, the student teacher is placed on a Professional Development Plan (PDP).

### Interpretation of Data to Meet Standards

Various indicators under knowledge, professionalism, planning, instruction, technology, classroom management, and assessment were evaluated as distinguished, proficient, basic, below basic, and no response. Teacher program completers are expected to receive ratings of proficient or distinguished in the various categories. The percent of program completers who received ratings of distinguished or proficient for the various indicators is 94.72%. The ratings of distinguished or proficient indicate that program completers have met the NBEA standards addressing professionalism, instruction and assessment, classroom management, and knowledge. The sample size is small so statistically significant results cannot be determined.



## Computer Education

### Student Teaching Final Evaluations

	Semester	No. Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	5	0	0	0	0	0	0
	Sp13	5	5	0	0	0	0	5
	Fa13	5	0	0	0	0	0	0
	Sp14	5	0	0	0	0	0	0
	Fa14	5	5	0	0	0	0	5
	Sp15	5	0	0	0	0	0	0
<b>Planning and Preparation</b>	Fa12	11	0	0	0	0	0	0
	Sp13	11	10	1	0	0	0	11
	Fa13	11	0	0	0	0	0	0
	Sp14	11	0	0	0	0	0	0
	Fa14	11	5	6	0	0	0	11
	Sp15	11	0	0	0	0	0	0
<b>Instruction and Assessment</b>	Fa12	19	0	0	0	0	0	0
	Sp13	19	18	1	0	0	0	19
	Fa13	19	0	0	0	0	0	0
	Sp14	19	0	0	0	0	0	0
	Fa14	19	11	8	0	0	0	19
	Sp15	19	0	0	0	0	0	0
<b>Managing the Environment</b>	Fa12	10	0	0	0	0	0	0
	Sp13	10	8	2	0	0	0	10
	Fa13	10	0	0	0	0	0	0
	Sp14	10	0	0	0	0	0	0
	Fa14	10	0	7	3	0	0	10
	Sp15	10	0	0	0	0	0	0
<b>Technology</b>	Fa12	6	0	0	0	0	0	0
	Sp13	6	6	0	0	0	0	6
	Fa13	6	0	0	0	0	0	0
	Sp14	6	0	0	0	0	0	0
	Fa14	6	6	0	0	0	0	6
	Sp15	6	0	0	0	0	0	0
<b>Professionalism</b>	Fa12	15	0	0	0	0	0	0
	Sp13	15	15	0	0	0	0	15
	Fa13	15	0	0	0	0	0	0
	Sp14	15	0	0	0	0	0	0
	Fa14	15	14	1	0	0	0	15
	Sp15	15	0	0	0	0	0	0
<b>Overall</b>	Fa12	66	0	0	0	0	0	0
	Sp13	66	62	4	0	0	0	66
	Fa13	66	0	0	0	0	0	0
	Sp14	66	0	0	0	0	0	0
	Fa14	66	41	22	3	0	0	66
	Sp15	66	0	0	0	0	0	0
<b>Total %</b>			<b>78.03%</b>	<b>19.70%</b>	<b>2.27%</b>	<b>0.00%</b>	<b>0.00%</b>	

## Analysis of Data Findings

In the three-year period reported above, student teachers were rated in the categories of knowledge, planning and preparation, instruction and assessment, managing the environment, technology, and professionalism were assessed on the Student Teaching Assessment Form. Students were evaluated as distinguished, proficient, basic, below basic, or no response. Under each category indicators are listed that university supervisors and cooperating teachers have to respond and evaluate. For many of the criteria computer teacher education program completers received 100% ratings of distinguished or proficient. No students received below basic.

## Interpretation of Data to Meet Standards

The various indicators under knowledge, professionalism, planning, instruction, technology, classroom management, and assessment were evaluated as distinguished, proficient, basic, below basic, and no response. The percent of program completers who received a rating of distinguished or proficient for the various indicators was 100%. They received ratings of distinguished or proficient to indicate that they have met the ISTE Standards specific to professionalism, instruction, assessment and classroom management.

## English Education

### Student Teaching Final Evaluations

	Semester	No. of Items	Distin-guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	6	4	2	0	0	0	6
	Sp13	6	6	0	0	0	0	6
	Fa13	6	0	0	0	0	0	0
	Sp14	6	7	5	0	0	0	12
	Fa14	6	6	6	0	0	0	12
	Sp15	6	2	4	0	0	0	6
<b>Planning and Preparation</b>	Fa12	12	7	4	1	0	0	12
	Sp13	12	12	0	0	0	0	12
	Fa13	12	0	0	0	0	0	0
	Sp14	12	14	10	0	0	0	24
	Fa14	12	11	11	1	0	1	24
	Sp15	12	0	12	0	0	0	12
<b>Instruction and Assessment</b>	Fa12	12	6	6	0	0	0	12
	Sp13	12	12	0	0	0	0	12
	Fa13	12	0	0	0	0	0	0
	Sp14	12	16	8	0	0	0	24
	Fa14	12	8	15	1	0	0	24
	Sp15	12	0	12	0	0	0	12
<b>Managing the Environment</b>	Fa12	8	2	4	2	0	0	8
	Sp13	8	8	0	0	0	0	8
	Fa13	8	0	0	0	0	0	0
	Sp14	8	11	5	0	0	0	16
	Fa14	8	8	7	1	0	0	16
	Sp15	8	0	8	0	0	0	8

	Semester	No. of Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Technology</b>	Fa12	5	3	2	0	0	0	5
	Sp13	5	5	0	0	0	0	5
	Fa13	5	0	0	0	0	0	0
	Sp14	5	5	5	0	0	0	10
	Fa14	5	7	2	0	0	1	10
	Sp15	5	5	0	0	0	0	5
<b>Professionalism</b>	Fa12	14	12	2	0	0	0	14
	Sp13	14	14	0	0	0	0	14
	Fa13	14	0	0	0	0	0	0
	Sp14	14	26	2	0	0	0	28
	Fa14	14	17	3	3	2	3	28
	Sp15	14	1	13	0	0	0	14
<b>Overall</b>	Fa12	57	34	20	3	0	0	57
	Sp13	57	57	0	0	0	0	57
	Fa13	57	0	0	0	0	0	0
	Sp14	57	79	35	0	0	0	114
	Fa14	57	57	44	6	2	5	114
	Sp15	57	8	49	0	0	0	57
		<b>Total %</b>	<b>58.90%</b>	<b>37.09%</b>	<b>2.26%</b>	<b>.50%</b>	<b>1.25%</b>	

**Analysis and Interpretation:** Dakota State University English Education program completers have met the criteria for student teaching. Student teaching is a capstone experience in education. Candidates assume all the responsibilities of a professional educator. The revised *English Education Student Teacher Assessment Form* was designed to align with the NCTE Standards. Through achievement of the performance indicators, English education candidates have demonstrated their capability and knowledge as English teachers. The strong performance on the *English Education Student Teacher Assessment Form* demonstrates that program completers have accomplished indicators reflective of the standards.

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## **Mathematics Education**

**Student Teacher Assessment Form Final Evaluation Summary.** The variation in “Number of Items” is based on the number of questions within each component. The Section Labels represent the DSU Conceptual Framework six Core Values. The cooperating teacher completes this assessment of the candidate.

### **Student Teaching Final Evaluations**

Section Label	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	21	0	0	0	0	0	0
	Sp13	21	16	5	0	0	0	21
	Fa13	21	0	0	0	0	0	0
	Sp14	21	4	38	0	0	0	42
	Fa14	21	39	17	0	0	7	63
	Sp15	21	18	23	0	0	1	42

Section Label	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Planning and Preparation</b>	Fa12	12	0	0	0	0	0	0
	Sp13	12	8	4	0	0	0	12
	Fa13	12	0	0	0	0	0	0
	Sp14	12	2	22	0	0	0	24
	Fa14	12	30	6	0	0	0	36
	Sp15	12	4	20	0	0	0	24
<b>Instruction and Assessment</b>	Fa12	15	0	0	0	0	0	0
	Sp13	15	12	3	0	0	0	15
	Fa13	15	0	0	0	0	0	0
	Sp14	15	4	26	0	0	0	30
	Fa14	15	40	5	0	0	0	45
	Sp15	15	9	21	0	0	0	30
<b>Managing the Environment</b>	Fa12	8	0	0	0	0	0	0
	Sp13	8	8	0	0	0	0	8
	Fa13	8	0	0	0	0	0	0
	Sp14	8	3	13	0	0	0	16
	Fa14	8	17	7	0	0	0	24
	Sp15	8	8	8	0	0	0	16
<b>Technology</b>	Fa12	6	0	0	0	0	0	0
	Sp13	6	3	3	0	0	0	6
	Fa13	6	0	0	0	0	0	0
	Sp14	6	1	11	0	0	0	12
	Fa14	6	14	3	0	0	1	18
	Sp15	6	6	6	0	0	0	12
<b>Professionalism</b>	Fa12	12	0	0	0	0	0	0
	Sp13	12	12	0	0	0	0	12
	Fa13	12	0	0	0	0	0	0
	Sp14	12	11	13	0	0	0	24
	Fa14	12	35	1	0	0	0	36
	Sp15	12	14	10	0	0	0	24
<b>Overall</b>	Fa12	74	0	0	0	0	0	0
	Sp13	74	59	15	0	0	0	74
	Fa13	74	0	0	0	0	0	0
	Sp14	74	25	123	0	0	0	148
	Fa14	74	175	39	0	0	8	222
	Sp15	74	59	88	0	0	1	148
		<b>Total %</b>	<b>53.72%</b>	<b>44.76%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>1.52%</b>	

### **Analysis of Data Findings**

The data displayed above for the Student Teacher Assessment Form (STAF) for math education program completers reflects the core values within the college and is aligned to NCTM standards and indicators. It is evident that the candidates performed at the “Proficient” or “Distinguished” level on almost every performance dimension. A small number of “Basic” marks have been reported in midpoint evaluations and later met acceptable levels of “Proficient” or “Distinguished”. The “No Response” items noted that those indicators were not observed (through no fault of the candidate) during the student teaching experience.

## The Data Provide Evidence on Meeting the Standards

Student teaching is a capstone experience in education. Candidates assume all the responsibilities of a professional educator. The *Math Education Student Teacher Assessment Form* was designed to address the NCTM Standards. Through achievement of the performance indicators, 7-12 mathematics education program completers demonstrate their capability and knowledge as a mathematics teacher.

## Physical Education

### Student Teaching Final Evaluations

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Knowledge</b>	Fa12	12	4	8	0	0	0	12
	Sp13	12	62	34	0	0	0	96
	Fa13	12	12	12	0	0	0	24
	Sp14	12	22	14	0	0	0	36
	Fa14	12	18	4	1	0	1	24
	Sp15	12	8	3	0	0	1	12
<b>Planning and Preparation</b>	Fa12	9	0	9	0	0	0	9
	Sp13	9	46	26	0	0	0	72
	Fa13	9	10	8	0	0	0	18
	Sp14	9	11	16	0	0	0	27
	Fa14	9	9	7	2	0	0	18
	Sp15	9	0	6	3	0	0	9
<b>Instruction and Assessment</b>	Fa12	20	3	17	0	0	0	20
	Sp13	20	96	63	1	0	0	160
	Fa13	20	22	18	0	0	0	40
	Sp14	20	28	32	0	0	0	60
	Fa14	20	24	14	1	0	1	40
	Sp15	20	3	16	1	0	0	20
<b>Managing the Environment</b>	Fa12	10	9	1	0	0	0	10
	Sp13	10	63	17	0	0	0	80
	Fa13	10	12	8	0	0	0	20
	Sp14	10	24	6	0	0	0	30
	Fa14	10	20	0	0	0	0	20
	Sp15	10	0	10	0	0	0	10
<b>Technology</b>	Fa12	5	0	5	0	0	0	5
	Sp13	5	21	19	0	0	0	40
	Fa13	5	3	7	0	0	0	10
	Sp14	5	2	10	3	0	0	15
	Fa14	5	5	5	0	0	0	10
	Sp15	5	0	5	0	0	0	5
<b>Professionalism</b>	Fa12	16	16	0	0	0	0	16
	Sp13	16	108	20	0	0	0	128
	Fa13	16	27	5	0	0	0	32
	Sp14	16	41	7	0	0	0	48
	Fa14	16	30	1	0	0	1	32
	Sp15	16	3	10	2	0	1	16

	Semester	No Items	Distin- guished	Proficient	Basic	Below Basic	No Response	Total Responses
<b>Overall</b>	Fa12	72	32	40	0	0	0	72
	Sp13	72	396	179	1	0	0	576
	Fa13	72	86	58	0	0	0	144
	Sp14	72	128	85	3	0	0	216
	Fa14	72	106	31	4	0	3	144
	Sp15	72	14	50	6	0	2	72
<b>Total %</b>			<b>62.25%</b>	<b>36.19%</b>	<b>1.14%</b>	<b>0.00%</b>	<b>0.41%</b>	

**Analysis of Data Findings:** All Physical Education student teachers, with very few exceptions, received ratings of 'Distinguished' or 'Proficient' in all six categories on the final evaluation. Only the use of Instruction and Assessment and Technology were recorded as 'Basic' in a very small number of cases. Overall, a larger number of teacher candidates were rated as 'Distinguished' versus 'Proficient' on this assessment.

**Interpretation of Data to Meet Standards:** These data suggest that all of the standards associated with this assessment are met and many are met with a rating of 'Distinguished'. Low ratings in the area of Technology may be interpreted as a narrow focus on the application of technology, with emphasis placed on the use of technology in the presentation of lessons only. This narrow view would miss the use of technology in recording of scores and grades, the development of lessons (i.e. use of Internet sources for content, management and motivational ideas, use of word processing for the actual document, etc.), other ancillary activities associated with teaching (communicating of colleagues, parents, administrators, etc.). The 'Basic' rating in the category of Instruction and Assessment may simply mean that no formal assessments were conducted during student teaching, with no thought given by the rater to the formative assessment occurring in daily lessons.