

This evaluation is used with our candidates in their Methods Practicum *and* in their Student Teaching.

This evaluation tool shows a developmental continuum. *The column to the far right reflects knowledge and skills teachers really cannot demonstrate until they have had the responsibility of the in-service teacher. The descriptors in this column are included in this rubric in order to describe the learning toward which the candidate is moving as a pre-service teacher. Learning is lifelong!*

1 - 4 = Limited: The teacher candidate demonstrates little awareness of the expectations of the standard element.

5 - 8 = Emerging: The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

9 - 12 = Ready to Teach: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

13 - 16 = Exceeds Readiness: The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

NO: No Opportunity to Demonstrate

CONTENT KNOWLEDGE

Standard 1: Scientific and Theoretical Knowledge Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.					
1.2 Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity and fitness.					
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.					
1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation..					
1.5 Analyze and correct critical elements of motor skills and performance concepts..					

NEEDS ASSESSMENT

Standard 2: Skill-Based and Fitness-Based Competence Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
2.1 Demonstrate personal competence* in motor skill performance for a variety of physical activities and movement patterns.					
2.2 Achieve and maintain a health- enhancing level of fitness throughout the program.					
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.					

PLANNING

Standard 3: Planning and Implementation					
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
3.1 Design and implement short- and long-term plans that are linked to program and instructional goals as well as a variety of student needs.					
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.					
3.3 Design and implement content that is aligned with lesson objectives.					
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.					
3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.					
3.6 Plan and implement progressive, sequential instruction that addresses the diverse needs of students.					
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to use technology appropriately to meet lesson objectives.					

IMPLEMENTATION

Standard 4: Instructional Delivery and Management					
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.					
4.2 Implement effective demonstrations, explanations and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.					
4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.					
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.					
4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.					
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.					

ASSESSMENT

Standard 5: Impact on Student Learning					
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives.					
5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.					
5.3 Use the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.					

ADMINISTRATION & COORDINATION

Standard 6: Professionalism					
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.					
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.					
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.					
6.4 Communicate in ways that convey respect and sensitivity.					

Student Teaching Narrative Feedback: See the separate directions, with examples.

Methods Practicum, EDUC 366: The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:

- Candidate strengths
- Areas identified as particular needs for improvement