SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 4 – STUDENT TEACHING FINAL EVALUATION

<u>Note</u>: A description and copy of the Student Teaching Final Evaluation (as well as the original scoring guide) can be found in the initial program review report submitted in September 2006.

Student Teaching Final Evaluation Scoring Guide (revised)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Growth and Development			
2.1 – Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	Unit and lesson plans do not include (or include developmentally inappropriate) ways to monitor individual and group performance in the physical, cognitive, and social/emotional domains.	Unit and lesson plans include developmentally appropriate ways to monitor individual and group performance in the physical, cognitive, and social/emotional domains.	Unit and lesson plans include a variety of developmentally appropriate ways to monitor individual and group performance in the physical, cognitive, and social/emotional domains.
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Unit and lessons plans do not incorporate developmentally appropriate activities for the range of learners.	Unit and lessons plans incorporate developmentally appropriate activities for the range of learners.	Unit and lessons plans incorporate a variety of developmentally appropriate activities for the range of learners.
Diverse Students			
3.1 – Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	Student equity is not evident in the teacher candidate's professional behavior.	Student equity is evident in the teacher candidate's professional behavior.	Student equity is consistently evident in the teacher candidate's professional behavior.
3.1 – Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	Activities are not planned to provide for challenge and success for various learners.	Activities are planned to provide for challenge and success for various learners.	A variety of activities are planned to provide for challenge and success for various learners.
3.1 – Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	Unit and lessons plans do not incorporate developmentally appropriate activities for the range of learners.	Unit and lessons plans incorporate developmentally appropriate activities for the range of learners.	Unit and lessons plans incorporate a variety of developmentally appropriate activities for the range of learners.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Management and Motivation			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	Managerial routines (techniques) do not promote safety and on-task behavior resulting in learning time being wasted.	Managerial routines (techniques) promote safety and on-task behavior that maximize learning time.	Managerial routines (techniques) consistently promote safety and on-task behavior that maximize learning time.
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	Transitions waste time and do not contribute to maximizing learning time.	Transitions are completed in a timely manner and contribute to maximizing learning time.	Transitions take a minimal amount of time to complete, thus maximizing learning time.
4.3 – Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.	Does not engage students in learning in and outside the physical education class.	Engages students in learning in and outside the physical education class.	Uses a variety of means to engage students in learning in and outside the physical education class.
4.4 – Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.	Does not use strategies to promote respect and rapport among students.	Uses strategies to promote respect and rapport among students.	Uses a variety of strategies to promote respect and rapport among students.
4.5 – Develop an effective behavior management plan.	Does not develop/implement a positive discipline plan.	Develops/implements a positive discipline plan.	Develops/implements a positive discipline plan that promotes self-responsibility.
Communication			
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	Directions are not clear and brief.	Directions are clear and brief.	Directions are clear, and brief, and complete.
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	Does not provide effective feedback (primarily general).	Provides effective feedback (positive specific, corrective).	Provides effective feedback (positive specific, corrective) using student's name.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, and gender differences).	Does not use respectful language that demonstrates sensitivity to all students.	Uses respectful language that demonstrates sensitivity to all students.	Consistently uses respectful language that demonstrates sensitivity to all students.
5.4 – Describe and implement strategies to enhance communication among students in physical activity settings.	Does not use strategies to promote respect and rapport among students.	Uses strategies to promote respect and rapport among students.	Uses a variety of strategies to promote respect and rapport among students.
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	Unit plan goals and instructional objectives are not clearly written (do not use the correct format) and do not address each of the three learning domains (cognitive, psychomotor, affective).	Unit plan goals and instructional objectives are clearly written (using the correct format) and address each of the three learning domains (cognitive, psychomotor, affective).	Unit plan goals and instructional objectives are clearly written (using the correct format), address each of the three learning domains (cognitive, psychomotor, affective), and connect to the needs assessment.
6.1 – Identify, develop, and implement appropriate program and instructional goals.	Lesson objectives are not clearly written (do not use the correct format) and do not address each of the three learning domains (cognitive, psychomotor, affective).	Lesson objectives are clearly written (using the correct format) and address all three learning domains (cognitive, psychomotor, affective).	Lesson objectives are clearly written (using the correct format), address all three learning domains (cognitive, psychomotor, affective), and match unit objectives.
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	Unit block planning includes a general outline of each lesson. It is difficult to determine the connection to unit goals and objectives.	Unit block planning includes a general outline of each lesson that connects to unit goals and objectives.	Unit block planning includes a detailed outline of each lesson that connects to unit goals and objectives.
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	Lesson plans are incomplete and do not match the outline in the unit's block plan.	Lesson plans are complete and match the outline in the unit's block plan.	Lesson plans are complete, match the outline in the unit's block plan, and are clearly linked to unit goals and objectives.
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Unit plan task analyses do not provide a variety of warm-up, practice, and application activities from which learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction can be designed.	Unit plan task analyses provide a variety of warm-up, practice, and application activities from which learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction can be designed.	Unit plan task analyses provide a wide variety of warm-up, practice, and application activities from which learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction can be designed.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Activities planned for lessons are not safe, appropriate, relevant, and based on principles of effective instruction.	Activities planned for lessons are safe, appropriate, relevant, and based on principles of effective instruction.	Activities planned for lessons are safe, appropriate, and relevant. The planning shows an in-depth understanding of the principles of effective instruction.
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Plans do not reflect knowledge of content and pedagogy.	Plans reflect knowledge of content and pedagogy.	Plans reflect in-depth knowledge of content and pedagogy.
6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	Plans do not show the use of a variety of resources.	Plans show the use of a variety of resources.	Plans show the use of a wide variety of resources.
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Uses ineffective demonstrations/explanations of motor skills and activities.	Uses effective demonstrations/explanations of motor skills and activities.	Consistently uses highly effective demonstrations/explanations of motor skills and activities.
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Does not use appropriate instructional cues and/or prompts to facilitate competent motor skill performance.	Uses appropriate instructional cues and/or prompts to facilitate competent motor skill performance.	Consistently uses succinct instructional cues and/or prompts to facilitate competent motor skill performance.
6.10 – Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	Does not use questions to promote student learning and responsibility.	Effectively uses questions to promote student learning and responsibility.	Effectively uses specific questions to promote student learning and responsibility.
6.10 – Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	Does not provide appropriate closure to lessons.	Provides appropriate closure to lessons using both direct and indirect instructional formats to facilitate student learning.	Provides appropriate closure to lessons using a wide variety of direct and indirect instructional formats to facilitate student learning.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Student Assessment			
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Planning does not include provision for assessment of student learning.	Planning includes, as appropriate, one formative and one summative method of evaluation to assess student learning.	Planning includes, as appropriate, multiple formative and summative methods of evaluation to assess student learning.
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Limited use of assessment techniques to evaluate student learning for lesson objectives.	Uses a variety of assessment techniques to evaluate student learning for lesson objectives.	Uses a wide variety of assessment techniques to evaluate student learning for lesson objectives.
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Does not provide effective feedback (primarily general).	Provides effective feedback (positive specific, corrective).	Provides effective feedback (positive specific, corrective) using student's name.
Collaboration			
10.2 – Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.	Does not contribute to the school district and/or seek opportunities for professional development.	Contributes to the school district and seeks opportunities for professional development.	Contributes in a variety of ways to the school district and seeks multiple opportunities for professional development.