ASSESSMENT 4 – STUDENT TEACHING FINAL EVALUATION

Data Table for Student Teaching Final Evaluation
Fall 2008
N = 9

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.	0 (0.0%)	4 (44.4%)	5 (55.6%)
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	0 (0.0%)	4 (44.4%)	5 (55.6%)
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).	0 (0.0%)	1 (11.1%)	8 (88.9%)
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).	0 (0.0%)	2 (22.2%)	7 (77.8%)
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).	0 (0.0%)	2 (22.2%)	7 (77.8%)

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.	0 (0.0%)	1 (11.1%)	8 (88.9%)
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	0 (0.0%)	5 (55.6%)	4 (44.4%)
4.3 – Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.	0 (0.0%)	6 (66.7%)	3 (33.3%)
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.	0 (0.0%)	6 (66.7%)	3 (33.3%)
4.5 – Develop an effective behavior management plan.	0 (0.0%)	7 (77.8%)	2 (22.2%)
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).	0 (0.0%)	2 (22.2%)	7 (77.8%)
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).	0 (0.0%)	0 (0.0%)	9 (100.0%)
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, and gender differences).	0 (0.0%)	2 (22.2%)	7 (77.8%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
5.4 – Describe and implement strategies to enhance communication among students in physical activity settings.	0 (0.0%)	3 (33.3%)	6 (66.7%)
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	0 (0.0%)	3 (33.3%)	6 (66.7%)
6.1 – Identify, develop, and implement appropriate program and instructional goals.	0 (0.0%)	1 (11.1%)	8 (88.9%)
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	0 (0.0%)	3 (33.3%)	6 (66.7%)
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	0 (0.0%)	3 (33.3%)	6 (66.7%)
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	0 (0.0%)	9 (100.0%)	0 (0.0%)
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	0 (0.0%)	0 (0.0%)	9 (100.0%)
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	0 (0.0%)	2 (22.2%)	7 (77.8%)
6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	0 (0.0%)	1 (11.1%)	8 (88.9%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	0 (0.0%)	3 (33.3%)	6 (66.7%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	0 (0.0%)	4 (44.5%)	5 (55.6%)
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).	0 (0.0%)	0 (0.0%)	9 (100.0%)
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).	0 (0.0%)	6 (66.7%)	3 (33.3%)
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).	0 (0.0%)	0 (0.0%)	9 (100.0%)
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).	0 (0.0%)	4 (44.4%)	5 (55.6%)

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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).	0 (0.0%)	0 (0.0%)	9 (100.0%)
Collaboration			
10.2 – Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.	0 (0.0%)	3 (33.3%)	6 (66.7%)

ASSESSMENT 4 – STUDENT TEACHING FINAL EVALUATION

Data Table for Student Teaching Final Evaluation
Spring 2009
(N = 4)

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.	0 (0.0%)	3 (75.0%)	1 (25.0%)
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	0 (0.0%)	3 (75.0%)	1 (25.0%)
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).	0 (0.0%)	4 (100.0%)	0 (0.0%)
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).	0 (0.0%)	4 (100.0%)	0 (0.0%)
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).	0 (0.0%)	4 (100.0%)	0 (0.0%)

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.	0 (0.0%)	3 (75.0%)	1 (25.0%)
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4.3 – Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.	0 (0.0%)	3 (75.0%)	1 (25.0%)
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.	0 (0.0%)	4 (100.0%)	0 (0.0%)
4.5 – Develop an effective behavior management plan.	0 (0.0%)	3 (75.0%)	1 (25.0%)
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).	0 (0.0%)	2 (50.0%)	2 (50.0%)
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).	0 (0.0%)	2 (50.0%)	2 (50.0%)
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, and gender differences).	0 (0.0%)	2 (50.0%)	2 (50.0%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
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6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	0 (0.0%)	3 (75.0%)	1 (25.0%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	0 (0.0%)	0 (0.0%)	4 (100.0%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	0 (0.0%)	1 (25.0%)	3 (75.0%)
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Collaboration			
10.2 – Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.	0 (0.0%)	2 (50.0%)	2 (50.0%)