

**GEORGE MASON UNIVERSITY**  
Health and Physical Education Licensure Program

**EVALUATION OF INTERN**

Intern: \_\_\_\_\_ School: \_\_\_\_\_ Level(s): \_\_\_\_\_

Evaluator: \_\_\_\_\_  University Sup.  Coop. Teacher  Spring  Fall Yr \_\_\_\_\_

Recommended Midpoint Evaluation Grade: \_\_\_\_\_ or End-of-Semester/Final Grade: \_\_\_\_\_

Use this list of outcomes<sup>1</sup> and rating scale for assessment of the intern's performance at the midpoint and end of independent teaching. Write the number of the appropriate rating in the space provided. The intern should demonstrate growth throughout the experience. Performance should be assessed according to expectations for an intern. See the scale at the end to determine the grade. Pluses (+) and minuses (-) are not used during the internship.

The evaluator's judgments about the intern's performance should be made in relation to the following criteria. *Comments must be provided for ratings of 1, which indicate marginal or unsatisfactory performance.*

**Performance Rating Scale**

3 = Meets the outcome consistently      2 = Meets the outcome occasionally      1 = Meets the outcome rarely  
N/A= No opportunity to rate the outcome yet. (Appropriate only for the midpoint evaluation)

**Standard 1: Content Knowledge**

**Rating**

The intern understands physical education content and disciplinary concepts related to the development of a physically educated person.

- |                                                                                                                 |       |
|-----------------------------------------------------------------------------------------------------------------|-------|
| 1. Combines motor skills into <b>appropriate sequences</b> for the purpose of improving learning.               | _____ |
| 2. Demonstrates <b>competent motor skill performance</b> in a variety of physical activities.                   | _____ |
| 3. Uses <b>concepts and strategies</b> (e.g. fitness principles, game tactics) in their teaching.               | _____ |
| 4. Applies <b>theoretical concepts</b> (e.g. anatomical, physiological, biomechanical, etc.) in their teaching. | _____ |
| 5. Demonstrates knowledge of the <b>local program of study</b> .                                                | _____ |

**Comments: (Use reverse side if needed.)**

**Standard 2: Growth and Development**

**Rating**

The intern understands how individuals learn and develop and provides opportunities that support their physical, cognitive, social, and emotional development.

- |                                                                                                                                                                             |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6. Monitors students' performance in order to design safe instruction that meets their developmental needs in the <b>physical, cognitive and social/emotional domains</b> . | _____ |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

**Comments: (Use reverse side if needed.)**

**Standard 3: Diverse Students**

**Rating**

The intern understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences.

- |                                                                                                                                                                                                                                  |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7. Identifies, selects, and implements appropriate instruction that is <b>sensitive to students'</b> strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). | _____ |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

- |                                                                                   |       |
|-----------------------------------------------------------------------------------|-------|
| 8. Uses <b>appropriate services and resources</b> to meet diverse learning needs. | _____ |
|-----------------------------------------------------------------------------------|-------|

**Comments: (Use reverse side if needed.)**

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<sup>1</sup> Based on National Association for Sport and Physical Education. (2001). *Initial physical education program report manual* (5<sup>th</sup> ed.). Reston, VA: Author.

**Standard 4: Management and Motivation****Rating**

The intern uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

9. Uses **managerial routines** that create smoothly functioning learning experiences and environments. \_\_\_\_\_
10. Organizes, allocates, and manages **resources** (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences. \_\_\_\_\_
11. Uses a variety of developmentally appropriate practices to **motivate students** to participate in physical activity in and out of the school. \_\_\_\_\_
12. Uses strategies to help students demonstrate **responsible personal and social behaviors** (e.g., mutual respect, support for others, safety, cooperation) \_\_\_\_\_
13. Develops an effective **behavior management plan**. \_\_\_\_\_

**Comments: (Use reverse side if needed.)**

**Standard 5: Communication****Rating**

The intern uses knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

14. Describes and demonstrates effective **communication skills** (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication). \_\_\_\_\_
15. Communicates managerial and instructional information in a **variety of ways** (e.g., bulletin boards, music, task cards, posters, Internet, video). \_\_\_\_\_
16. Communicates in ways that demonstrate **sensitivity to all students** (e.g., ethnic, cultural, socioeconomic, ability, and gender differences). \_\_\_\_\_
17. Describes and implements strategies to **enhance communication among students** in physical activity settings. \_\_\_\_\_

**Comments: (Use reverse side if needed.)**

**Standard 6: Planning and Instruction****Rating**

The intern plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on local, state and national (NASPE K-12) standards.

*Identifies, develops, and implements:*

18. appropriate program and instructional **goals**. \_\_\_\_\_
19. **long and short-term plans** linked to both goals and student needs. \_\_\_\_\_
20. **instructional strategies**, based on selected content, student needs, and safety issues. \_\_\_\_\_
21. **learning experiences** that are safe, appropriate, relevant, and based on principles of effective instruction. \_\_\_\_\_
22. Applies **disciplinary and pedagogical knowledge** in developing and implementing effective learning environments and experiences. \_\_\_\_\_
23. Provides learning experiences that allow students to **integrate knowledge and skills from multiple subject areas**. \_\_\_\_\_
24. Selects and implements appropriate (i.e., comprehensive, accurate, useful, safe) **teaching resources and curriculum materials**. \_\_\_\_\_
25. Uses effective **demonstrations and explanations**. \_\_\_\_\_

**Standard 6: Planning and Instruction** (ctn'd)**Rating**

26. Develops and uses appropriate **instructional cues and prompts** to facilitate competent motor skill performance.
27. Develops 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).

**Comments: (Use reverse side if needed.)****Standard 7: Student Assessment****Rating**

The intern understands and uses assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

28. Uses 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**).
29. Interprets and uses learning and performance data to make informed **curricular and/or instructional decisions**.

**Comments: (Use reverse side if needed.)****Standard 8: Reflection****Rating**

The intern is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/guardians, fellow professionals) and seeks opportunities to grow professionally.

30. Can **describe** his/her teaching, **critique** teaching performance, **set** teaching goals, and **implement** change.
31. Uses **available resources** (e.g., colleagues, literature, professional organizations) to develop as a reflective professional.

**Comments: (Use reverse side if needed)****Standard 9: Technology****Rating**

The intern uses information technology to enhance learning and to enhance personal and professional productivity.

32. Designs, develops, and implements student learning activities that integrate **information technology**.
33. Uses technologies to communicate, network, locate resources, and enhance **continuing professional development**.

**Comments: (Use reverse side if needed)****Standard 10: Collaboration****Rating**

The intern fosters relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

34. Identifies strategies to become an **advocate in the school** and community to promote a variety of physical activity opportunities.
35. Pursues **productive relationships** with parent/guardians and school colleagues to support student growth and well-being.

**Comments: (Use reverse side if needed)**

**Rating**

**Professional Dispositions:**

The Virginia Department of Education, the College of Education and Human Development and the Division of Undergraduate Studies in Education promote maintaining standards of professional competence and require applicants for licensure to possess good moral character. Therefore the following expectations are the standard for interns:

- 36. Has effective and respectful oral and written communication with students, colleagues in the school and university personnel. \_\_\_\_\_
- 37. Collaborates with others. \_\_\_\_\_
- 38. Is punctual. \_\_\_\_\_
- 39. Follows the PHED dress code. \_\_\_\_\_
- 40. Meets deadlines imposed by either the cooperating teacher or the university supervisor. \_\_\_\_\_
- 41. Handles stress and holds emotion in check. \_\_\_\_\_
- 42. Accepts constructive criticism. \_\_\_\_\_
- 43. Shows sound judgment in decision making. \_\_\_\_\_

**Comments: (Use reverse side if needed)**

**Grand Total** \_\_\_\_\_  
(addition of responses 1-43)

- Scale: 116-129 points = A**
- 103-115 points = B**
- 90-102 points = C**
- 89 or less = repeat the placement**

Provide additional comments or explanations on the reverse side of this form or as an attachment. Ratings and comments should be discussed by the intern, cooperating teacher, and university supervisor. The final evaluation should be reviewed and signed by the principal or designee.

\_\_\_\_\_  
Clinical Faculty/Cooperating Teacher      Date

\_\_\_\_\_  
University Supervisor      Date

The signatures below indicate review of this Evaluation rather than agreement.

\_\_\_\_\_  
Intern      Date

\_\_\_\_\_  
Principal (or designee)      Date

The information on this form becomes part of the intern’s confidential record, and is not provided to prospective employers by the College of Education and Human Development except through the grade on a transcript or in employment recommendations requested by the intern.