



EVALUATION OF TEACHER CANDIDATE

Health and Physical Education Licensure Program

Teacher Candidate: _____ School: _____ Level(s): _____
 Evaluator: _____ Spring ___ Fall Yr _____
 Recommended Midpoint Evaluation Grade: _____ or End-of-Semester/Final Grade: _____

Use this list of outcomes and rating scale for assessment of the teacher candidate’s performance at the midpoint and end of independent teaching. Write the number of the appropriate rating in the space provided. The teacher candidate should demonstrate growth throughout the experience. Performance should be assessed according to expectations for a teacher candidate. 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 teacher candidate’s performance should be made in relation to the following criteria. *Comments must be provided for ratings of 1 or 0, which indicate marginal or unsatisfactory performance.*

Performance Rating Scale

4 = Proficient 3 = Competent 2 = Approaching Expectations 0-1=Does not Meet Expectations
OR No opportunity to rate the outcome yet.

Standard 1: Scientific and Theoretical Knowledge

Rating

The teacher candidate knows and applies discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. More specifically the teacher candidate

- 1. Applies physiological concepts and motor development principles related to skillful movement, physical activity and fitness. _____
- 2. Applies historical, social perspectives and purpose of physical education activities. _____
- 3. Analyzes and corrects critical elements of motor skills and performance concepts. _____

Comments: (Use reverse side if needed.)

Standard 2: Skill and Fitness Based Competence

Rating

The teacher candidate is a physically educated individual with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards. More specifically the teacher candidate

- 4. Demonstrates competence in motor skill performance for a variety of physical activities and movement patterns. _____
- 5. Models a health-enhancing level of fitness to colleagues and students _____
- 6. Demonstrates appropriate selection and execution of skills, along with tactical knowledge of games at appropriate times. _____

Comments: (Use reverse side if needed.)

Standard 3: Planning and Implementation

Rating

The teacher candidate plans and implements developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. More specifically the teacher candidate

7. Designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

8. Develops and implements appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

9. Designs and implements content that is aligned with lesson objectives stated in lesson plans.

10. Plans for and manages resources to provide adaptations for abilities, learning styles, and students' needs using multiple instructional models. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences

11. Plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities (gender, class, ethnicity, race, physical or mental disabilities, or socioeconomic status).

12. Plans and implements progressive and sequential instruction that addresses the diverse needs of all students.

13. Demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Comments: (Use reverse side if needed.)

Standard 4: Instructional Delivery and Management

Rating

The teacher candidate uses effective communication and pedagogical skills and strategies to enhance student engagement and learning. More specifically the teacher candidate

14. Demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.

15. Implements effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

16. Provides effective instructional feedback for skill acquisition, student learning, and motivation.

17. Recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses

18. Utilizes managerial rules, routines, and transitions to create and maintain a safe and effective learning environment

19. Implements strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Comments: (Use reverse side if needed.)

Standard 5: Impact on Student Learning

Rating

The teacher candidate utilizes assessments and reflection to foster student learning and inform instructional decisions. More specifically the teacher candidate

20. Selects or creates appropriate assessments that will measure student achievement of goals and objectives

21. Uses appropriate assessments to evaluate student learning before, during, and after instruction.

22. Utilizes the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Comments: (Use reverse side if needed.)

Standard 6: Professionalism

Rating

The teacher candidate demonstrates dispositions essential to becoming an effective professional. More specifically the teacher candidate

23. Demonstrates behaviors that are consistent with the belief that all students can become physically educated individuals.

24. Demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers such as professional dress, confidentiality, equitable treatment for all students, professional relationship with students, and participation in professional development opportunities that enhance collaboration with staff, parents, supervising teachers, etc.

25. Communicates in ways that convey respect and sensitivity to cultural differences and creates a positive atmosphere.

Comments: (Use reverse side if needed)

Grand Total _____
(Addition of responses 1-25)

- Scale: 85-100 points = A**
- 75-84 points = B**
- 65-74 points = C**
- 64 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.

Mentor Teacher Date

University Supervisor Date

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

Teacher Candidate Date

Principal (or designee) Date

The information on this form becomes part of the teacher candidate’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.