



PROFESSIONAL EDUCATION UNIT

GROUNDING IN SOCIAL CONSTRUCTIVISM
KNOWLEDGE AND SKILLS • DISPOSITIONS • IMPACT ON P-12 LEARNING

Physical Education Field Experience assessment.

Professionalism

Overview:

The Professional Education Unit at the College at Brockport asks School-Based Teacher Educators (SBTEs) to rate the performance of the teacher candidate under their supervision in the areas of Professionalism, Knowledge & Skills, and Professional Dispositions. The Teacher Candidate is asked to rate their performance in these same areas.

The information is used as professional development feedback to the candidate and is used by the Professional Education Unit for program improvement purposes. Questions and concerns regarding the assessment should be addressed to Dr. Katherine LaLonde, the Unit Assessment, at 585-395-5513 or klalonde@brockport.edu. The assessment should take 10 to 15 minutes to complete.

Instructions: Click the radio button corresponding to the appropriate performance rating for each assessment item. Please note that the rubrics are written such that the 'Exemplary' rating is reserved for the most outstanding candidate and should be granted only to those candidates considered to be exceptional.

Please use the following criteria for selecting your ratings:

Unacceptable:

- Rarely demonstrates (generally less than 40% of the time).
- Behavior often is not consistent with good professional practice or is deemed inappropriate.

Developing:

- Sporadically demonstrates (approximately 40-74% of the time)
- Behaviors generally are consistent with good professional practice and are never deemed inappropriate, but there is considerable room for improvement with additional experience or training

Proficient:

- Usually demonstrates (approximately 75-89% of the time)

- Behaviors are consistent with good professional practice and are never deemed inappropriate

Exemplary:

- Consistently demonstrates (about 90+% of the time)
- Behaviors are consistent with those of the most effective teachers and are never deemed inappropriate

NA:

- Not applicable to the placement.

1. Dresses appropriately for setting.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

2. Arrives on time with no unexcused absences.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

3. Assists SBTE as requested and takes initiative to help when appropriate.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

4. Completes tasks as assigned or requested by SBTE.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

5. Continually develops, refines, and reflects on professional knowledge and practice to improve student learning.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

6. Listens and responds thoughtfully and positively to feedback and suggestions from supervisor, school-based faculty, and colleagues/classmates.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

Knowledge and Skills

Instructions:

Rate the teacher candidate on their knowledge of the content area that they teach and on professional skills important for new teachers to acquire. Click the radio button corresponding to the appropriate performance rating for each assessment item. Use the same criteria as in previous section. Please note that the rubrics are written such that the 'Exemplary' rating is reserved for the most outstanding candidate and should be granted only to those candidates considered to be exceptional.

7. Teacher candidate displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

8. Understands how students learn and develop and supports the intellectual, social, emotional, language and behavioral development of all students.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

9. Selects appropriate teaching strategies and materials to accommodate different instructional purposes and individual student needs.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

10. Engages all students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

11. Holds high expectations for all students and the belief that all children can learn.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

12. Monitoring of student behavior is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

13. Demonstrates fairness and the belief that all individuals can learn when interacting with individuals from differing socio-cultural and developmental backgrounds, with individuals with differing behavior and attention abilities, and with individuals with differing personal skills, talents, interests, and family backgrounds.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

14. Seeks to foster culturally sensitive communication by and among all students.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

15. Listens actively, thoughtfully, and responsively to all students.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

16. Models effective communication strategies and interpersonal skills.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

Professional Dispositions

INSTRUCTIONS:

The SUNY College at Brockport's Professional Education Unit believes that a teacher's effectiveness in the field is dependent upon the development of appropriate professional dispositions. A Positive Outlook, Intellectual Integrity, Respect, Self-Awareness, and Dedication are the five dispositions evaluated. Each disposition is defined below. Please rate the teacher candidate's demonstration of behaviors that reflect positive professional dispositions and supports student learning and development using the same criteria as in previous sections.

Click the radio button corresponding to the appropriate performance rating for each assessment item. Please note that the rubrics are written such that the 'Exemplary' rating is reserved for the most outstanding candidate and should be granted only to those candidates considered to be exceptional.

17. POSITIVE OUTLOOK: Candidate demonstrates the traits for the work of a teacher on a daily basis: the belief that all children can learn, cheerfulness, praise of others, finding good in most situations, seeing possibilities rather than obstacles, responding to challenges, laughing easily, and seeing crisis as opportunity. Candidate demonstrates genuine enthusiasm and optimism.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

18. RESPECT: Candidate is respectful to school staff and faculty, professors, and colleagues; respectfully self-advocates when necessary; takes the time and energy to show compassion and empathy for students, colleagues/ classmates, SBTEs, and professors.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

19. INTELLECTUAL INTEGRITY: Candidate demonstrates the ability to foster trust among and between students, colleagues, school-based teacher educators (SBTEs), and professors by maintaining a high level of reliability. Demonstrates sound moral character; is truthful, honest, and sincere; is fair and just in all situations with all students.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

20. DEDICATION: Candidate does not become frustrated easily but chooses to stick to a task until the task is done at a high level of competency; independent and continually uses, develops, and adopts a wide range of personal and professional resources; consistently solves problems drawing on his or her own abilities and knowledge for their solutions.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA

[Add Comment...](#)

21. SELF-AWARENESS: Candidate demonstrates an appreciation for differences among people; has a strong ability to interact, work and be with people who have characteristics different from self, and continually seeks opportunities to learn more about others' perspectives; is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the school environment.

- Unacceptable:** Rarely (generally less than 40% of time)
- Developing:** Sporadically (approximately 40-74% of time)
- Proficient:** Usually (approximately 75-89% of time)
- Exemplary:** Consistently (about 90+% of time)
- N/A NA**

[Add Comment...](#)

Discipline-specific Questions

OVERVIEW AND INSTRUCTIONS:

Your assessment of the candidate's behavior and performance during their field experience is of utmost importance in determining whether the student is ready to student teach. You are asked to provide overall comments in four areas of the profession and then rate candidate performance on specific professional knowledge, skills, and behaviors.

Please comment on the student's professional behavior and abilities in the following four areas: Area 1- Professionalism, Area 2- Teacher Behavior, Area 3- Class Management and Discipline, and Area 4- Instructional Content.

AREA 1- PROFESSIONALISM: (Includes items such as attendance, punctuality, professional appearance and conduct, interactions with cooperating teachers, receptiveness to feedback and suggestions for change, etc.). Please provide your comments about the teacher candidate's PROFESSIONALISM in the box below:

Overall, how would you rate your teacher candidate's performance in Area1- PROFESSIONALISM?

- Unacceptable:** no evidence of performance and quality

- Developing:** some evidence of performance and quality
- Proficient:** clear, consistent evidence of performance and quality
- Exemplary:** clear, consistent evidence of exceptional quality, reserved for most outstanding
- N/A:** Not applicable to this placement

[Add Comment...](#)

AREA 2- TEACHER BEHAVIOR (includes items such as personal behaviors such as enthusiasm, initiative, wiliness to get involved, interest level, "passion" for the profession, etc) and professional behaviors such as voice volume and clarity, interaction and rappoint with students, feedback to students, "with-it-ness," etc.). Please provide your comments about the teacher candidate's TEACHER BEHAVIOR in the box below:

Overall, how would you rate your candidate's performance in Area 2- TEACHER BEHAVIOR?

- Unacceptable:** no evidence of performance and quality
- Developing:** some evidence of performance and quality
- Proficient:** clear, consistent evidence of performance and quality
- Exemplary:** clear, consistent evidence of exceptional quality, reserved for most outstanding
- N/A:** Not applicable to this placement

[Add Comment...](#)

AREA 3- CLASS MANAGEMENT (includes items such as the use of start and stop signals, efficient distribution and collection of equipment, efficient methods of forming groups or teams, smooth transitions, maximizing participation, etc.). Please provide your comments about the teacher candidate's CLASS MANAGEMENT in the box below:

Overall, how would you rate your candidate's performance in Area 3-CLASS MANAGEMENT?

- Unacceptable:** no evidence of performance and quality
- Developing:** some evidence of performance and quality
- Proficient:** clear, consistent evidence of performance and quality
- Exemplary:** clear, consistent evidence of exceptional quality, reserved for most outstanding
- N/A:** Not applicable to this placement

[Add Comment...](#)

AREA 4-DISCIPLINE Ability to deal with issues concerning student behavior (including proactive/preventative measures as well as reactive measures to promote good behavior as well as address misbehavior). Please provide your comments about the teacher candidate's DISCIPLINE in the box below:

Overall, would you rate your candidate\'s performance in Area 4 DISCIPLINE?

- Unacceptable:** no evidence of performance and quality
- Developing:** some evidence of performance and quality
- Proficient:** clear, consistent evidence of performance and quality
- Exemplary:** clear, consistent evidence of exceptional quality, reserved for most outstanding
- N/A:** Not applicable to this placement

[Add Comment...](#)

AREA 5- INSTRUCTIONAL CONTENT: (includes items such as quality of written lesson plans, selecting appropriate activities for ability levels of students, making activities fun and interesting for students, focus on student learning, lesson presentation and explanations, demonstrations, use of good instructional cues, etc.). Please provide your comments about the teacher candidate's INSTRUCTIONAL CONTENT in the box below:

Overall, how would you rate your teacher candidate's performance in Area 5 INSTRUCTIONAL CONTENT?

- Unacceptable:** no evidence of performance and quality
- Developing:** some evidence of performance and quality
- Proficient:** clear, consistent evidence of performance and quality
- Exemplary:** clear, consistent evidence of exceptional quality, reserved for most outstanding
- N/A:** Not applicable to this placement

[Add Comment...](#)

I verify that the teacher candidate has completed 30 hours of field experience under my supervision.

- Yes
- No

[Add Comment...](#)

I verify that the teacher candidate gained experience working with English Language Learners.

- Yes
- No

[Add Comment...](#)

I verify that the teacher candidate has successfully completed the field experience and has earned a grade of "pass"?

- Yes
- No

[Add Comment...](#)

If timing, your schedule, or district policies permitted, would you be willing to work with this teacher candidate for student teaching?

- Yes
- No

[Add Comment...](#)

Summary Comments: Please comment on this teacher candidate's potential to become a teacher.

