

The College at Brockport

Physical Education/Teacher Education

Student Teaching Handbook

Department of Kinesiology, Sport Studies and
Physical Education

2012 Edition

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Chapter 1: General Overview

Program Overview

The Physical Education Teacher Education (PETE) program at The College at Brockport provides pedagogical opportunities and experiences for physical education majors who are interested in obtaining certification to teach physical education and coach in schools. The program at The College leads to New York State initial teaching and coaching certification for PreK-12 learners. The teacher preparation program is guided by a series of expectations and assumptions presented below.

The PETE program is designed to prepare **academically competent** students to teach physical education in schools. The program requirements are intended to equip students with the prerequisites for pursuing mastery in teacher education and professional teaching and coaching certification for PreK-12. The program is arranged sequentially to help students to acquire and to gradually refine planning, managerial, instructional, and interactive skills needed for effective teaching in today's schools. The expectations for prospective teachers include the following.

1. Develop personal competence in a variety of activities including educational dance, adventure/challenge activities, multicultural activities, track & field, invasion activities, aquatics, dance, educational gymnastics, and net & wall activities.
2. Develop competence in designing instructional programs that foster cultural and learner diversity.
3. Develop competence in establishing and maintaining an effective learning environment.
4. Develop competence in curriculum, unit, and lesson planning, and implementing instruction that achieves objectives of the lesson and program.
5. Develop competence in assessing and evaluating instructional programs, teaching skills and strategies, and learning outcomes.
6. Develop high academic competence and mastery of subject matter for teaching.

Program Assumptions

A number of assumptions provide the conceptual basis for the organization of the PETE program. The program includes a required sequence of courses in the major, a professional core, performance courses, and other co-requisites necessary for certification PreK-12. The following are some assumptions that provide the conceptual basis for the required sequences of courses in the teacher preparation program.

1. Personal performance and physical fitness in physical activity is critical to teachers of physical education.
2. The subject matter of physical education is physically active motor play and teachers of physical education should be well versed in the subject matter to be effective teachers.
3. Assessment of motor skills and physical fitness including, health-related fitness are essential for learning the subject matter of physical education.
4. Frequent and on-going feedback during teacher preparation are essential for a thorough understanding of the content and pedagogy of physical education.
5. Surviving the early years of teaching/coaching in schools (in a positive and effective manner) is crucial to future satisfaction and enjoyment of professional practice.
6. Teaching skills and strategies are developed through a series of sequential, increasingly complex, and intense teaching practice experiences (i.e., observations, field experience, student teaching).
7. Training School-Based Teacher Educators to supervise these experiences is critical to quality teaching practice.
8. Foundation knowledge is necessary for thorough understanding of the field of physical education.

Entrance Requirements for Student Teaching

The student teaching program is a 12-Semester credit assignment that is distributed across two 8-week quarters and five days of on-campus seminars. Students who meet all entrance requirements are permitted to enroll in the student teaching program that includes Student Teaching/Coaching Seminar- PEP 476 (2 credits), Elementary Student Teaching Practicum- PEP 487 (5 credits), and Secondary Student Teaching Practicum- PEP 488 (5 credits). Student teachers must achieve the academic average required by the

department prior to student teaching. They are expected to have demonstrated a level of personal and social maturity that will justify an assignment to student teaching. In addition to the academic requirements in course work, a satisfactory performance in both secondary and elementary field teaching experiences is necessary to ensure that the student is ready to enroll in the student teaching program. The following identifies requirements that must be met prior to student teaching.

1. All college coursework must be completed.
2. Student teaching candidates must obtain an overall Brockport cumulative GPA of 2.5 or better.
3. Student teaching candidates must have a “C” grade or better in the professional core and electives, co-requisites, and performance classes.
4. Student teaching candidates must pass the Brockport Health-Related Fitness Test.
5. Student teaching candidates must possess valid CPR for the Professional Rescuer and First Aid- Responding to Emergencies cards.
6. Student teaching candidates must have all other requirements (college/state etc...) met prior to student teaching.

Chapter 2: Standards & Outcomes

To be recommended for Initial State Certification in physical education, students must demonstrate at minimum a "Developing" level of performance in the competencies established by NCATE and the Department. These competencies are met through course work in the professional sequence and student teaching. The competencies consist of:

- 1. Planning and Implementation**
 - develop appropriate written lessons
 - develop appropriate written unit plans
 - utilize effective teaching strategies
- 2. Instructional Delivery and Management**
 - use a variety of teaching strategies
 - use developmentally appropriate practices
 - modify to meet learner needs including those with disabilities
- 3. Impact on Student Learning**
 - pre-assess
 - post-assess
 - reflect
- 4. Professionalism**
 - appropriate dress and demeanor
 - attendance at workshops and conferences
 - eagerness to learn and accept constructive criticism
- 5. Skill and Fitness Based Competence**
 - ability to demonstrate personal health-related fitness
 - ability to demonstrate competence in motor and fitness skills
- 6. Scientific and Theoretical Knowledge**
 - thorough understanding of concepts and principles of the content in physical education and related sciences

7. Interpersonal Relationships and Effective Communication

- ability to communicate with school-related personnel, parents, and students

8. Coaching

- ability to assist with the planning and implementation of athletic practices and competitions

Each competency comprises a range of expected outcomes that are introduced in order of complexity across the sequence of professional courses in the Teacher Education program. The sequence includes courses in Introduction to Teaching Education (PEP 441), Secondary Methods (PEP 442), Elementary Methods (PEP 444), Adapted Physical Education (PEP 445), Early Childhood (PEP 483), and Student Teaching (PEP 476, 487 & 488).

The expected outcomes are organized and introduced methodically beginning with initial practices in developing managerial skills, then integrating skills in management, instruction and learning. Various forms of pedagogical opportunities are provided for practice including peer teaching, small group teaching, and large group teaching experiences. These opportunities are introduced systematically across the sequence of courses and allow for meaningful practice of the expected outcomes to meet the competencies. Once a skill is introduced, it is expected that in the subsequent practices, its implementation becomes increasingly refined and sophisticated.

Chapter 3: The Student Teaching Program

The student teaching program is designed as a field-based learning experience, for the purpose of demonstrating competencies necessary for successful teaching in PreK-12 Physical Education. As the culminating activity of the teacher preparation process, student teaching serves as a synthesis of all the discrete teaching phases students have been exposed to during their professional preparation coursework. It provides an important opportunity to work with learners in a naturalistic setting for an extended period of time. It is intended that student teachers will combine theory with practice in working with learners in real school settings. It is also intended to provide the student teacher with the opportunity to further acquire and refine teaching skills and by the end of the student teaching program demonstrate the capacity to function as an autonomous teacher.

Time Schedule & Placement Requirements for Certification

The student teaching program is for a specified period of time (two equal-halves of a full semester) and for a daily amount of time (full-time). Each student teacher is required to provide professional service in each placement for the entire time school is open. Student teachers follow the schedule of their SBTE and assume all teaching duties of that instructor by the start of the second week of student teaching. When not directly engaged in teaching the student teacher should visit other activities in the building including but not limited to the media center, counseling center, lunchroom or other appropriate settings.

Physical education teachers are prepared to teach PreK-12, thus an experience in both elementary and secondary school is required. Teaching assignments must therefore reflect a separate secondary experience (i.e., 7-12) and elementary experience (i.e., preK-6). The time schedule for each semester student teaching experience varies with the calendar for each semester. However, for each placement, a minimum of seven to eight weeks must be completed by the student teacher.

Coaching

New York State law allows certified physical education teachers to be certified to coach without any additional requirements. Therefore, the student teaching experience requires a coaching component at the assigned school district to prepare for this certification. Coaching constitutes 10% of the required competencies for student teaching. Student teachers are to work under the direction and guidance of a certified coach. Student teachers may not assume the role of head coach or receive pay for coaching that is completed as part of the academic requirement. A balance of teaching responsibilities to coaching responsibilities must be in lines with the percentage of expectations of the college – that is 90% of the experience is related to teaching all learners and 10% of the experience is related to coaching.

Student Teaching Policies and Procedures

1. Student teachers are required to participate in coaching and other after school activities within the assigned school district.
2. Student teachers should attend all in-service workshops or meetings that occur during the school day just as other teachers do. They should attend PTA meetings, faculty meetings, and other professional meetings that the SBTE would attend.
3. Student teachers may not receive pay for any portion of the assigned academic experience.
4. Student teachers may not take the responsibility of a substitute teacher in the absence of a teacher or coach, or drive school automobiles for the purpose of transporting students, or travel with a sport team or group of students without a certified teacher/coach in attendance. Student teachers must always be under the guidance of a certified teacher.
5. Within the assigned dates of student teaching, students will follow the public or parochial school calendar in which the teaching is taking place, rather than that of the college.
6. In cases of illness or emergency, the school, the SBTE and the college supervisor must be contacted as soon as possible. Any legitimate/planned absence for professional conference must be approved with the SBTE prior to the absence.
7. The student's first commitment is to the teaching and coaching experience. The student should not participate in those activities that may jeopardize successful completion of the requirements for student teaching.

8. Student teachers are required to prepare in DETAIL units and lesson plans for all assigned classes. All units and lesson plans MUST be presented in a professional manner. Lesson and Unit Plans must also follow the Brockport format. Lesson plans must show clear descriptions of set induction, objective(s), key elements of each activity, activity development, organization of students and activities, planned feedback and closure.
9. Should the school district in which a student is teaching go on strike, the student should contact the college supervisor and/or the coordinator of student teaching immediately. Strike-bound school districts will be vacated and the student teacher will return to campus for possible reassignment. The student teacher must not participate in the strike in any way.
10. School districts are not liable for personal injury to a student teacher except in cases where the school district can be found negligent. Each student is responsible for his/her own health insurance coverage (college or independent coverage suggested).
11. Student teachers are required to inform the college supervisor of any changes in non-student teaching activities or changes in personnel.
12. Student teachers must report to the coordinator of student teaching if there has been a conviction of a felony or there is a felony action pending.

Development in Student Teaching

1. Each student teacher should be directed through a planned sequence of development in the learning experience. In other words, each student teacher's workload should be planned in a manner that shows gradual increments in teaching assignments and responsibilities. Three distinct types of responsibilities can be used initially: (i) assuming routines, non-instructional activities from the first day; (ii) assisting the SBTE in the widest variety of teaching activities both in and out of class; and (iii) teaching portions of carefully planned teaching activities of increasingly complex and demanding nature.
2. Each student teacher should be directed to take over continuing, responsible, full-time teaching, with detailed planning upon the completion of the first week of student teaching or thereabouts.
3. SBTE's should provide continuous and on-going feedback and evaluation critiques throughout the experience.

Chapter 4: Roles of Participants

The essence of the student teaching program is one of cooperation and shared responsibilities. Therefore, it is important that everyone involved in the program become familiar with the expectations outlined in this section. The primary participants in the student teaching experience include the following individuals:

1. Student Teacher
2. School-Based Teacher Educator
3. College Supervisor
4. Coordinator of Student Teaching

Responsibilities of the Student Teacher

Orientation

1. Contact is made with the assigned SBTE by the student teacher. This communication may be in person or in writing.
2. Prior to beginning student teaching, become familiar with the district/school handbook, school curriculum and the instructional materials that will be available to you.
3. Attend all orientation sessions arranged by the school district and the college.
4. Arrange for regular and reliable transportation to and from your assigned school.
5. Become familiar with the procedures, expectations, guidelines, and evaluations that your school assignment and college have in place.

Planning

1. Be prepared to work with your SBTE before and after school, during his/her planning period, and on in-service and parent conference days.
2. Plan units and lessons well in advance of teaching assignments and in **DETAIL**. The SBTE approves all your plans. You should arrange time at the end of each week to review your lesson plans that you will use the following week with your SBTE.
3. Lesson plans are a required component for teaching. Student teachers are not permitted to teach a lesson without a lesson plan in hand (not on a computer).
4. Secure approval from your SBTE before teaching anything outside the prescribed curriculum or that might be considered controversial.

5. In your absence, you are still responsible for lesson plans. You must notify your SBTE of your absence and provide a copy of your plans.
6. Plan your lessons to provide a variety of activities suitable for learners of different ability levels within the same class.

Classroom Management

1. Report all infractions of school policy of which you are aware, such as drinking, drug use, fighting, cheating to your SBTE.
2. Expect to be addressed by a *title (Mr., Miss, Ms. or Mrs.)* and your *last name*.
3. Organize all your materials for each lesson. Be mentally organized and ready to begin instruction on time.
4. Consult with your SBTE at any point you wish to modify the established guidelines for classroom discipline such as policies for lateness, lack of preparation, or disruptions in class.
5. Transition from one activity or lesson to another usually generates a certain amount of confusion. However, if you have well planned, organized lessons and give clear instructions, the confusion will be kept to a minimum.
6. Make certain that each instructional group clearly understands what is to be done, the equipment to be used, and the expected outcomes.
7. Within the gymnasium plan movement patterns that will enable you to move among the students during instruction. Your movement attracts student attention to you and to what you are presenting. This movement also helps to decrease discipline problems and disruptions.
8. Use nonverbal cues to signal your unacceptance of inappropriate behavior. By so doing, you can frequently stop the misbehavior without interrupting your lesson or activity.
9. Use positive reinforcement whenever possible.
10. Try various classroom management techniques as you develop those that work most effectively for you.

Instruction & Methodology

1. You will spend time at the beginning and at the end of student teaching as an observer. Observe the SBTE and other teachers for their instructional techniques and systems of classroom management. Take notes and ask questions.
2. Because teaching styles and gymnasium management techniques differ, you and your SBTE may be at variance. The SBTE will be willing to grant you the freedom to test and develop your style. Be receptive to suggestions offered for adjustments and refinements.

3. Secure all materials and equipment you will need to teach a lesson before the class begins.
4. Take an inventory of all the materials and equipment available in your school so that you can use or adapt them appropriately.
5. Create teaching aids/materials to fit the needs of students and to facilitate your teaching.
6. Plan your presentations and lessons well in advance so that you are able to convey clearly what your students are to learn.
7. Be flexible in adjusting your plans to meet unexpected needs.

Professionalism

1. As a student teacher, you are expected to perform your duties in the same manner as a teacher under contract. It is essential that you become familiar with the policies, practices, and procedures related to the school and the physical education department.
2. Observe and ask about faculty dress code and follow it. Tattoos should not be visible and piercing is limited to your ears. Wear collared shirts and khaki or coaching shorts. Sweat pants should be professional in nature. You may not wear khaki long pants. Hair should be maintained in a professional manner.
3. Do not use abusive language, profane or otherwise, even in jest or for emphasis.
4. If an emergency or illness occurs, notify your SBTE and college supervisor directly.
5. You should follow certain ethical practices and maintain a high standard of professional practices that concern your relationships with other teachers, students, and your school. These matters may include the following:
 - a. Consider all data pertaining to students including family status, disability, physical performance and conduct, as confidential. Do not talk about confidential information freely to anyone but school-related personnel.
 - b. Do not talk with students about other students.
 - c. Do not talk with students about other teachers.
 - d. Do not talk with teachers about other teachers.
 - e. Avoid criticism of the school district in which you are assigned as well as SUNY Brockport and SUNY Brockport personnel.
 - f. Do not form any friendships or relationships with students beyond a professional teacher to student manner.
 - g. Do not ask for students' email address or cell phone numbers.
 - h. Do not give out any personal information about yourself to students.
 - i. Do not contact students outside of school.
 - k. Do not attend social functions of students that are held outside the

parameter of a school function.

Evaluation

Both your SBTE and College Supervisor will evaluate you throughout the experience. The following evaluations will be conducted on-line:

- a. Midterm progress evaluation at each placement by your SBTE. The evaluation is based on the 10 competencies of the student teaching curriculum as well as the Global Assessment of Teacher Candidates.
- b. Final evaluation at each placement of the 10 competencies as well as the Global Assessment of Teacher Candidate by your SBTE.
- c. Recommendation for a Final Grade by your SBTE.
- d. Global Assessment of Teacher Candidate at the end of each placement by your college supervisor.
- e. Determination of your final grade by your college supervisor.

A copy of these reports will be generated and distributed to you.

You will also receive Lesson Evaluations by your college supervisor during each visit.

You may also receive other forms of evaluation by your SBTE.

Responsibilities of the College Supervisor

Orientation

1. Meet with student teaching coordinator prior to the first student teaching seminar to discuss student teaching placements for the semester.
2. Hold orientation meeting with student teacher prior to student teaching to deal with expectations, contingencies, observation visits, and evaluations.

Planning

1. Observe and evaluate student performance at minimum two times each quarter.
2. Observe at minimum two lessons per visit.
3. Use the SUNY Brockport Lesson Evaluation to provide written feedback for a full lesson taught to both the student and SBTE. Maintain third copy for college records.
4. Conference with the student and SBTE at each visit.

5. Be responsible for calling a meeting between yourself, student teacher, student teaching coordinator, and any other significant parties at any time warranted to discuss concerns about the student teacher's performance or professional behavior.
6. Act as a resource person to the student teacher concerning techniques, materials, and curricula.

Management

1. Provide feedback to your student teacher during observation visits regarding management techniques.
2. Mediate between your student teacher and SBTE when differences arise.
3. Manage paperwork so that all evaluation materials for your student will be submitted to the placement coordinator at the conclusion of the semester.

Instruction & Methodology

1. Coordinate the expectations of the college and the placement site among the student teacher and the SBTE.
2. Make two visits to each placement site. A visit should include observation of at least two lessons.
3. Conduct a formal evaluation of at least one lesson on the SUNY Brockport Lesson Evaluation form.
3. Confer with the student teacher to discuss the observed lesson. Emphasize positive indicators of the success of the lesson, and offer appropriate suggestions for improvement.

Professionalism

1. Maintain regular contact with the SBTE to discuss the student teacher's performance and progress.
2. Complete and submit to the coordinator of student teaching, a final report and evaluation on each student teacher at the end of the semester.

Evaluation

1. Complete the on-line Global Assessment of Teacher Candidate for each assigned student.
2. Determine final grade by consensus between you and the SBTE at each placement whenever possible.

Responsibilities of the School-Based Teacher Educator

Orientation

1. Orient the student teacher to the assigned school. The orientation should include identification of services in support of instruction, facilities, and departmental relations and resources.
2. Meet with student teacher prior to the first student teaching seminar (if possible) to discuss student teaching placements for the semester. Provide and discuss faculty and student handbooks, student teaching handbook etc.
3. Encourage student teachers to seek information by asking questions, to take risks in testing out principles of instruction, and to seek advice and criticism.

Planning

1. Guide the student teacher through a period of observation by assisting in targeting teacher and learner behaviors for observation.
2. Clearly designate times when plans are due, critique the student teacher's lessons on a regularly scheduled basis, and present written feedback on lesson and unit plans.
3. Act as a resource person to the student teacher concerning techniques, materials, and curricula.

Management

1. Provide feedback to student teacher throughout the experience regarding management techniques.
2. Observe at least one lesson daily to provide oral feedback on lesson opening, delivery of content, classroom environment, and lesson closure. At least once a week, the feedback should be summarized in a written summary form, targeting areas of progress and areas requiring greater preparation and delivery.
3. Provide a positive environment where the student teacher achieves status as a "teacher" with students.

Instruction & Methodology

1. Plan times to meet with the college supervisor to discuss student teacher's performance.
2. Observe lessons daily. At least once each week, meet with the student teacher to preview a lesson (discuss objectives, activities in relation to objectives, evaluation in relation to objectives) observe a lesson and conduct a post-conference on the delivery of the lesson.

3. Check to see that the student teacher writes explicit objectives for each lesson.

Professionalism

1. Maintain a written record of each observation and conference and provide a copy of the record to the student teacher and the college supervisor.
2. Maintain regular contact with the college supervisor to discuss the student teacher's performance and progress.
3. Make certain that the college supervisor completes an evaluation of the student teacher during visitation.

Evaluation

Formal student teaching evaluations are conducted on-line. Emails notifying you of the process to access the on-line assessment as well as open and closed times for inputting data will be sent throughout the semester. You are asked to complete the following formal evaluations:

1. Midterm Evaluation during the open period of input.
2. Final Evaluation during the open period of input.
3. Recommend Final Grade Form at the conclusion of the experience.

Chapter 5: Assessment in Student Teaching

Formal assessment requirements during student teaching are twofold including a midterm progress report and a final assessment at each placement site. **All assessments are conducted on-line.** Information on accessing the on-line assessment will be sent via email from the college. Contact the coordinator of student teaching for any difficulties you may encounter (chouston@brockport.edu)

Assessing Performance

The assessment of student performance is based on the NCATE/NASPE Standards and are delineated as follows:

1. **Planning and Implementation**
2. **Instructional Delivery and Management**
3. **Impact on Student Learning**
4. **Professionalism**
5. **Skill and Fitness Based Competence**
6. **Scientific and Theoretical Knowledge**

In addition, students are assessed on Global Competencies that include:

1. **Professional Dispositions**
2. **Knowledge and Skills**
3. **Impact on Student Learning**

Each standard contains several related competencies. Each competency is then assessed using the following categories.

EXEMPLARY, PROFICIENT, DEVELOPING and

UNACCEPTABLE - [Not recommended for certification]

Defining the Terms

Exemplary

To achieve exemplary for a given competency, the student teacher should **consistently** demonstrate the task after a period of time of delivery and refinement.

Proficient

To achieve proficient for a given competency, the student teacher should **often** demonstrate the task after a period of time of delivery and refinement.

Developing

To achieve developing for a given competency, the student teacher **sometimes** demonstrates the task even after a period of time of delivery and refinement.

Unacceptable - Not Recommended for Certification

To achieve unacceptable for a given competency, the student teacher **rarely** demonstrates the task even after a period of time of delivery and refinement.

Corresponding Grades to Achievement

Students who are able to maintain a high level of exemplary performance in *most* competencies should receive a grade ranging from A to A-.

Students who are able to maintain a combined level of exemplary and proficient performance in *most* competencies should receive a grade ranging from B+ to B.

Students who are able to maintain a combined level of proficient and developing performance in *most* competencies should receive a grade ranging from B- to C+.

Students who are demonstrate mostly developing performance should receive a grade of C.

Students who are not able to demonstrate acceptable levels of performance in most areas should be receive a grade of C- or lower and such student will not be recommended for State Certification.

Alternatives to Failing Student Teaching

On a case-by-case basis students may be given the opportunity to reenroll and repeat their student teaching experience.

On a case-by-case basis students may be permitted to withdraw from student teaching.

On a case-by-case basis students may be granted permission to extend their student teaching experience to reach, at minimum, the DEVELOPING level of competence.

Midterm Progress Report

The purpose of the midterm progress report is to give the student teacher an indication of their progress thus far and offer constructive suggestions for improvement. The on-line assessment for midterm is the same as the final and includes the NCATE/ NASPE Standards and their corresponding competencies. Each competency will appear on the screen and the SBTE will “click” the appropriate performance level. A comment section is also available but SBTE’s do not need to comment on every competency. In addition to the PE assessment, the College at Brockport requires all SBTE’s to complete an evaluation known as the Global Assessment of Teacher Candidates. After one competency is submitted the next competency will appear. Upon conclusion of the assessment, SBTE’s are asked to print out a copy of the report for themselves and their student teacher by following the on-line instructions. The progress report should be discussed with the student teacher and appropriate goals and strategies for improvement should be generated. A copy of the report will be distributed to the college supervisor via the college on-line system.

Final Evaluation

The process for completing the final evaluation is the same as completing the midterm progress report. The final on-line assessment will also include a Recommended Grade Form. Please input your recommended final grade and discuss the report as well as the grade with your student teacher and college supervisor. By college protocol the college supervisor is responsible for assigning the final grade based on your candid input.



PROFESSIONAL EDUCATION UNIT

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

Section 1: Planning and Implementation (NASPE Std. 3)

1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs. (NASPE 3.1)
 - a. Exemplary: Student teacher often designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
 - b. Proficient: Student teacher sometimes designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
 - c. Developing: Student teacher rarely designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
 - d. Unacceptable: Student teacher never designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

2. Develop and implement appropriate (e.g., measureable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards. (NASPE 3.2)
 - a. Exemplary Student teacher often develops and implements appropriate (e.g., measureable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
 - b. Proficient Student teacher sometimes develops and implements appropriate (e.g., measureable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
 - c. Developing Student teacher rarely develops and implements appropriate (e.g., measureable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

- d. Unacceptable Student teacher never develops and implements appropriate (e.g., measureable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
3. Design and implement content that is aligned with lesson objectives. (NASPE 3.3)
- a. Exemplary Student teacher often designs and implements content that is aligned with lesson objectives.
- b. Proficient Student teacher sometimes designs and implements content that is aligned with lesson objectives.
- c. Developing Student teacher rarely designs and implements content that is aligned with lesson objectives.
- d. Unacceptable Student teacher never designs and implements content that is aligned with lesson objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences. (NASPE 3.4)
- a. Exemplary Student teacher often plans for and manages resources to provide active, fair, and equitable learning experiences.
- b. Proficient Student teacher sometimes plans for and manages resources to provide active, fair, and equitable learning experiences.
- c. Developing Student teacher rarely plans for and manages resources to provide active, fair, and equitable learning experiences.
- d. Unacceptable Student teacher never plans for and manages resources to provide active, fair, and equitable learning experiences.
5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. (NASPE 3.5)
- a. Exemplary Student teacher often plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

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|-----------------|---|
| b. Proficient | Student teacher sometimes plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. |
| c. Developing | Student teacher rarely plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. |
| d. Unacceptable | Student teacher never plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. |
6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. (NASPE 3.6)
- | | |
|-----------------|---|
| a. Exemplary | Student teacher often plans and implements progressive and sequential instruction that addresses the diverse needs of all students. |
| b. Proficient | Student teacher sometimes plans and implements progressive and sequential instruction that addresses the diverse needs of all students. |
| c. Developing | Student teacher rarely plans and implements progressive and sequential instruction that addresses the diverse needs of all students. |
| d. Unacceptable | Student teacher never plans and implements progressive and sequential instruction that addresses the diverse needs of all students. |
7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. (NASPE 3.7)
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|----------------|---|
| a. Exemplary: | Student teacher often demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. |
| b. Proficient: | Student teacher sometimes demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. |

- c. Developing: Student teacher rarely demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.
- d. Unacceptable: Student teacher never demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Section 2: Instructional Delivery and Management (NASPE Std 4)

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. (NASPE 4.1)
 - a. Exemplary: Student teacher often demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.
 - b. Proficient: Student teacher sometimes demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.
 - c. Developing: Student teacher rarely demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.
 - d. Unacceptable: Student teacher never demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.

2. Implement effective demonstrations, explanations, and instructional prompts to link physical activity concepts to appropriate learning experiences. (NASPE 4.2)
 - a. Exemplary: Student teacher often implements effective demonstrations, explanations, and instructional prompts to link physical activity concepts to appropriate learning experiences.
 - b. Proficient: Student teacher sometimes implements effective demonstrations, explanations, and instructional prompts to link physical activity concepts to appropriate learning experiences.

- c. Developing: Student teacher rarely implements effective demonstrations, explanations, and instructional prompts to link physical activity concepts to appropriate learning experiences.
 - d. Unacceptable: Student teacher never implements effective demonstrations, explanations, and instructional prompts to link physical activity concepts to appropriate learning experiences.
3. Provide effective instructional feedback for skill acquisition, student learning, and motivation. (NASPE 4.3)
- a. Exemplary: Student teacher often provides effective instructional feedback for skill acquisition, student learning, and motivation.
 - b. Proficient: Student teacher sometimes provides effective instructional feedback for skill acquisition, student learning, and motivation.
 - c. Developing: Student teacher rarely provides effective instructional feedback for skill acquisition, student learning, and motivation.
 - d. Unacceptable: Student teacher never provides effective instructional feedback for skill acquisition, student learning, and motivation.
4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. (NASPE 4.4)
- a. Exemplary: Student teacher often recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses.
 - b. Proficient: Student teacher sometimes recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses.
 - c. Developing: Student teacher rarely recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses.

- d. Unacceptable: Student teacher never recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses.
5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effecting learning environment. (NASPE 4.5)
- a. Exemplary: Student teacher often utilizes managerial rules, routines, and transitions to create and maintains a safe and effecting learning environment.
- b. Proficient: Student teacher sometimes utilizes managerial rules, routines, and transitions to create and maintains a safe and effecting learning environment.
- c. Developing: Student teacher rarely utilizes managerial rules, routines, and transitions to create and maintains a safe and effecting learning environment.
- d. Unacceptable: Student teacher never utilizes managerial rules, routines, and transitions to create and maintains a safe and effecting learning environment.
6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (NASPE 4.6)
- a. Exemplary: Student teacher often implements strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
- b. Proficient: Student teacher sometimes implements strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
- c. Developing: Student teacher rarely implements strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
- d. Unacceptable: Student teacher never implements strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Section 3: Impact on Student Learning (NASPE Std 5)

1. Select or create appropriate assessments that will measure student achievement of goals and objectives. (NASPE 5.1)
 - a. Exemplary: Student teacher often selects or creates appropriate assessments that will measure student achievement of goals and objectives.
 - b. Proficient: Student teacher sometimes selects or creates appropriate assessments that will measure student achievement of goals and objectives.
 - c. Developing: Student teacher rarely selects or creates appropriate assessments that will measure student achievement of goals and objectives.
 - d. Unacceptable: Student teacher never selects or creates appropriate assessments that will measure student achievement of goals and objectives.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction. (NASPE 5.2)
 - a. Exemplary: Student teacher often uses appropriate assessments to evaluate student learning before, during, and after instruction.
 - b. Proficient: Student teacher sometimes uses appropriate assessments to evaluate student learning before, during, and after instruction.
 - c. Developing: Student teacher rarely uses appropriate assessments to evaluate student learning before, during, and after instruction.
 - d. Unacceptable: Student teacher never uses appropriate assessments to evaluate student learning before, during, and after instruction.

3. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions. (NASPE 5.3)
 - a. Exemplary: Student teacher often utilizes the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.
 - b. Proficient: Student teacher sometimes utilizes the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.
 - c. Developing: Student teacher rarely utilizes the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.
 - d. Unacceptable: Student teacher never utilizes the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

Section 4: Professionalism (NASPE Std 6)

1. Demonstrate behaviors that are consistent with the belief that all students can become physically education individuals. (NASPE 6.1)
 - a. Exemplary: Student teacher often demonstrates behaviors that are consistent with the belief that all students can become physically education individuals.
 - b. Proficient: Student teacher sometimes demonstrates behaviors that are consistent with the belief that all students can become physically education individuals.
 - c. Developing: Student teacher rarely demonstrates behaviors that are consistent with the belief that all students can become physically education individuals.
 - d. Unacceptable: Student teacher never demonstrates behaviors that are consistent with the belief that all students can become physically education individuals.

2. Participate in activities that enhance collaboration and lead to professional growth and development. (NASPE 6.2)
 - a. Exemplary: Student teacher often participates in activities that enhance collaboration and lead to professional growth and development.
 - b. Proficient: Student teacher sometimes participates in activities that enhance collaboration and lead to professional growth and development.
 - c. Developing: Student teacher rarely participates in activities that enhance collaboration and lead to professional growth and development.
 - d. Unacceptable: Student teacher never participates in activities that enhance collaboration and lead to professional growth and development.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. (NASPE 6.3)
 - a. Exemplary: Student teacher often demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.
 - b. Proficient: Student teacher sometimes demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.
 - c. Developing: Student teacher rarely demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.
 - d. Unacceptable: Student teacher never demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.
4. Communicate in ways that convey respect and sensitivity. (NASPE 6.4)
 - a. Exemplary: Student teacher often communicates in ways that convey respect and sensitivity.
 - b. Proficient: Student teacher sometimes communicates in ways that convey respect and sensitivity.

- c. Developing: Student teacher rarely communicates in ways that convey respect and sensitivity.
- d. Unacceptable: Student teacher never communicates in ways that convey respect and sensitivity.

Section 5: Skill and Fitness Based Competence (NASPE Std. 2)

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns. (NASPE 2.1)
 - a. Exemplary: Student teacher often demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns.
 - b. Proficient: Student teacher sometimes demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns.
 - c. Developing: Student teacher rarely demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns.
 - d. Unacceptable: Student teacher never demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program. (NASPE 2.2)
 - a. Exemplary: Student teacher often achieves and maintains a health-enhancing level of fitness throughout the program.
 - b. Proficient: Student teacher sometimes achieves and maintains a health-enhancing level of fitness throughout the program.
 - c. Developing: Student teacher rarely achieves and maintains a health-enhancing level of fitness throughout the program.
 - d. Unacceptable: Student teacher never achieves and maintains a health-enhancing level of fitness throughout the program.

3. Demonstrate performance concepts related to skillful movement in a variety of physical activities. (NASPE 2.3)
 - a. Exemplary: Student teacher often demonstrates performance concepts related to skillful movement in a variety of physical activities.
 - b. Proficient: Student teacher sometimes demonstrates performance concepts related to skillful movement in a variety of physical activities.
 - c. Developing: Student teacher rarely demonstrates performance concepts related to skillful movement in a variety of physical activities.
 - d. Unacceptable: Student teacher never demonstrates performance concepts related to skillful movement in a variety of physical activities.

Section 6: Scientific and Theoretical Knowledge (NASPE Std. 1)

1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness. (NASPE 1.1)
 - a. Exemplary: Student teacher often describes and applies physiological and biomechanical concepts related to skillful movement, physical activity, and fitness.
 - b. Proficient: Student teacher sometimes describes and applies physiological and biomechanical concepts related to skillful movement, physical activity, and fitness.
 - c. Developing: Student teacher rarely describes and applies physiological and biomechanical concepts related to skillful movement, physical activity, and fitness.
 - d. Unacceptable: Student teacher never describes and applies physiological and biomechanical concepts related to skillful movement, physical activity, and fitness.

2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness. (NASPE 1.2)
 - a. Exemplary Student teacher often describes and applies motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
 - b. Proficient Student teacher sometimes describes and applies motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
 - c. Developing Student teacher rarely describes and applies motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
 - d. Unacceptable Student teacher never describes and applies motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness. (NASPE 1.3)
 - a. Exemplary: Student teacher often describes and applies motor development theory and principles related to skillful movement, physical activity, and fitness.
 - b. Proficient: Student teacher sometimes describes and applies motor development theory and principles related to skillful movement, physical activity, and fitness.
 - c. Developing: Student teacher rarely describes and applies motor development theory and principles related to skillful movement, physical activity, and fitness.
 - d. Unacceptable: Student teacher never describes and applies motor development theory and principles related to skillful movement, physical activity, and fitness.
4. Identify historical, philosophical, and social perspectives of physical education issues and legislation. (NASPE 1.4)
 - a. Exemplary: Student teacher often identifies historical, philosophical, and social perspectives of physical education issues and legislation.

- b. Proficient: Student teacher sometimes identifies historical, philosophical, and social perspectives of physical education issues and legislation.
- c. Developing: Student teacher rarely identifies historical, philosophical, and social perspectives of physical education issues and legislation.
- d. Unacceptable: Student teacher never identifies historical, philosophical, and social perspectives of physical education issues and legislation.
5. Analyze and correct critical elements of motor skills and performance concepts. (NASPE 1.5)
- Exemplary: Student teacher often analyzes and corrects critical elements of motor skills and performance concepts.
- b. Proficient: Student teacher sometimes analyzes and corrects critical elements of motor skills and performance concepts.
- c. Developing: Student teacher rarely analyzes and corrects critical elements of motor skills and performance concepts.
- d. Unacceptable: Student teacher never analyzes and corrects critical elements of motor skills and performance concepts.

Global Assessment of Candidate Performance Assessment

Professional Dispositions

A synthesis and summary of the teacher candidate's Performance Professional Disposition, Knowledge & Skills & Impact on Student Learning

Instructions: A successful education professional displays the beliefs, attitudes, and values that reflect the philosophy that all learners can learn and demonstrates classroom behaviors that create caring and supportive learning environments through his/her dedication, respectfulness, intellectual integrity, positive outlook, and high degree of self-awareness.

Please rate the teacher candidate on the following dispositions. The rating scale consists of four categories: Exemplary, Proficient, Developing, and Unacceptable. Ask yourself the following question: "Overall, how clearly and consistently does the teacher candidate demonstrate the particular disposition when he/she is working with children, their families, and other education professionals?"

Note: A rating of Exemplary is reserved for those teacher candidates with performance level of such quality that they would be considered an exemplar.

POSITIVE OUTLOOK: Teacher candidate is genuinely optimistic and enthusiastic. Teacher candidate displays cheerfulness, praises others, finds good in most situations, sees possibilities rather than obstacles, responds to challenges, laughs easily, and sees crisis as opportunity.

- Unacceptable:** Demonstrates less than 40% of the time.
- Developing:** Demonstrates 40% to 74% of the time.
- Proficient:** Demonstrates 75% to 89% of the time.
- Exemplary:** Demonstrates 90% to 100% of the time.
- N/A:** Not applicable to this placement

[Add Comment...](#)

RESPECT: Teacher candidate is considerate of students, families, and education professionals, displays cultural sensitivity (i.e., sensitive to the needs of diverse learners), and is empathetic. Teacher candidate genuinely cares, listens more than talks, and is eager to learn about others. Teacher candidate is thoughtful, polite, and slow to judge.

- Unacceptable:** Demonstrates less than 40% of the time.
- Developing:** Demonstrates 40% to 74% of the time.
- Proficient:** Demonstrates 75% to 89% of the time.
- Exemplary:** Demonstrates 90% to 100% of the time.
- N/A:** Not applicable to this placement

[Add Comment...](#)

INTELLECTUAL INTEGRITY: Teacher candidate is truthful, honest, trustworthy, and fair-minded in all situations and with all students, their families, and other education professionals. Teacher candidate takes pride in his/her work and gives credit where it is due. Teacher candidate is a careful thinker and values research. Teacher candidate values the opinions of others, is open to new ideas, realizes that truth is relative (i.e., not always black and white), and is not afraid to change his/her mind.

- Unacceptable:** Demonstrates less than 40% of the time.
- Developing:** Demonstrates 40% to 74% of the time.
- Proficient:** Demonstrates 75% to 89% of the time.
- Exemplary:** Demonstrates 90% to 100% of the time.
- N/A:** Not applicable to this placement

[Add Comment...](#)

DEDICATION: Teacher candidate demonstrates persistence, flexibility, generosity, creativity, and patience. Teacher candidate cares about his/her work and completes work well and on time, sticking to a task until the task is done at a high level of competency. Teacher candidate volunteers, is willing to help others, and is generous with time, talent, and resources. Intern is actively engaged in life, is a self-starter, and is willing to take risks.

- Unacceptable:** Demonstrates less than 40% of the time.
- Developing:** Demonstrates 40% to 74% of the time.
- Proficient:** Demonstrates 75% to 89% of the time.
- Exemplary:** Demonstrates 90% to 100% of the time.
- N/A:** Not applicable to this placement

[Add Comment...](#)

SELF-AWARENESS: Teacher candidate knows his/her own strengths and weaknesses, he/she is able to accept criticism, is willing to hear another viewpoint, and makes an extra effort to improve. Teacher candidate can problem solve and accept responsibility for his/her actions (i.e., does not blame others or the students). Teacher candidate is able to critically think and reflect upon his/her effectiveness.

- Unacceptable:** Demonstrates less than 40% of the time.
- Developing:** Demonstrates 40% to 74% of the time.
- Proficient:** Demonstrates 75% to 89% of the time.
- Exemplary:** Demonstrates 90% to 100% of the time.
- N/A:** Not applicable to this placement

[Add Comment...](#)

Knowledge and Skills

Please rate the teacher candidate's knowledge and skills in the area in which he/she teaches. The rating scale consists of four categories: Exemplary, Proficient, Developing, and Unacceptable. Ask yourself, "Overall, how clearly and consistently does the teacher candidate demonstrate quality performance?"

Note: A rating of Exemplary is reserved for those teacher candidates with performance levels of such quality that education professionals would consider them an exemplar.

Knowledge of the content to be taught (knowledge of subject matter).

- 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...](#)

Knowledge of the pedagogy required to teach the content (uses multiple instructional strategies, adapts instruction for individual needs).

- 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...](#)

Appropriate professional knowledge and skills to teach a curriculum (classroom motivation and management skills, instructional planning skills, communication skills).

- 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...](#)

Reflective skills (inquires and analyzes experiences when planning and teaching lessons, creates experiences and environments supporting inquiry and analysis for both individuals and groups).

- 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...](#)

Undertakes a systematic assessment to understand prior student learning in the area he or she will teach (judges prior learning, pre-assessment).

- 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...](#)

Plans an appropriate sequence of instruction to advance student learning based on the pre-assessment (plans instruction).

- 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...](#)

Teaches students to acquire and use content knowledge in meaningful ways, engaging those who bring differing background knowledge and learning needs, and providing students opportunities to demonstrate the use of critical and creative thinking skills (teaches).

- 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...](#)

Assesses student learning using an appropriate concluding objective test or alternative assessment(s). Alignments and learning objectives are fair, unbiased, valid and reliable.

- 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...](#)

Analyzes the results of assessments, documenting the student learning that occurred at individual and group levels, including explanations of results from students who learned more or less than expected, and results from each subgroup of students (analyzes).

- 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...](#)

Reflects on changes in teaching that could improve student learning (reflects).

- 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...](#)

Impact on Student Learning

Please rate the teacher candidate's Impact on Student Learning in the area in which he/she teaches. The rating scale consists of four categories: Exemplary, Proficient, Developing, and Unacceptable. Ask yourself, "Overall, how clearly and consistently does the teacher candidate demonstrate quality performance?"

Note: A rating of Exemplary is reserved for those teacher candidates with performance levels of such quality that education professionals would consider them an exemplar.

Demonstrates a positive impact on learning by effectively integrating technology in instruction.

- 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...](#)

Provides evidence of a positive impact on learning for diverse student populations.

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

[Add Comment...](#)

Experience with Diverse Learners

All teacher candidates are required to have experience teaching diverse learners. Please describe the intern's experience during this placement.

In this placement, the teacher candidate gained experience with students with special learning or behavioral needs.

- Yes
- No

[Add Comment...](#)

In this placement, the teacher candidate gained experience with students whose first language is not English.

- Yes
- No

[Add Comment...](#)