

*The College at Brockport*

*Physical Education/Teacher Education*

*Student Teaching Handbook*

Department of Kinesiology, Sport Studies and  
Physical Education

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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 8 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 possess valid CPR for the Professional Rescuer and First Aid- Responding to Emergencies cards.
5. 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 CAEP 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), Elementary Methods (PEP 444), Adapted Physical Education (PEP 445), Early Childhood (PEP 483), Secondary Methods (PEP 442), 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 will participate in coaching and/or other after school activities within the district. This experience is met at 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 also attend PTA meetings, faculty meetings, and other professional meetings that the cooperating teacher would attend.
3. College policy requires that student teachers not be allowed to drive automobiles or buses for the purpose of transporting students.
4. By department policy, student teachers should not receive pay for any portion of the assigned experience. (This applies to coaching and teaching while student teaching).
5. Student teachers may not take the responsibility of a substitute teacher in the absence of a faculty member or coach or travel with a team without a certified teacher in attendance.
6. Within the assigned dates of student teaching, students will follow the public or parochial school calendar, rather than that of the college.

7. In cases of illness or emergency, the school, SBTE and college supervisor must be contacted as soon as possible. Any legitimate planned absence for professional conference must be approved by the SBTE prior to the absence.
8. The student's first commitment is to the teaching and coaching experience. The student may not participate in activities that may jeopardize successful completion of the requirements for student teaching.
9. The workload of the student teacher should be gradually approximated based upon student teacher growth and development during student teaching. All students should be teaching full-time by the start of the second week of student teaching.
10. Student teachers are expected to prepare **DETAILED** units and lesson plans for **all** assigned classes. All unit plans and lesson plans **MUST** follow the SUNY Brockport protocol.
11. 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. Student teachers may not participate in the strike in any way.
12. 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).
13. Student teachers are required to inform the supervisor of any changes in student teaching activities.
14. Student teachers must report to the supervisor if there has been a conviction of a felony or there is a felony action pending. Note: Any one of these factors may prohibit or delay the student's practicum teaching experience.

15. Student teachers are expected to act in a professional manner at all times. Use of profanity, sexual overtures, alcohol, drugs, or other acts of unprofessionalism will result in immediate removal from the student teaching experience and failure of the course. Further disciplinary actions may also be taken.
16. Cell phone use during the scheduled teaching and coaching day is prohibited. Student teachers may not make personal phone calls, text messages, or use social media of any kind during the teaching and coaching day. Student teachers may not video record, take photos with/of students and student-athletes with personal cell phones. Student teachers may not pose for pictures or be part of any unsanctioned photos or videos taken by students.
17. Student teachers who are released from student teaching by a district will fail their student teaching experience.
18. The Department has the right to remove a student from student teaching if the candidate exhibits any behaviors that are considered questionable or inappropriate.

### *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. SBTEs should provide continuous and on-going feedback and evaluation critiques throughout the experience.
4. SBTEs should not leave student teachers alone in the gym for extended periods of time during the experience. As the student teacher becomes more comfortable, the SBTE may be in close proximity of the gym, but should not intervene in routine teaching

situations to allow the student teacher the opportunity to handle various teacher-student interactions. If an SBTE is absent from the gym and/or does not provide regular feedback, the student teacher should contact the SBTE to set up a meeting.

5. Student teachers and SBTEs will meet weekly to complete the Weekly Evaluation form. It is the student teacher's responsibility to scan (using either the school's scanner/copier or smart phone scanning application such as camscanner) and email the evaluation to the assigned college supervisor every Friday by 6:00 p.m. It will be the college supervisor's discretion to accept late evaluations.

# 1. 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. 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.

5. Plan your lessons to provide a variety of activities suitable for learners of different ability levels within the same class.
6. If in a team teaching situation, the student teacher should take on the primary planning duties of the lesson, but actively teach the lessons with the other PE teacher. The student-teacher should be the lead teacher with the other teacher serving in a support role.

### Classroom Management

1. Report all infractions of school policy of which you are aware, such as but not limited to 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 should 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

Being a teacher is a privilege and professional behavior is perhaps the most important characteristic an effective teacher can possess. Therefore, all teaching candidates will be expected to adhere to the following professional policies. Failure to do so may result in a professional disposition and/or removal from the program.

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 must 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 but are not limited to the following:
  - a. **Social media has created new ways to communicate with individuals and can lead to compromising situations that may jeopardize one's standing in the program if teaching**

**candidates do not practice sound judgment while using social media. Therefore:**

- i. DO NOT, UNDER ANY CIRCUMSTANCE, COMMUNICATE, ACCEPT OR SEEK FRIEND REQUESTS FROM STUDENTS, OR SEND PHOTOS OF ANY KIND TO STUDENTS THROUGH ANY SOCIAL MEDIA SITE (i.e. Facebook, Instagram, twitter, tumblr, social gaming, yik yak, vine, periscope, etc.).**
  - ii. DO NOT POST ANY OF YOUR STUDENTS' IMAGES ON ANY SOCIAL MEDIA SITE (i.e. video clips or pictures)**
  - iii. ALL PERSONAL SOCIAL MEDIA PROFILES SHOULD BE SET TO PRIVATE.**
  - iv. DO NOT POST ANY QUESTIONABLE IMAGES OR STATEMENTS THAT CAN BE INTERPRETED AS NEGATIVE, DEGRADING, OR LACKING IN JUDGMENT.**
  - v. DO NOT POSE FOR ANY PHOTOS OR VIDEO WITH STUDENTS.**
- b. 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.
  - c. Do not talk with students about other students.
  - d. Do not talk with students about other teachers.
  - e. Do not talk with teachers about other teachers.
  - f. Avoid criticism of the school district in which you are assigned as well as SUNY Brockport and SUNY Brockport personnel.
  - g. Do not form any friendships or relationships with students beyond a professional teacher to student manner.
  - h. Do not ask for students' email address or cell phone numbers.
  - i. Do not give out any personal information about yourself to students.
  - j. 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 6 competencies of the student teaching curriculum as well as the Global Assessment of Teacher Candidates.
- b. Final evaluation at each placement of the 6 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.

College Supervisors will provide Lesson Evaluations after each visit. Your college supervisor will observe you two times at each placement.

You may also receive other forms of evaluation by your SBTE and/or College Supervisor.

### **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 if at all possible.
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 and have both the SBTE and student teacher sign the evaluation form. The significance of the signatures is to show that all three parties have read and received the feedback.

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 and input the grade into Web Banner by the assigned deadline (PEP 487 & PEP 488)
3. Forward final portfolio grades to Student Teaching Coordinator.

## **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.
4. If in a team teaching situation, the student teacher should take on the primary planning duties of the lesson, but actively teach the lessons with the other PE teacher. The student-teacher should be the lead teacher with the other teacher serving in a support role.

### 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. SBTEs should not leave student teachers alone in the gym for extended periods of time during the experience. As the student teacher becomes more comfortable, the SBTE may be in close proximity of the gym (PE office or just outside of gym with door open) to allow the student teacher the opportunity to handle various teacher-student interactions.
2. If team teaching with another teacher, the SBTE should still be present and give feedback to the student-teacher. If agreed upon, both teachers may provide feedback to the student teacher.
3. Maintain a written record of each observation and conference and provide a copy of the record to the student teacher and the college supervisor.
4. Maintain regular contact with the college supervisor to discuss the student teacher's performance and progress.
5. Make certain that the college supervisor completes an evaluation of the student teacher during visitation.

### Formative & Summative Evaluation

#### **Formative Evaluation:**

Weekly evaluations (Appendix A) will be completed once the student teacher takes over the full teaching duties. It is the responsibility of the student teacher to have the evaluations printed and available for the weekly progress meeting and then email to the college supervisor. The purpose of these written evaluations are two-fold. First, it is meant to give the student teacher an ongoing form of written feedback and an opportunity to reflect for improvement of future teaching performance. Second, it allows the college supervisor to be updated on the progress of the student teacher to ensure the student teacher is on track.

**Summative 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. Mid-placement 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](mailto:chouston@brockport.edu))

### Assessing Performance

The assessment of student performance is based on the CAEP 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 and PROFICIENT-[Exceeds or meets the standard]**

**DEVELOPING and UNACCEPTABLE - [Does not meet the standard]**

## **Definition of terms**

### **The Following Ratings and Definitions Will Be Used to Assess Student Teacher Performance:**

#### **Exemplary (Target)**

The teacher candidate consistently demonstrated the knowledge, application of skills, concepts and dispositions associated with the standard/element that is *beyond what is expected*. The teacher candidate recognizes areas of strength and those in need of further development with accuracy, without the supervisor needing to draw out that reflective information. *Teacher candidate exceeds the expectations of the standard.*

#### **Proficient (Acceptable)**

The teacher candidate demonstrated *the expected* knowledge, application of skills, concepts and dispositions associated with the standard/element. The teacher candidate recognizes areas of strength, and can identify areas of performance that still require further development; however, the supervisor, at times, still needs to prompt the candidate when reflecting upon their performance. *Teacher candidate meets the expectations of the standard.*

#### **Developing (Does not meet the standard/element)**

The teacher candidate inconsistently demonstrated knowledge and application of skills, concepts and dispositions associated with standard/element. The teacher candidate recognized some areas of strength, and some areas of performance that still require further development; however, the supervisor needed to prompt the candidate when reflecting on their performance. *Teacher candidate is approaching meeting the expectations of the standard, but does not satisfy the requirement.*

#### **Unacceptable (Does not meet standard/element)**

The teacher candidate demonstrated little to no understanding of and use of skills, concepts and dispositions associated with standard/element. The teacher candidate struggled and or was unable to recognize areas of strength, as well as areas of performance that still require further development, even with a great deal of prompting from the supervisor when attempting to reflect on their performance. *Teacher candidate does not meet the expectations of the standard.*

#### **Not Applicable**

There was insufficient data for evaluation of the standard. An example of “not applicable” is possible at midterm, the school based teacher educator has not had the opportunity to see the teacher candidate perform in all areas, and cannot at that time, judge performance. After reviewing the description of the standard, mark the appropriate category (E, P, D, U, NA) in the last column to indicate your rating of the teacher candidate’s level of competence for that standard.

### **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 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 PROFICIENT 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 CAEP 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.

**The College at Brockport Physical Education Student Teaching Evaluation  
Teacher Candidate Mid-Quarter and Final Evaluation Report**

*SUNY Brockport Student Teaching Evaluation*

**Directions: Please evaluate the teaching candidate on the following items. Please note that exemplary is target and proficient is acceptable.**

**Standard 3: Planning and Implementation**

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. (CAEP 3.1)

- a. **Exemplary (Target):**  
Teacher candidate designs and implements short and long term plans, using such strategies as backward mapping to ensure that learning is sequential. Short and long term goals are linked directly to student learning activities. Short and long term goals inform instruction and learning activities and allow for differentiated instruction.
- b. **Proficient (Acceptable):**  
Teacher candidate designs and implements short and long term plans. Learning activities are congruent with short-term (lesson objectives) and long-term (unit objectives) goals and are linked directly to student needs. Teacher candidate uses strategies such as backward mapping in planning short and long term goals.
- c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate sometimes designs and implements short and long term plans. Learning activities are sometimes congruent with short-term (lesson objectives) and long-term (unit objectives) goals that are linked to student needs. Teacher candidate sometimes uses strategies such as backward mapping in planning short and long term goals.
- d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate fails to make both long and short term plans. Planning is limited to daily lesson plans, with no plan for long term instructional goals for the unit. Lesson objectives are not aligned with identified long term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals.

2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards. (CAEP 3.2)
  - a. Exemplary (**Target**):

Objectives are appropriate for the subject area/developmental level of learners, are connected explicitly to the standards and provide appropriate challenges for students (tasks are neither too hard nor too easy).  
Objectives incorporate multiple domains of learning or content areas.  
Objectives are measurable, and each contains criteria for student mastery.
  - b. Proficient (**Acceptable**):

Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards and provide appropriate challenges for students (tasks are neither too easy nor too hard). Objectives are measurable, and most objectives identify criteria.
  - c. Developing: (**Does not meet expectation of standard and element**)

Some objectives are appropriate for subject area/developmental level of learners, and are connected appropriately to the standards and some provide appropriate challenges for students (tasks are neither too easy nor too hard). Few objectives are measurable, and some objectives identify criteria.
  - d. Unacceptable: (**Does not meet expectation of standard and element**)

Objectives are inappropriate for the subject area/developmental level of learners by being too easy or too hard. Objectives only address only performance. Few objectives are measurable and few identify criteria.  
Teacher candidate fails to align objectives with state and/or national standards.
3. Design and implement content that is aligned with lesson objectives. (CAEP 3.3)
  - a. Exemplary (**Target**):

Teacher candidate selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives.

- b. **Proficient (Acceptable):**  
Teacher candidate selects teaching approach/model based on developmental level of students, context of the class and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve the objectives.
  - c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate occasionally selects teaching approach/model based on developmental level of students, context of the class and the content in which the skill/activity will be performed. Teaching approach is sometimes congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space and context (open or closed environment) in which the skill/activity will be performed. Learning activities sometimes allow students to achieve the objectives.
  - d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate selects model/approach that is incongruent with the goals/objectives, subject matter/content and/or student population. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or context (open or closed environment) in which the skill/activity will be performed. Students that participate in learning activities fail to achieve the learning objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences. (CAEP 3.4)
- a. **Exemplary (Target):**  
Teacher candidate's plans routinely reflect and describe sophisticated adaptations for all levels of ability and different interests and motivations with a sound rationale. Teacher candidate uses multiple instructional models/approaches in lessons to account for variations in learning styles and prior experiences. Students are given specific multiple choices (equipment, space, etc.) within practice tasks, based on individual differences.
  - b. **Proficient (Acceptable):**  
Teacher candidate plans for instructional adaptations for individual differences (abilities/needs/interest). Teacher candidate can clearly articulate an appropriate and detailed rationale for adaptations. Teacher candidate uses multiple instructional models/approaches throughout the

lesson to account for variations in learning styles and prior experiences. Teacher candidate provides student choices in equipment, space or level of practice tasks based on individual differences.

c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate plans minimally for adaptations based on individual differences (abilities/needs/interests). Teacher candidate can somewhat articulate a fairly appropriate rationale for adaptations. Teacher candidate may take the opportunity to use multiple models/approaches when appropriate throughout the lesson to account for variations in learning styles and prior experiences. Teacher occasionally provides student choices in equipment, space or level of practice tasks based on individual differences.

d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate does not plan for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized and a “one size fits all” approach is taken. Teacher candidate uses one instructional model/approach throughout the lesson. Teacher candidate does not make adaptations or offer choices in equipment, space use or practice tasks based on individual differences.

5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. (CAEP 3.5)

a. **Exemplary (Target):**  
Teacher candidate accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from teacher candidate behaviors that components such as selection of units of instruction, materials selected for display, selection of students to demonstrate and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision-making. Teacher candidate collaborates with the IEP team on the planning and implementation of lessons that meet the needs of students with disabilities.

b. **Proficient (Acceptable):**  
Teacher candidate accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. Teacher candidate demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate and grouping students for instruction and play. Teacher candidate collaborates with the IEP team

on the implementation of lessons that meet the needs of students with disabilities.

- c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate occasionally accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. Teacher candidate sometimes demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials using a variety of students to demonstrate and grouping students for instruction and play. Teacher candidate sometimes collaborates with IEP team on the implementation of lessons that meet the needs of students with disabilities.
- d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. Teacher candidate does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays and grouping students for instruction or play. Teacher candidate fails to collaborate with the IEP team on the planning and implementation of lessons that meet the needs of students with disabilities.

- 6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. (CAEP 3.6)
  - a. **Exemplary (Target):**  
Learning objectives and tasks are appropriate for the developmental level of students, providing appropriate challenges for students (tasks are neither too easy nor too difficult). Teacher candidate makes adjustments to tasks based on student performance (increasing or decreasing task complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential, with opportunities for students to extend tasks to increase or decrease the challenge. Teacher candidate individualizes starting points for students based on student pre-assessment. Teacher candidate sets high expectations for all students.

- b. **Proficient (Acceptable):**  
Teacher candidate considers the context of the teaching environment and that the context is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. Teacher candidate groups students in a variety of ways based on objectives for lessons. All students are expected to learn and achieve mastery. Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (tasks are neither too hard nor too easy). Teacher candidate makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. Teacher candidate pre-assesses students to determine a starting point.
- c. **Developing: (Does not meet expectation of standard and element)**  
Some learning tasks are inappropriate for the developmental levels of students either by being too easy or too hard. Teacher candidate sometimes makes adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical at times, with some gaps in progressions. Learning/practice tasks are sometimes arranged randomly in the lesson, with steps between progressions either too large or too small to facilitate skill mastery. Teacher candidate sometimes performs pre-assessments to determine an appropriate starting point.
- d. **Unacceptable: (Does not meet expectation of standard and element)**  
Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. Teacher candidate fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson is illogical with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson, with steps between progressions either too large or too small to facilitate skill mastery. Teacher candidate fails to pre-assess students to determine a starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives of the lesson.

7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. (CAEP 3.7)
  - a. Exemplary (**Target**):  
Teacher candidate integrates learning experiences that require students to use various technologies in a physical activity setting. Teacher candidate demonstrates mastery of current technologies and uses the technology to enhance student learning. Teacher candidate incorporates technology such as pedometers, video, etc. to provide feedback to students. Teacher candidate's use of technology is aligned with lesson objectives.
  - b. Proficient (**Acceptable**):  
Teacher candidate integrates learning experiences that involve students in the use of available technology. Teacher candidate demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. Teacher candidate's use of technology is aligned with lesson objectives.
  - c. Developing: (**Does not meet expectation of standard and element**)  
Teacher candidate integrates learning experiences that involve technology; however, all students are not involved in the use of technology in the lesson. Teacher candidate demonstrates some knowledge and the use of current technology and applies this knowledge in a limited manner in the development and implementation of lessons in a physical activity setting. Teacher candidate's use of technology is loosely aligned with lesson objectives.
  - d. Unacceptable: (**Does not meet expectation of standard and element**)  
Teacher candidate does not make appropriate use of available technology. Teacher candidate demonstrates limited knowledge of current technology and its applications in a physical activity setting. Teacher candidate's use of technology does not align with lesson objectives.

#### **Standard 4: Instructional Delivery and Management**

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. (CAEP 4.1)
  - a. Exemplary (**Target**):  
Teacher candidate uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication, such as task sheets, bulletin boards, etc. are used throughout the lesson.

- b. Proficient (**Acceptable**):  
Teacher candidate's verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate or regional colloquialism. Pacing of verbal communication is neither too fast nor too slow, with some variation in tone and inflection. Verbal and nonverbal communication is used throughout the lesson. Teacher candidate uses alternative forms of communication such as task sheets, bulletin boards, etc. to communicate content.
  - c. Developing: (**Does not meet expectation of standard and element**)  
Teacher candidate's verbal interactions have an occasional mistake in grammar, poor diction and/or appropriate language for the age and skill level of students. The pacing of verbal communication is sometimes too fast or too slow, and there is some variation in tone and inflection. Most communication is verbal; however, some alternative forms of communication are used at times.
  - d. Unacceptable: (**Does not meet expectation of standard and element**)  
Teacher candidate's verbal interactions have several mistakes in grammar, poor diction and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. All communication is verbal, with no other form of communication used.
2. Implement effective demonstrations, explanations, and instructional prompts to link physical activity concepts to appropriate learning experiences. (CAEP 4.2)
- a. Exemplary (**Target**):  
Teacher candidate provides an effective demonstration/model during the instructional episode. They create innovative instructional cues/prompts to facilitate learning including ways to make abstract concepts concrete. Teacher candidate consistently repeats the instructional cues or prompts throughout the lesson.
  - b. Proficient (**Acceptable**):  
Teacher candidate provides an effective demonstration/model during the instructional episode. They create instructional cues or prompts that identify key elements of the skill/strategies that are appropriate for the developmental level of students. Teacher candidate repeats the cues/prompts multiple times during the lesson.
  - c. Developing: (**Does not meet expectation of standard and element**)  
Teacher candidate provides an ineffective or incorrect demonstration during the instructional episode. They provide either too few or too many instructional cues or prompts for the developmental level of students.

Instructional cues are incorrect or do not identify key elements of the skill/strategies.

- d. Unacceptable: **(Does not meet expectation of standard and element)**  
Teacher candidate does not perform a demonstration during the instructional episode. They do not provide any instructional cues or prompts.
3. Provide effective instructional feedback for skill acquisition, student learning, and motivation. (CAEP 4.3)
    - a. Exemplary (**Target**):  
Teacher candidate provides individualized positive, specific, corrective feedback, as well as the use of first names, that is well-timed. Feedback is linked directly to student responses and identifies key elements. Teacher candidate gives both individual and group feedback.
    - b. Proficient (**Acceptable**):  
Teacher candidate provides both individualized generalized and corrective feedback, as well as the use of first names, that is well-timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Teacher candidate gives both group and individual feedback.
    - c. Developing: **(Does not meet expectation of standard and element)**  
Teacher candidate provides generalized feedback without connecting the feedback to a specific response, as well as sometimes using first names. Feedback is motivational and not corrective. Teacher candidate provides feedback to either individuals or group, but not both.
    - d. Unacceptable: **(Does not meet expectation of standard and element)**  
Teacher candidate fails to provide any feedback.
  4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. (CAEP 4.4)
    - a. Exemplary (**Target**):  
Teacher candidate demonstrates flexibility and creativity when adjusting the lesson based on student responses. They respond appropriately to teachable moments during the lesson.
    - b. Proficient (**Acceptable**):  
Teacher candidate makes adjustments to planned lessons based on student responses. They demonstrate flexibility in the lesson or with students by adjusting lessons based on student responses.

- c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate delivers lessons by remaining on script without regard to student responses. They fail to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.
  - d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate delivers lessons while going off their lesson plan script and does not make any adjustments based on student responses or changes in teaching environment.
5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effecting learning environment. (CAEP 4.5)
- a. **Exemplary (Target):**  
Teacher candidate has established rules that are logical, reasonable and developmentally appropriate, with clear consequences for discipline issues. Rules are enforced consistently. Managerial routines are present and innovative, such as multiple equipment-distribution points. Start and stop signals are clear. Space use is maximized through careful planning, with students participating in the organization of the space for their use. Students consistently self-manage their behavior during lessons. Teacher candidate creates an environment in which students are encouraged and supported.
  - b. **Proficient (Acceptable):**  
Teacher candidate has established rules for the classroom and enforces these rules consistently. Rules are stated in developmentally appropriate language. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner and other routines. There is a clear stop and start signal in place. Effective use of space is evident in the lesson (students are neither too far apart nor too close together). Behavior issues are addressed immediately, efficiently and effectively by such proactive strategies as student prompts. Teacher candidate creates a supportive environment that invites student participation.
  - c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate uses ineffective rules or has difficulty implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. Managerial routines are present, but inconsistently applied. Arrangement of students sometimes allows them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart). The start and stop signal is clear, but used inconsistently. Behavior issues are addressed inconsistently and often in an ineffective manner
  - d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate does not implement or use classroom rules. Managerial routines are not present and no systems are in place for distribution/return of

equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart). There is no clear start and stop signal in place. Behavior issues are not addressed.

6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (CAEP 4.6)
  - a. Exemplary (**Target**):  
Teacher candidate selects both direct and indirect instructional approaches, including cooperative learning, peer teaching and student designed instruction. Students are given multiple choices during the lesson.
  - b. Proficient (**Acceptable**):  
Teacher candidate selects both direct and indirect instructional approaches, including task and inquiry. Students are given choices throughout the lesson about equipment, starting points or partners or groups.
  - c. Developing: (**Does not meet expectation of standard and element**)  
Teacher candidate relies on direct instruction for each lesson. Students are allowed to make some decisions in the context of the class. Students are given some choice through the lesson about equipment and/or starting points.
  - d. Unacceptable: (**Does not meet expectation of standard and element**)  
Teacher candidate relies on direct instruction for each lesson. Students are not allowed to make any decisions in the context of the class. Students' only choice is to participate or not participate in the lesson.

### **Standard 5: Impact on Student Learning**

1. Select or create appropriate assessments that will measure student achievement of goals and objectives. (CAEP 5.1)
  - a. Exemplary (**Target**):  
Teacher candidate uses a variety of assessments to determine that students are achieving the goals and objectives. Teacher candidate assessment record-keeping allows for detailed analysis of data. Assessments are aligned directly with the goals and objectives. Some goals and objectives are assessed using more than one assessment.
  - b. Proficient (**Acceptable**):  
Teacher candidate uses appropriate strategies to assess student learning (paper pencil tests, observational checklists, rubrics, etc.) regularly. They have a plan for record-keeping and data analysis. Planned assessments are appropriate for the lesson and or standards. Teacher candidate records student progress.

- c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate shows minimal evidence of planning for formal or informal assessment. Some assessments don't align/measure the lesson objectives and/or standards. There is an outline for a plan for record keeping and data analysis.
  - d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate shows no evidence of planning for formal or informal assessment. There is no plan for record-keeping or data analysis. Assessments do not align/measure the lesson objectives and/or standards. Some of the objectives are not assessed.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction. (CAEP 5.2)
- a. **Exemplary (Target):**  
Teacher candidate uses multiple assessments, including ongoing assessments as well as formative and summative assessments. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others such as parents and administrators. Assessments are used to inform instruction, provide feedback, inform instruction, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used that allow students to achieve mastery on summative assessments.
  - b. **Proficient (Acceptable):**  
Teacher candidate uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre-assessments and formative assessments. Assessments are used to inform instruction and modify instruction plan. Assessment records are kept, and assessments are used to partially determine grades.
  - e. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate demonstrates little evidence of planning for formal or informal assessment. Assessment is used sometimes during instruction in a formative manner. Some assessments match lesson objectives and/or standards. Learning/practice opportunities are sometimes based on pre-assessments. The teacher candidate at times, but not always uses assessment, including pre-assessment and formative assessment to inform instruction. Some learning/practice opportunities are based on pre-assessments. Grades are determined using minimal assessment data as well as "effort" and participation.
  - c. **Unacceptable: (Does not meet expectation of standard and element)**

Teacher candidate demonstrates no evidence of planning for formal or informal assessment. If assessment is used, it occurs only after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan, with no regard for pre-assessments. Grades are determined by “effort” or “participation.”

3. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions. (CAEP 5.3)
  - a. Exemplary (**Target**):  
Teacher candidate uses a reflective cycle (description of teaching, justification of teaching performance, critique of teaching, setting of goals) to modify instruction, change teacher performance and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short and long-term goals are modified based on the reflective cycle.
  - b. Proficient (**Acceptable**):  
Teacher candidate uses a reflective cycle (description of teaching, justification of teaching performance, critique of teaching, setting of goals) to modify instruction, change teacher performance or implement change based on reflection. Changes based on reflection are placed into action in lessons.
  - c. Developing: (**Does not meet expectation of standard and element**)  
Teacher candidate occasionally uses reflection regarding previous teaching performance and student learning to modify instruction, change teacher performance or implement changes based on reflection. Occasionally, changes based on reflection are placed into action in lessons.
  - d. Unacceptable: (**Does not meet expectation of standard and element**)  
Teacher candidate plans lessons without considering previous teaching performance and student learning. Teacher candidate plans lessons according to teacher preferences versus student needs. Learning/practice opportunities are not based on pre-assessments and students’ developmental levels.

### **Standard 6: Professionalism**

1. Demonstrate behaviors that are consistent with the belief that all students can become physically education individuals. (CAEP 6.1)
  - a. Exemplary (**Target**):  
Teacher candidate provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate, and equitable opportunities for participation in drills, games or physical activity are provided. Teacher candidate makes adaptations in lesson for underperforming students. Teacher candidate sets high expectations for all students.

- b. **Proficient (Acceptable):**  
Teacher candidate provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate, and equitable opportunities for participation in drills, games or physical activity are provided. Teacher candidate makes adaptations in lessons for underperforming students.
  - c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate occasionally provides equal amounts of feedback to students of differing skill levels. Teacher candidate sometimes encourages all students to participate and sometimes provides equitable opportunities for participation in drills, games or physical activity. Teacher candidate occasionally makes adaptations in lessons for underperforming students.
  - d. **Unacceptable: (Does not meet expectation of standard and element)**  
Teacher candidate demonstrates characteristics of “motor elitism” by providing more feedback to highly skilled students. Teacher candidate excludes students during the lesson by having them participate less often in drills, games or physical activity. Teacher candidate fails to make adaptations in lesson for underperforming students.
2. Participate in activities that enhance collaboration and lead to professional growth and development. (CAEP 6.2)
- a. **Exemplary (Target):**  
Teacher candidate takes every opportunity to participate in professional development opportunities. Teacher candidate participates in professional development opportunities beyond the program requirements, such as making presentations at professional conventions, providing leadership in student groups and planning activities. Teacher candidate documents collaboration with faculty, parents and supervising teachers beyond program requirements.
  - b. **Proficient (Acceptable):**  
Teacher candidate participates in professional growth and development opportunities when they are offered. Teacher candidate participates in professional opportunities beyond the program requirements, such as attendance at state conventions, health fairs and jump/hoop for hearts activities. Teacher candidate documents collaboration with faculty, parents and supervising teachers as required by the program..
  - c. **Developing: (Does not meet expectation of standard and element)**  
Teacher candidate sometimes participates in professional growth and development opportunities when they are offered. Teacher candidate occasionally participates in professional opportunities beyond the program requirements, such as attending state or local conventions and/or jump/hoops

for heart activities. Teacher candidate at times documents collaboration with faculty, parents and supervising teachers as required by the program..

- d. Unacceptable: **(Does not meet expectation of standard and element)**  
Teacher candidate does not participate in professional growth and development opportunities, even when directed to do so by program. Teacher candidate does not meet the minimum professional development requirements for the program. Teacher candidate fails to document any collaboration with faculty, parents, supervising teachers, and/or service projects, as required by the program.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. (CAEP 6.3)
    - a. Exemplary (**Target**):  
Teacher candidate's dress exceeds the requirements of the school and university guidelines. Teacher candidate maintains confidentiality regarding colleagues, students and families. Teacher candidate demonstrates behaviors that are consistent with equitable treatment for all students and that foster an environment in which all students are respectful of one another. Teacher candidate maintains professional relationships with students in and out of the school setting.
    - b. Proficient (**Acceptable**):  
Teacher candidate's dress is consistent with school and university guidelines. Teacher candidate maintains confidentiality regarding colleagues, students and families. Teacher candidate demonstrates behaviors that are consistent with equitable treatment for all students. Teacher candidate maintains professional relationships with students in and out of the school setting.
    - c. Developing: **(Does not meet expectation of standard and element)**  
Teacher candidate's dress is sometimes consistent with school and university guidelines. Teacher candidate from time to time fails to maintain confidentiality regarding colleagues, students or families. Teacher candidate at times demonstrates behaviors that are consistent with equitable treatment of all students. Teacher candidate occasionally has inappropriate interactions with students outside of the classroom or uses inappropriate language around students.
    - d. Unacceptable: **(Does not meet expectation of standard and element)**  
Teacher candidate dresses inappropriately for school setting, in violation of school and university dress codes. Teacher candidate fails to maintain confidentiality regarding colleagues, students or families. Teacher candidate demonstrates favoritism for specific students or groups of students.

4. Communicate in ways that convey respect and sensitivity. (CAEP 6.4)
  - a. Exemplary (**Target**):  
Teacher candidate teaches using culturally responsive approaches. Teacher candidate demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. Teacher candidate never uses “put downs” or sarcasm while teaching.
  - b. Proficient (**Acceptable**):  
Teacher candidate attempts to teach in a culturally responsive way. Teacher candidate demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. Teacher candidate avoids sarcasm and “put downs” while interacting with students.
  - c. Developing: (**Does not meet expectation of standard and element**)  
Teacher candidate interacts with others in a professional manner, but sometimes uses “slang” terms during conversations with students. Teacher candidate sometimes “puts down” students in front of classmates. Teacher candidate occasionally demonstrates behaviors or language that is insensitive to cultural differences.
  - d. Unacceptable: (**Does not meet expectation of standard and element**)  
Teacher candidate sometimes interacts with others in a professional manner, but often uses “slang” terms during conversations with students. Teacher candidate often “puts down” students in front of classmates. Teacher candidate often demonstrates behaviors or language that is insensitive to cultural differences.
5. Analyze and correct critical elements of motor skills and performance concepts (CAEP 1.5).
  - a. Exemplary (**Target**):  
Teacher candidate analyzes detects and corrects all students’ fundamental movement skills using cues linked to the identified critical elements. Teacher candidate provides specific, corrective feedback on critical elements for both motor skills and tactics. Teacher candidate identifies objectives related to decision making and the effective use of strategies and tactics, and plans practice activities congruent with objectives. Teacher candidate provides specific, corrective feedback to students on the effective use of strategies and tactics.
  - b. Proficient (**Acceptable**):  
Teacher candidate analyzes, detects and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. Teacher candidate provides specific corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in

which the skills are executed. Teacher candidate identifies objectives related to decision making and the use of strategies and tactics. Teacher candidate provides feedback to students on the effective use of strategies and tactics.

c. Developing: **(Does not meet expectation of standard and element)**

Teacher candidate can analyze, detect, and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. Teacher candidate can identify key elements of motor skills and sometimes give specific feedback on skills. Lessons sometimes focus on skills with consideration for the context in which the skills are executed. Teacher candidate provides some feedback to students on the effective use of tactics and strategies.

d. Unacceptable: **(Does not meet expectation of standard and element)**

Teacher candidate is unable to analyze, detect and correct critical elements for all fundamental movement skills in even one stage of proficiency in either verbal or written format. Teacher candidate struggles to identify key elements of motor skills and fails to give specific feedback on skills. Lessons do not focus on skills with consideration for the context in which the skills are executed. Teacher candidate fails to provide feedback to students on the effective use of tactics and strategies.

6. Enhancement of Content Knowledge and Pedagogical Skill (Danielson 4.5)

- a. Exemplary: Teacher candidate seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
- b. Proficient: Teacher candidate seeks out opportunities for professional development to enhance content of knowledge and pedagogical skills.
- c. Developing: Teacher candidate participates in professional activities to a limited extent.
- d. Unacceptable: Teacher candidate engages in no professional development activities to enhance knowledge or skills.

7. Identify and seek community resources to enhance physical activity opportunities (CAEP 10.3).

- a. Exemplary: Student teacher consistently identifies and seeks community resources to enhance physical activity opportunities.

- b. Proficient: Student teacher often identifies and seeks community resources to enhance physical activity opportunities.
- c. Developing: Student teacher sometimes identifies and seeks community resources to enhance physical activity opportunities.
- d. Unacceptable: Student teacher never identifies and seeks community resources to enhance physical activity opportunities.
8. Establish productive relationships with parents/ guardians and school colleagues, to support student growth and well being (CAEP 10.4).
- a. Exemplary: Student teacher consistently establishes productive relationships with parents/ guardians and school colleagues, to support student growth and well being.
- b. Proficient: Student teacher often productive relationships with parents/ guardians and school colleagues, to support student growth and well being.
- c. Developing: Student teacher sometimes productive relationships with parents/ guardians and school colleagues, to support student growth and well being
- d. Unacceptable: Student teacher never productive relationships with parents/ guardians and school colleagues, to support student growth and well being.
9. Engagement of Families in the Instructional Program (Danielson 4.3)
- a. Exemplary: Teacher candidate's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
- b. Proficient: Teacher candidate's efforts to engage families in the instructional program are frequent and successful.
- c. Developing: Teacher candidate makes modest or inconsistently successful attempts to engage families in the instructional program.
- d. Unacceptable: Teacher candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.

10. Relationships with Colleagues (Danielson 4.4)
  - a. Exemplary: Support and cooperation characterize relationship with colleagues. Teacher candidate takes initiative in assuming leadership among the faculty.
  - b. Proficient: Support and cooperation characterize relationships with colleagues.
  - c. Developing: Teacher candidate maintains relationships with colleagues to fulfill the duties that the school or district require.
  - d. Unacceptable: Teacher candidate's relationships with colleagues are negative or self-serving.
  
11. Maintains Professional Conduct as Evidenced by Punctuality, Interaction with Others, Preparedness and Initiative (Danielson 4.6).
  - a. Exemplary: Teacher candidate maintains professional conduct and appearance in all situations.
  - b. Proficient: Teacher candidate maintains professional conduct and appearance consistently.
  - c. Developing: Teacher candidate inconsistently maintains professional conduct or appearance.
  - d. Unacceptable: Teacher candidate does not maintain professional conduct or appearance.

## 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...](#)

## Appendix A

**The College at Brockport, SUNY**  
**Department of Kinesiology, Sport Studies, and Physical Education**  
**Site Based Teacher Educator (SBTE) Weekly Evaluation of Teacher Candidate (TC)**

TC Name \_\_\_\_\_ Date \_\_\_\_\_ Week # \_\_\_\_\_

SBTE Name \_\_\_\_\_ School \_\_\_\_\_

**Directions:** SBTE/TC—The TC will email a scanned copy of this completed evaluation form to his/her college supervisor every Friday by 6:00 p.m. The purpose of this evaluation is to help the TC to reflect on and evaluate his/her weekly progress and to enable the college supervisor have a more complete picture of the TC's growth throughout the placement. ***Please discuss this evaluation each week, and if appropriate, devise a plan with the TC to improve in areas where ratings are consistently "Developing" or below.***

**Exemplary (Target):** Teacher candidate demonstrates flexibility and creativity when adjusting the lesson based on student responses. They respond appropriately to teachable moments during the lesson.

**Proficient (Acceptable):** Teacher candidate makes adjustments to planned lessons based on student responses. They demonstrate flexibility in the lesson or with students by adjusting lessons based on student responses.

**Developing (Does not meet expectation of standard and element):** Teacher candidate delivers lessons by remaining on script without regard to student responses. They fail to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.

**Unacceptable (Does not meet expectation of standard and element):** Teacher candidate delivers lessons while going off their lesson plan script and does not make any adjustments based on student responses or changes in teaching environment.

**NA:** Not applicable or unable to observe at this time.

CAEP Standard/Element	Rating	Comments
<b>1 Scientific &amp; Theoretical Knowledge:</b> The TC applies scientific concepts related to skillful movement, physical activity, and fitness (1.1-1.3)	E P D U NA	
<b>1 Scientific &amp; Theoretical Knowledge:</b> The TC can analyze and correct critical elements of motor skills & performance concepts (1.5)	E P D U NA	
<b>3 Planning &amp; Implementation:</b> The TC designs & implements short & long-term plans including linkage with goals, objectives, and standards (3.1-3.3)	E P D U NA	
<b>3 Planning &amp; Implementation:</b> The TC plans and adapts instruction for diverse student needs using progressive and sequential instruction (3.5-3.6)	E P D U NA	
<b>Lesson Planning:</b> TC regularly plans and submits lesson plans to SBTE for feedback and approval prior to teaching the lessons	E P D U NA	
<b>4 Instructional Delivery &amp; Management:</b> The TC demonstrates effective communication skills through demonstrations, explanations, instructional cues and feedback (4.1.2-4.3)	E P D U NA	
<b>4 Instructional Delivery &amp; Management:</b> The TC utilizes managerial rules, routines, and transitions to create and maintain an emotionally and physically safe and effective learning environment (4.5)	E P D U NA	

<b>4 Instructional Delivery &amp; Management:</b> The TC implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment (4.6)	<b>E P D U NA</b>	
<b>5 Impact on Student Learning:</b> The TC selects and uses appropriate assessments to evaluation student learning (5.1-5.2)	<b>E P D U NA</b>	
<b>5 Impact on Student Learning:</b> The TC utilizes the reflective cycle to implement change in teacher performance, student learning, or instructional decisions (5.3)	<b>E P D U NA</b>	

**Standard 6: Professionalism**—Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

**Exemplary (Target):** Teacher candidate demonstrates flexibility and creativity when adjusting the lesson based on student responses. They respond appropriately to teachable moments during the lesson.

**Proficient (Acceptable):** Teacher candidate makes adjustments to planned lessons based on student responses. They demonstrate flexibility in the lesson or with students by adjusting lessons based on student responses.

**Developing (Does not meet expectation of standard and element):** Teacher candidate delivers lessons by remaining on script without regard to student responses. They fail to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.

**Unacceptable (Does not meet expectation of standard and element):** Teacher candidate delivers lessons while going off their lesson plan script and does not make any adjustments based on student responses or changes in teaching environment.

**NA:** Not applicable or unable to observe at this time.

Dispositions	Rating	Comments
The TC demonstrates a belief that all students can become physically educated individuals (6.1)	<b>E P D U NA</b>	
The TC participates in activities that enhance collaboration and leads to professional growth (6.2)	<b>E P D U NA</b>	
The TC maintains a professional appearance (6.3)	<b>E P D U NA</b>	
The TC demonstrates a positive work ethic (6.3)	<b>E P D U NA</b>	
The TC demonstrates responsibility & accountability (6.3)	<b>E P D U NA</b>	
The TC demonstrates honesty and integrity (6.3)	<b>E P D U NA</b>	
The TC was punctual (6.3)	<b>E P D U NA</b>	
The TC demonstrates a positive attitude toward learning and is receptive to feedback and ideas (6.3)	<b>E P D U NA</b>	
The TC communicates in ways that convey respect & sensitivity (6.4)	<b>E P D U NA</b>	

**Number of days absent this week** \_\_\_\_\_ **Number of days tardy this week** \_\_\_\_\_

**General Comments:**

**Signature of Teacher Candidate** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Signature of SBTE** \_\_\_\_\_  
**Date** \_\_\_\_\_

TC must email a **scanned copy** of this completed evaluation to his/her college supervisor every Friday by 6:00 p.m.

TCs may download the free CamScanner app and email the document directly from their smartphone OR if permissible, they should scan a copy of this form using the school's copy machine—enter personal email address in the copier—and then forward the document to the college supervisor. Weekly evaluations must be received by Friday at 6:00 p.m. each week.