WEBER STATE UNIVERSITY
HEALTH PROMOTION HUMAN PERFORMANCE DEPARTMENT – PHYSICAL EDUCATION PROGRAM

# Student Teacher Evaluation Form

PILOT FORM: FALL 2011

Student Teacher _____ School _____ Class/Level _____

Observer_____ Lesson _____ Date_____

**Rating Scale:** Each skill or attribute below should be assessed using this scale; please put the **number** in the "rating" box next to the item

| Below Basic | | | Basic -- On Target | | | | Not Under Student Teacher Control | Not Observed or Observer not Qualified |
|---|---|---|---|---|---|---|---|---|
| | - | + | - | | + | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | | X | N/O |

* Items marked with an asterisk must be rated at the Basic level or the student teacher will not be recommended for licensure. In addition, 75% of the other items must be at the Basic level. Please indicate in the appropriate column the line(s) of evidence on which you base the rating: 1) observation, 2) documentary evidence in a work sample or portfolio, etc., 3) conference with the student teacher, cooperating teacher, or others. Elements for observation are taken from the National Association for Sport and Physical Education (NASPE) teacher evaluation tool.

## The student teacher is able to:

### 1 Create and maintain a positive classroom environment.

| | | RATING | EVIDENCE |
|---|---|---|---|
| A | *There is a safe, secure, learning environment that promotes success, appropriate risk taking, positive self-expression and enjoyment (NASPE 4b) | | ①②③ |
| | Engages students in learning through multiple modalities (NASPE 1i) | | ①②③ |
| | Independent learning is promoted, encouraged and reinforced through daily assessments (NASPE 1p) | | ①②③ |
| | Lifelong physical activity and skillful movement are promoted (NASPE 4a) | | ①②③ |
| | Students accept responsibility for their learning and actions (NASPE 4f) | | ①②③ |
| B | *Students understand and adhere to class rules, routines and behavioral expectations (NASPE 3e) | | ①②③ |
| | Class routines maximize instructional time (NASPE 3f) | | ①②③ |
| | Students are appropriately grouped (NASPE 3k) | | ①②③ |
| | Effective and smooth transitions are apparent (NASPE 3l) | | ①②③ |
| C | *Students are actively monitored and closely supervised (NASPE 3j) | | ①②③ |
| | There is a behavior management plan that is fair, firm, and equitable (NASPE 3g) | | ①②③ |
| | Appropriate behaviors are reinforced consistently (NASPE 3h) | | ①②③ |
| | Effective management strategies are used (NASPE 3i) | | ①②③ |
| D | Climate of courtesy and respect is established (NASPE 4d) | | ①②③ |
| | Students support the learning of others (NASPE 4g) | | ①②③ |
| | All interactions are positive (NASPE 4i) | | ①②③ |
| E | *Lesson introduction is appropriate (NASPE 1d) | | ①②③ |
| | *Appropriate closure is provided (NASPE 1s) | | ①②③ |
| | *Students are engaged in relevant, meaningful physical activity a minimum of 60% of the instructional time (NASPE 3n) | | ①②③ |
| | Lesson pace is appropriate (NASPE 1r) | | ①②③ |
| | Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations (NASPE 3m) | | ①②③ |

Comments:

### 2 Plan curriculum and design instruction to enhance student learning.

| | | | |
|---|---|---|---|
| A | *Content is accurate and current (NASPE 1f) | | ①②③ |
| B | *Content and tasks are developmentally appropriate and properly sequenced (NASPE 1g) see 3C | | ①②③ |
| C | *Instruction is based on local, state and/or national physical education standards (NASPE 1a) | | ①②③ |
| | *Lesson plans and curriculum are aligned w/ current local, state, and national standards (NASPE 3a) | | ①②③ |
| | Technology enhances instruction (NASPE 1q) | | ①②③ |
| D | *Lesson presentation is changed in response to observation of student performance and/or information from formative assessment (NASPE 1o) | | ①②③ |

| | | | |
|---|---|---|---|
| E | *Students demonstrate respect and appreciation for individual differences (NASPE 4e) see 3F | | ①②③ |
| F | Instructional area is safe, orderly, and supports learning activities (NASPE 3b)<br>Instructional support materials are utilized to enhance the lesson (NASPE 3d) | | ①②③<br>①②③ |
| G | Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas (NASPE 1m)<br>Students demonstrate creative and critical thinking skills (NASPE 2h) | | ①②③<br>①②③ |

Comments:

**3 Engage and support all students in learning.**

| | | | |
|---|---|---|---|
| A | *Learning expectations/objectives/instructional goals are clearly communicated to students (NASPE 1e)<br>Content and tasks are presented concisely and clearly, emphasizing key elements (NASPE 1h)<br>High expectations for learning and behavior are evident (NASPE 4c) | | ①②③<br>①②③<br>①②③ |
| B | *Specific, meaningful and timely feedback is provided to students (NASPE 1l)<br>Opportunities for teachable moments are recognized and utilized (NASPE 1j) | | ①②③<br>①②③ |
| C | *Content and tasks are developmentally appropriate and properly sequenced (NASPE 1g) see 2B | | ①②③ |
| D | *Teacher reflects upon and incorporates new learning into practice (NASPE 5g) | | ①②③ |
| E | Adequate and developmentally appropriate equipment is accessible and utilized (NASPE 3c)<br>Instruction is differentiated for all learners (NASPE 1k) | | ①②③<br>①②③ |
| F | *Students demonstrate respect and appreciation for individual differences (NASPE 4e) see 2E | | ①②③ |
| G | Students are able to articulate relevance and transfer of learning (NASPE 2g) | | ①②③ |
| H | Evidence of students' independent learning outside of class is part of assessment (NASPE 2i) | | ①②③ |

Comments:

**4 Assess and evaluate student learning.**

| | | | |
|---|---|---|---|
| A | *Assessment is based on mastery of learning expectations which are aligned with local, state and national standards (NASPE 2a)<br>Grading is based on assessment of student learning (NASPE 2b) | | ①②③<br>①②③ |
| B | *Multiple assessment strategies and tools are used (formative and summative) to monitor student learning (NASPE 2e)<br>There is ongoing formal and informal assessment (NASPE 2c)<br>Students can self assess and are aware of their own progress toward learning goals (NASPE 2f) | | ①②③<br>①②③<br>①②③ |
| C | *Accurate records are maintained (NASPE 3p)<br>Student progress is documented in a retrievable record-keeping system (NASPE 2j) | | ①②③<br>①②③ |
| D | Student performance is continually assessed to guide instruction (NASPE 1n) | | ①②③ |
| E | *Students are recognized and praised for efforts and positive contributions (NASPE 4h)<br>Student progress and achievement is communicated regularly to relevant stakeholders (NASPE 2k)<br>Assessment criteria is communicated to students (NASPE 2d) | | ①②③<br>①②③<br>①②③ |

Comments:

**5 Demonstrate professionalism to support student learning.**

| | | | |
|---|---|---|---|
| A/B | *Teacher adheres to professional and ethical standards (NASPE 5c) | | ①②③ |
| C | *Teacher models appropriate appearance and behavior (NASPE 5l)<br>Teacher is an advocate for the profession (NASPE 5b) | | ①②③<br>①②③ |
| D | *Teacher is receptive to feedback and seeks opportunities for personal growth (NASPE 5d)<br>Teacher is a lifelong learner within the profession (NASPE 5a)<br>Teacher participates in professional organizations (NASPE 5e)<br>Teacher establishes professional objectives each year (NASPE 5f) | | ①②③<br>①②③<br>①②③<br>①②③ |
| E | Teacher shares information, resources and expertise with peers (NASPE 5h)<br>Teacher is an integral, contributing member of the school community (NASPE 5j)<br>Teacher collaborates with community, colleagues, staff, and resource persons (NASPE 5k) | | ①②③<br>①②③<br>①②③ |
| F | *Teacher is collegial and interacts appropriately with staff, parents and school volunteers (NASPE 5i) | | ①②③ |

Comments:

Student Teacher:_____ W#:_____ Observer:_____