



## Professional Education Programs

### Physical Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	INTASC Standard	NASPE	N	U	A	T
<b>1. Scientific and Theoretical Knowledge</b> - Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. INTASC 4									
Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.				4	1-1				
Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity, and fitness.				1	1-2				
Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.				1	1-3				
Identify historical, philosophical, and social perspectives of physical education issues and legislation.				4	1-4				
Analyze and correct critical elements of motor skills and performance concepts.				5	1-5				
Comment:									
<b>2. Skill and Fitness Based Competence</b> - Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K -12 Standards. INTASC 4									
Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.				4	2-1				
Achieve and maintain a health enhancing level of fitness throughout the program.				4	2-2				
Demonstrate performance concepts related to skillful movement in a variety of physical activities.				4	2-3				

Comment:

**3. Planning and Implementation** - Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. INTASC 7

Implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs	2	3-1				
Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards.	5	3-2				
Design and implement content that is aligned with lesson objectives.	5, 7	3-3				
Plan for and manage resources to provide active, fair, and equitable learning experiences.	3	3-4				
Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	2	3-5				
Plan and implement progressive sequential instruction that addresses the diverse needs of students.	2	3-6				
Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	8	3-7				

Comment:

**4. Instructional Delivery and Management** - Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats. INTASC 3	3	4-1				
Implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	5	4-2				
Provide effective instructional feedback for skill acquisition, student learning, and motivation.	6	4-3				
Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	8	4-4				
Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	3	4-5				
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	8	4-6				

Comment:

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	INTASC Standard	NASPE	N	U	A	T
5. <b>Impact on Student Learning</b> - Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. INTASC 6									
Select or create appropriate assessments that will measure student achievement of the goals and objectives.				6	5-1				
Use appropriate assessments to evaluate student learning before, during, and after instruction.				6	5-2				
Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.				6	5-3				
Comment:									
6. <b>Professionalism</b> - Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. INTASC 9									
Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.				9	6-1				
Participate in activities that enhance collaboration and lead to professional growth and development.				10	6-2				
Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.				9	6-3				
Communicate in ways that conveys respect and sensitivity.				2, 3	6-4				
Comment:									
<b>Progress</b>									
<b>Student Teacher Professional Progress</b>									
Student Teacher Professional Progress (check one)									
Professional progress is satisfactory for time and placement.									
Professional progress is not satisfactory for time and placement ( <b>Alert will be sent</b> ).									
<b>Student Teacher Candidate Work Sample Progress</b>									
Candidate Work Sample (check one)									
The Student Teacher is making appropriate progress toward completing the Candidate Work Sample in a timely manner.									
The Student Teacher is not making appropriate progress toward completing the Candidate Work Sample in a timely manner. ( <b>Alert will be sent</b> ).									
I am a Cooperating Teacher and therefore do not respond to this item.									

Comments: **Please provide any additional comments you would like to add regarding this student's performance.**

Comments: **How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.**

Comments: **How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)**

Comments: **Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?**

**CONTINUE TO LAST PAGE**

## Item Descriptors

The following are descriptions of target/acceptable performance for NASPE outcomes included on the student teaching evaluation form. For items with NASPE outcomes identified (e.g. 1.1 not in parentheses), please refer to the table below for a more thorough description of expected characteristics for meeting expectations on specific items.

#	Unacceptable	Acceptable	Target
1.1	TC applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson. TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the “how” of the movement, physical activity, or fitness. TC fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics.	TC appropriately applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. TC instruction for skillful movement, physical activities, or fitness includes the “how” and “why” of the movement, physical activity, or fitness. TC meets the criterion score established by the program on selected assessments in physiology and biomechanics.	TC appropriately applies physiological and biomechanical concepts in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are consistently used during the lesson. TC instruction for skillful movement, physical activity, or fitness includes the “how” and “why” of the movement, physical activity, or fitness. TC exceeds the criterion score established by the program on selected assessments in physiology and biomechanics.
1.2	TC demonstrates knowledge of the various theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. TC uses punitive measures to control behavior. TC fails to meet the criterion score established by the program on assessments in motor learning and/or psychological/ behavioral theory.	TC demonstrates knowledge of the various theories (e.g. extrinsic, intrinsic behavior theories, TPSR) and applies the theories to teaching. Practice conditions allow for individual differences. TC controls student behavior through the use of proactive strategies (i.e. catch them when they are good, awarding positive behavior, etc.). TC meets the criterion score established by the program on assessments in motor learning and psychological/behavioral theory.	TC appropriately applies motor learning, psychological, and behavioral theory in planning for and delivering instruction. Practice conditions allow for individual differences and practice conditions are adjusted based on student responses. TC controls student behavior using proactive strategies including encouraging student self-responsibility. TC exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory.
1.3	TC applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities. TC fails to meet the criterion score established by the program on assessments in motor development.	TC appropriately applies motor development theory and principles in planning for and delivering instruction. TC plans and implement lessons that are developmentally appropriate (neither too hard nor too easy). TC demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities. TC meets the criterion score established by the program on assessments in motor development.	TC appropriately applies motor development theory and principles in planning for and delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities, and personal fitness. TC exceeds the criterion score established by the program on assessments of motor development.
1.5	TC 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. TC can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the context in which skills are executed. TC provides limited feedback to students on the effective use of tactics and strategies.	TC analyzes, detects, and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are executed. TC identifies objectives related to decision making and the use of strategies and tactics. TC provides feedback to students on the effective use of strategies and tactics.	TC analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for both motor skills and tactics. TC identifies objectives related to decision making and the effective use of strategies and tactics and plans practice activities congruent to objectives. TC provides specific, corrective feedback to students on the effective use of strategies and tactics.
2.1	TC can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns). TC demonstrates movement skills at the control level. Skills competency is at the recreational level of motor performance.	TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine movement patterns into a sequence. TC demonstrates movement skills at the utilization level across a variety of physical activities. TC demonstrates competency in a variety physical activities.	TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine and adapt skills during game play. TC consistently performs at the utilization level of motor competency across all activities. TC demonstrates proficiency in a variety of physical activities.
2.3	TC cannot select what to do and/or cannot execute that selection appropriately in the authentic environment for a variety of physical activities. TC uses ineffective strategies in attempting to create open space (offensive tactics) or close open space (defensive tactics) while participating in physical activity.	TC correctly selects what to do and executes that selection appropriately in the authentic environment for a variety of physical activities. TC can apply strategies that effectively create open space (offensive tactics) and close open space (defensive) tactics while participating in physical activity.	TC correctly selects what to do and executes that selection appropriately in a variety of activities. TC executes advanced strategies using skills at appropriate times and/or appropriate situations. In addition, TC anticipates and gains an advantage while participating in physical activity.
3.1	TC 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.	TC 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. TC uses strategies such as backward mapping in planning short and long term goals.	TC designs and implements short and long term plans using such strategies as backward mapping to ensure 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 differentiate instruction and multiple means of teaching sequences.
3.2	Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives only contain	Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards, and provide	Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards, and provide appropriate

#	Unacceptable	Acceptable	Target
	performance. Objectives are appropriate, but TC fails to align objectives with local, state, and/or national standards.	appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.	challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.
3.3	TC selects model/approach that is incongruent with the subject matter/content, student population, and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives.	TC 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, preassessment 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 objectives.	TC 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.
3.4	TC does not plan or minimally plans for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized and a "one size fits all" approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.	TC plans for instructional adaptations for individual differences (abilities/needs/interest). TC can articulate an appropriate rationale for adaptations. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student choices in equipment, space, or level of practice tasks based on individual differences.	TC's plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences.
3.5	TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. TC 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 of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.	TC 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 handicap, or socioeconomic status. TC 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. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities.	TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC's behaviors that components such as the selection of units of instruction, materials selected for display, the 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. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.
3.6	Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. TC fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be 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. TC fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson.	TC 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. TC 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 (task are neither too easy nor too difficult for students). TC 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. TC pre-assesses students to determine an appropriate starting point.	Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). TC makes adjustments to tasks based on student performance (increasing or decreasing tasks 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. TC individualizes starting points for students based on student preassessment. TC sets high expectations for all students.
3.7	TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC's use of technology does not align with lesson objectives.	TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC's use of technology is aligned with lesson objectives.	TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, video, etc. to provide feedback to students. TC's use of technology is aligned with lesson objectives.
4.1	TC's verbal interactions have an occasional mistake 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.	TC's verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate 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. TC uses alternative forms of communication	TC 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 tasks sheets, bulletin boards, etc. are used throughout the lesson.

#	Unacceptable	Acceptable	Target
		such as tasks sheets, bulletin boards, etc. to communicate content.	
4.2	TC either provides no demonstration or an incorrect demonstration during the instructional episode. TC provides 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.	TC provides an effective demonstration/model during the instructional episode. TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson.	TC provides an effective demonstration/model during the instructional episode. TC creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson.
4.3	TC provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole.	TC provides both generalized and corrective feedback that is welltimed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given.	TC provides positive, specific, corrective feedback that is welltimed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given.
4.4	TC delivers lessons by remaining on script without regard to student responses. TC fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.	TC makes adjustments to planned lesson based on student responses. TC demonstrates flexibility in the lesson or with students by adjusting lesson based on student responses.	TC demonstrates flexibility and creativity when adjusting the lesson based on student responses. TC appropriately responds to teachable moments during the lesson.
4.5	TC has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. 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 not a clear stop and start signal in place. Behavior issues are addressed insufficiently or ineffectively.	TC has established rules for the classroom and consistently enforced these rules. 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 or creating a group, and other gymnasium 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 or too close together). Behavior issues are immediately, efficiently, and effectively addressed by such proactive strategies as student prompts. TC creates a supportive environment that invites student participation.	TC has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. 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. TC creates a supportive environment where students are encouraged and supported.
4.6	TC relies on direct instruction for each lesson. Students are not allowed to make decisions in the context of the class. Student's only choice is to participate or not to participate in the lesson.	TC selects both direct and indirect instructional approaches including task and inquiry (problem solving). Students are given choices throughout the lesson about equipment, starting points, or partners or groups.	TC selects both direct and indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction. Students are given multiple choices during the lesson.
5.1	TC shows no evidence (or minimal evidence) of planning for formal or informal assessment. There is no plan for record keeping or analysis of data. Assessments do not match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly. TC has a plan for record keeping and analysis of data. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded.	TC uses assessments to plan future lessons. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators).
5.2	TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs 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 or formative assessments. Grades are determined by "effort" or "participation."	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning/practice opportunities are based on preassessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	TC uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used which allow students to achieve mastery on summative assessments.
5.3	TC plans lessons without considering previous accomplishments. Plans lessons according to teaching preferences vs. student needs. Learning/practice opportunities are not based on pre-assessments and students' developmental levels.	TC 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.	TC 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.
6.1	TC demonstrates characteristics of "motor elitism" by providing more feedback to highly skilled students. TC excludes students during the lesson by having them participate less often in drills, games, or physical activity. TC fails to make adaptations in lesson for underperforming students.	TC 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. TC makes adaptations in lesson for underperforming students.	TC 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. TC makes adaptations in lesson for underperforming students. TC sets high expectations for all students.
6.2	TC participates in professional growth and development opportunities when directed to do so. TC meets the minimum professional development requirements for the program. TC fails to document any collaboration with faculty, parents, supervising	TC participates in professional growth and development opportunities when they are offered. TC participates in professional opportunities beyond the program requirements, such as major's club, attendance at state conventions, health fairs, and	TC takes every opportunity to participate in professional development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leaderships in

#	Unacceptable	Acceptable	Target
	teachers and/or service projects as required by the program.	Jump/Hoop for Hearts activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program.	student groups, and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements.
6.3	TC dresses inappropriately for school setting in violation of school and university dress codes. TC fails to maintain confidentiality regarding colleagues, students, or families. TC demonstrates favoritism for specific students or groups of students. TC has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students. TC exhibits behaviors that are indicative of gender or racial bias.	TC's dress is consistent with school and university guidelines. TC maintains confidentiality regarding colleagues, students, or families. TC demonstrates behaviors that are consistent with equitable treatment for all students. TC maintains professional relationships with students in and out of the school setting.	TC's dress exceeds the requirements of the school and university guidelines. TC maintains confidentiality regarding colleagues, students, or families. TC demonstrates behaviors that are consistent with equitable treatment for all students and foster an environment where all students are respectful of each other. TC maintains professional relationships with students in and out of the school setting.
6.4	TC interacts with others in a professional manner, but sometimes resorts to the use of "slang" terms during conversations with students. TC sometimes "puts down" students in front of classmates. TC occasionally demonstrates behaviors or language that is insensitive to culturally differences..	TC attempts to teach in a culturally responsive way. TC demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. TC avoids sarcasm and "put downs" while interacting with students.	TC teaches using culturally responsive approaches. TC demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. TC never uses "put downs" or sarcasm while teaching.

Please note the interpretation for the scoring rubric is as follows:

N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.

U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to "meet" by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.