

Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University
PYSHICAL EDUCATION INTERNSHIP II EVALUATION REPORT

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Physical Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.
 The teacher candidate is **Unsatisfactory** **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.

 Teacher Candidate

 Mentor Teacher

 University Supervisor

Directions: The **Physical Education Internship II Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” **NO** = “No Opportunity” (*NA in the LiveText system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under “Supporting Documentation and Evidence”.

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	<p>TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. (SHAPE 3.a)</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p>	<p>Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	<p>Lesson plans are consistently aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to maximize student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.</p>		
1.2	<p>TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives. (SHAPE 5.a)</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.</p>	<p>Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives and cognitive task, and occur at various points during the lesson.</p>		

12.19.23

	InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)		assessment accommodations to meet individual learner needs.	Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations. Plans appropriate assessment accommodations to meet individual learner needs.		
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. (SHAPE 5.c) InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses a variety of learner performance data from multiple assessments to modify or determine lesson objectives and to modify instructional plans.		
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. (SHAPE 3.e)	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing multiple opportunities for problem solving, conducting research, and creative expression.		

	<p>InTASC 5; CAEP 1.5 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)</p>					
<p>1.5</p>	<p>TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. (SHAPE 3.d)</p> <p>InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)</p>	<p>Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	<p>Lesson plans are developmentally appropriate, and include differentiation of learning objectives, teaching procedures/pacing, and/or assessment methods to address individual learning needs. Differentiation is based on formal and informal assessment information, IEPs, and/or 504 plans, as applicable.</p>		

12.19.23

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for short-range planning			

Describe at least one short-range planning strength:	
List at least one short-range planning goal:	

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	<p>TC effectively communicates appropriately challenging expectations to learners. (SHAPE 4.a)</p> <p>CAEP 1.4 SCTS 4.0-Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p>	<p>TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.</p>	<p>TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.</p>	<p>TC makes connections to prior knowledge and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.</p>		
2.2	<p>TC helps learners assume responsibility for their own learning.</p> <p>SCTS 4.0 – Instruction (Activities and Materials)</p>	<p>TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.</p>	<p>TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).</p>	<p>TC facilitates learners' ability to problem-solve when difficulties arise, set goals, persist in independent task completion, and reflect on their learning.</p>		
2.3	<p>TC differentiates instruction to meet the needs of diverse learners. (SHAPE 4.c)</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities</p>	<p>TC uses a “one size fits all” approach to delivering instruction and assessing student performance.</p>	<p>To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners. To</p>	<p>To meet the needs of diverse learners, the TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment). To meet</p>		

	and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)		meet disciplinary expectations the TC must adjust instructional tasks based on student responses to meet the needs of diverse learners.	disciplinary expectations the TC must adjust instructional tasks based on student responses to meet the needs of diverse learners.		
2.4	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. (SHAPE 4.a) InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)	TC’s presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	TC’s presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions .	TC’s presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, and provide relevant examples to clarify answers.		
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge,	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No	TC uses prior learning to build on learner’s content	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar		

12.19.23

	<p>and link new concepts to familiar concepts and experiences.</p> <p>SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)</p>	<p>attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.</p>	<p>knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.</p>	<p>concepts to new instruction, and challenges learners to apply prior learning or experiences to new instruction.</p>		
2.6	<p>TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria. (SHAPE 5.b)</p> <p>InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)</p>	<p>TC does not establish performance criteria for formative assessment or does not assess during instruction.</p>	<p>TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>	<p>TC uses a variety of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>		
2.7	<p>TC effectively uses summative</p>	<p>TC relies on formative assessments alone to</p>	<p>TC effectively uses summative</p>	<p>TC effectively uses summative</p>		

	<p>assessment strategies to determine mastery of learning and communicates results to students. (SHAPE 5.c)</p> <p>InTASC 6; CAEP 1.2 SCTS 4.0 – Instruction (Standards and Objectives)</p>	monitor and report student progress.	<p>assessment (culminating measurement) strategies to determine student mastery and communicates results to students.</p>	<p>assessment (culminating measurement) strategies to determine student mastery and communicate results to students including future steps for support or enrichment.</p>		
2.8	<p>TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking. (SHAPE 4.e)</p> <p>InTASC 6, 8 SCTS 4.0 – Instruction (Questioning; Thinking)</p>	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.	TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response opportunity for most learners.	TC uses a balanced mix of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for all learners.		
2.9	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes. (SHAPE 4.e)</p> <p>InTASC 6 SCTS 4.0 – Instruction (Motivating</p>	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on either	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on both class wide and individual responses.		

12.19.23

	Students; Academic Feedback)		class-wide or individual responses.			
2.10	<p>TC facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression. (SHAPE 3.e)</p> <p>CAEP 1.5 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)</p>	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, or creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, and creative expression.		
2.11	<p>TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively. (SHAPE 4.a)</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p>	TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and strategic teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.		

12.19.23

2.12	<p>TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. (SHAPE 4.a)</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p>	<p>TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.</p>	<p>TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.</p>	<p>TC skillfully addresses cultural differences in creative and varied ways. If English learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.</p>		
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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction			

Describe at least one instruction strength:	
List at least one instruction goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	<p>TC creates and maintains a safe educational environment that is conducive to learning. (SHAPE 4.d)</p> <p>SCTS 4.0 – Instruction (Lesson</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>	<p>TC develops and implements safety procedures to promote learning, avoid distractions, and ensure safe use of materials.</p>		

12.19.23

	Structure and Pacing); Environment (Environment)					
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. (SHAPE 3.c)</p> <p>InTASC 2 SCTS 4.0 – Environment (Respectful Culture)</p>	<p>Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students’ background and culture and are free from unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. The TC implements proactive measures which acknowledge and celebrate ALL students’ background and culture. TC holds students accountable for respecting peer diversity and maintaining a bully-free environment; ensuring all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		
3.3	<p>TC creates environments that promote positive social interaction and collaboration in the learning environment. (SHAPE 4.d)</p> <p>InTASC 3</p>	<p>TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.</p>	<p>TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions,</p>	<p>TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. TC deliberately</p>		

12.19.23

	SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)		productive teamwork, and collaborative learning.	structures group composition, assigns specific roles, and promotes group autonomy.		
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement. (SHAPE 4.d) InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.	In addition to meeting acceptable expectations, the TC is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.		

12.19.23

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for environment			

Describe at least one environment strength:	
List at least one environment goal:	

Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	<p>TC collaborates with caregivers and school professionals to enhance student learning. (SHAPE 4.a)</p> <p>InTASC 10, 3 SCTS 4.0 – Professionalism (School Responsibilities)</p>	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately w with professionals within and outside of the school community to enhance student learning and development. TC is an effective co-teacher in both the lead and/or supporting role .		
4.2	<p>TC maintains professional relationships with school personnel and students. (SHAPE 6.b)</p> <p>InTASC 10</p>	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner in and away from the school environment, but takes initiative to establish relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.		
4.3	TC is a participant in school initiatives and supports school-related	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning	TC regularly attends and participates in departmental meetings, faculty meetings, strategic	TC actively contributes to departmental meetings, faculty meetings, strategic		

	<p>organizations and activities. (SHAPE 6.b)</p> <p>SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)</p>	<p>sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.</p>	<p>planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.</p>	<p>planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).</p>		
4.4	<p>TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. (SHAPE 4.a)</p>	<p>TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.</p>	<p>TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.</p>	<p>TC's verbal communication integrates professional vocabulary which is appropriate for students, caregivers, and professionals and reflects standard English conventions.</p>		
4.5	<p>TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard</p>	<p>TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics)</p>	<p>TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics)</p>	<p>TC's external written communication is clear and ongoing, occurs through various platforms (website, email, notes, newsletters,</p>		

12.19.23

	English. (SHAPE 4.a)	and/or sentence structure,).	and sentence structure).	etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) with expert use of professional language.		
4.6	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children.* (SHAPE 6.a) InTASC 9	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i> . The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.		
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). (SHAPE 6.a) SCTS 4.0 – Environment	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively	TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.	TC is consistently prepared to teach each day and displays a high degree of organization, creativity, and initiative . Plans are discussed with the mentor teacher in advance.		

12.19.23

	(Environment) Professionalism (Growing and Developing Professionally)	impacts student learning opportunities.				
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals. (SHAPE 6.b) SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC seeks professional learning opportunities and constructive feedback. TC receives feedback in a mature manner and appropriately incorporates suggestions for change.		
4.9	TC uses self-reflection to evaluate and improve professional practice. (SHAPE 5.c) InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	TC's reflections include general statements not supported by specific examples and plans for change are not included.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include detailed explanations of strategies that will be used to improve instruction and student learning.		

12.19.23

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for professionalism			

Describe at least one professionalism strength:	
List at least one professionalism goal:	

Domain 5: PHYSICAL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	TC plans for and applies physiological and biomechanical concepts related to skillful movement, physical activity, and fitness during lessons. (SHAPE 1.c)	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.		
5.2	TC plans for and applies motor learning and behavioral theory related to skillful movement, physical activity, and fitness during	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	TC demonstrates knowledge of the various theories and applies the theories to teaching. Practice conditions allow for individual differences. TC controls student behavior through the use of proactive	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		

	<p>lessons. (SHAPE 1.d)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		
5.3	<p>TC plans for and applies motor development theory related to skillful movement, physical activity, and fitness during lessons. (SHAPE 1.e)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		

12.19.23

<p>5.4</p>	<p>TC analyzes and corrects critical elements of motor skills and performance concepts. (SHAPE 4.e)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		
<p>5.5</p>	<p>TC plans and implements a variety of instructional strategies to actively engage all students. (SHAPE 4.a)</p>	<p>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</p>	<p>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, pre-assessment of students developmental levels, available equipment,</p>	<p>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</p>		

		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.	space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives.	to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives.		
5.6	TC develops and uses appropriate demonstrations, explanations, and instructional cues/prompts that aid student learning. (SHAPE 4.b)	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.		
5.7	Provides equal amounts of feedback to all students and equal opportunities and adaptations for participation. (SHAPE 4.e)	TC demonstrates characteristics of motor elitism by providing more feedback to highly skilled students, or provides feedback to only the under-performing students. TC excludes students during the lesson by having them	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	TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate. Equitable opportunities for participation in drills, games, or physical activity are provided. TC makes adaptations in lesson for		

12.19.23

		participate less often in drills, games, or physical activity. TC fails to make adaptations in lesson for underperforming or highly skilled students.	underperforming students and challenges highly skilled students.	underperforming and challenges highly skilled students. TC sets high expectations for all students.		
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12.19.23

* A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for physical education			

Describe at least one physical education strength:	
List at least one physical education goal:	