OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach to final evaluation and return with end of semester paperwork.**

Summary of Teacher Candidate Performance:

Developing Professional Educators

 Content Assessment of Teacher Candidate Interns

***Health and Physical Education PreK-12 Licensure***

Darden College of Education and Professional Studies Telephone: 757-683-3348

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4301 Hampton Blvd.

Norfolk, VA 23529

**Health and Physical Education PreK-12**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national and state performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the item below based on the criteria provided.

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| 1. **Scientific and Theoretical Knowledge**
 |
|  | MEETS STANDARD (2pts)- The teacher candidate always analyzes and corrects the motor skills and physical performances of the students. |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate sometimes analyzes and corrects the motor skills and physical performances of the students. |
|  | UNACCEPTABLE (0pts)- The teacher candidate seldom analyzes and corrects the motor skills and physical performances of the students. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **\* 2. Skill and Fitness Based Competences** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively demonstrates and/or explains the motor skills and movements during the appropriate physical activity learning experiences. |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately demonstrates and/or explains the motor skills and movements during the appropriate physical activity learning experiences. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not demonstrate and/or explain the motor skills and movements during the appropriate physical activity learning experiences. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Planning and Implementation** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively implements strategies that assist students in the development of responsible personal and social behaviors in a physical activity setting. |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately implements strategies that assist students in the development of responsible personal and social behaviors in a physical activity setting. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not implement strategies that assist students in the development of responsible personal and social behaviors in a physical activity setting. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |

\* without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concept and fitness.

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|  **4. Planning and Implementation** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively plans and implements progressive and sequential instruction that addresses the diverse needs of all  |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately plans and implements progressive and sequential instruction that addresses the diverse needs of all. |
|  | UNACCEPTABLE (0pts)- The teacher Candidate does not plans and implements progressive and sequential instruction that addresses the diverse needs of all. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Planning and Implementation** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively plans and implements lessons and unit plans that actively engage students in the development of wellness and health-related behaviors.  |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately plans and implements lessons and unit plans that actively engage students in the development of wellness and health-related behaviors.. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not plan and implement lessons and unit plans that actively engage students in the development of wellness and health-related behaviors.. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Planning and Implementation** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively plans lessons around progressive and sequential skills for all students regardless of their physical ability.  |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately plans lessons around progressive and sequential skills for all students regardless of their physical ability.  |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not plan lessons around progressive and sequential skills for all students regardless of their physical ability.  |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **7. Instructional Delivery and Management** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively utilizes appropriate classroom management strategies (rules, routines, and transitions) to create and maintain safe and effective learning environments. |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate sometimes utilizes appropriate classroom management strategies (rules, routines, and transitions) to create and maintain safe and effective learning environments. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not utilize appropriate classroom management strategies (rules, routines, and transitions) to create and maintain safe and effective learning environments. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **8. Instructional Delivery and Management**  |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively plans and adapts instruction for diverse students in a physical activity setting.  |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately plans and adapts instruction for diverse students in a physical activity setting. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not plan and adapt instruction for diverse students in a physical activity setting. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **9. Impact on Student Learning** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively provides effective and positive feedback during student performance of various motor skills and movements.  |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately provides effective and positive feedback during student performance of various motor skills and movements. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not provide effective and positive feedback during student performance of various motor skills and movements. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **10. Professionalism** |
|  | MEETS STANDARD (2pts)- The teacher candidate effectively communicates the value of being a physically educated person.  |
|  | NEEDS IMPROVEMENT (1pts)- The teacher candidate moderately communicates the value of being a physically educated person. |
|  | UNACCEPTABLE (0pts)- The teacher candidate does not communicate the value of being a physically educated person. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **Comments:** |
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k:/educ/educ teacher education services/professional attributes and instructional scales/20112-2013 professional attributes and instructional scales/ **Health and Physical Education PreK-12**\_updated 8/3/2010