

## Physical Education Early Childhood - Adolescence (EC-A) University of Wisconsin - Whitewater

Elementary

Interim Evaluation

Student Teacher

Secondary

Final Evaluation

Cooperating Teacher

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Cooperating Teacher: \_\_\_\_\_

**KEY TO SCALE:**

NO EVIDENCE	MINIMAL	BASIC	PROFICIENT	ADVANCED
0	1	2	3	4
Undocumented demonstration of competence	Performs at a level requiring close and continuous supervision	Performs at a level associated with minimal competence but requiring regular supervision.	Performs at a level associated with successful beginning teachers with minimum supervision.	Performs at a level that exceeds expectations for beginning teacher. Outstanding work, self-reflective and self-directed.

**NASPE Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline specific scientific and theoretical concepts critical to the development of physically educated individuals.*

**Elements - Teacher candidates will:**

**1.1** Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

No Evidence	Minimal	Basic	Proficient	Advanced
0	1	2	3	4

**1.2** Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

0	1	2	3	4
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**1.3** Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

0	1	2	3	4
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**1.4** Identify historical, philosophical and social perspectives of physical education issues and legislation.

0	1	2	3	4
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**1.5** Analyze and correct critical elements of motor skills and performance concepts.

0	1	2	3	4
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**NASPE Standard 2: Skill-Based and Fitness-Based Competence**

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.

**Elements: Teacher candidates will:**

**2.1** Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

No Evidence	Minimal	Basic	Proficient	Advanced
0	1	2	3	4

**2.2** Achieve and maintain a health-enhancing level of fitness throughout the program.

2	3	4	3	4
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**2.3** Demonstrate performance concepts related to skillful movement in a variety of physical activities.

2	3	4	3	4
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\*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

**Standard 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.*

**Elements - Teacher candidates will:**

**3.1** Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.

No Evidence	Minimal	Basic	Proficient	Advanced
0	1	2	3	4

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

0	1	2	3	4
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**3.3** Design and implement content that is aligned with lesson objectives.

0	1	2	3	4
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**3.4** Plan for and manage resources to provide active, fair, and equitable learning experiences.

0	1	2	3	4
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**3.5** Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for exceptionalities.

0	1	2	3	4
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**3.6** Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

0	1	2	3	4
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**3.7** Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

0	1	2	3	4
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**Standard 4: Instructional Delivery and Management**

**Physical education teachers use effective communication and pedagogical skills and strategies to enhance student engagement and learning.**

**Elements- Teacher candidates will:**

**4.1** Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

No Evidence	Minimal	Basic	Proficient	Advanced
0	1	2	3	4

**4.2** Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

0	1	2	3	4
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**4.3** Provide effective instructional feedback for skill acquisition, student learning and motivation.

0	1	2	3	4
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**4.4** Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

0	1	2	3	4
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**4.5** Use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

0	1	2	3	4
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**4.6** Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

0	1	2	3	4
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**Standard 5: Impact on Student Learning**

**Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.**

**Elements - Teacher candidates will:**

**5.1** Select or create appropriate assessments that will measure student achievement goals and objectives.

No Evidence	Minimal	Basic	Proficient	Advanced
0	1	2	3	4

**5.2** Use appropriate assessments to evaluate student learning before, during and after instruction.

0	1	2	3	4
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**5.3** Utilize the reflective cycle to implement change in teacher performance, student learning and instructional goals and decisions.

0	1	2	3	4
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**Standard 6: PROFESSIONALISM**

**Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.**

**Elements - Teacher candidates will:**

**6.1** Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

No Evidence	Minimal	Basic	Proficient	Advanced
0	1	2	3	4

**6.2** Participate in activities that enhance collaboration and lead to professional growth and development.

0	1	2	3	4
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**6.3** Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

0	1	2	3	4
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**6.4** Communicate in ways that convey respect and sensitivity.

0	1	2	3	4
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*Note:* Throughout the standards and elements and rubrics, which follow, the term **teacher candidate** refers to pre-service teachers in an initial preparation program.