

Graceland University

University Supervisor INTASC Evaluation of Student Teacher in Physical Education

Student Teacher: _____

University Supervisor: _____

Grade/Subject: _____

Placement : Six Week Seven Week Eight Week Fourteen Week

INTASC Principle Ratings:

- **Exemplary (E)** - all *sub-principles* contain an "X"
- **Met (M)** – two or more, but not all *sub-principles* contain an "X"
- **Progressing (P)** - only one *sub-principle* contains an "X"
- **Below Basic (BB)** - no *sub-principles* contain an "X"
- **Not Observed (NO)** - no opportunity was presented to demonstrate the *sub-principle* for that principle

Sub-Principle Ratings:

For every observation, rate each *sub-principle* by checking the box or leaving it unmarked

- An "X" in the box signifies that the *sub-principle* was adequately demonstrated
- Leaving the box blank indicates that the student teacher did **not** demonstrate the *sub-principle* even though the opportunity was presented
- Draw a line through the box if there was NO opportunity to observe the *sub-principle*

Use evidence from a variety of sources such as lesson observations, lesson plans, student artifacts, teaching materials, conferences, and other interactions. Evidence should be considered since the last observation. In order to receive a passing grade, the final evaluation ratings for each INTASC Principle (for each placement) must be at the Met and/or Exemplary levels.

INTASC Principles and Sub-principles (Adapted to meet NCATE PE standards)	Eval 1 Reliability <input type="checkbox"/> Date:	Eval 2 (or final) Reliability <input type="checkbox"/> Date:	Eval 3 Reliability <input type="checkbox"/> Date:	Eval 4 (or final) Reliability <input type="checkbox"/> Date:
INTASC 1: Knowledge of Subject Matter (NCATE PE 1) The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she can create learning experiences that make these aspects of subject matter meaningful for students.	E <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> BB <input type="checkbox"/> NO <input type="checkbox"/>	E <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> BB <input type="checkbox"/> NO <input type="checkbox"/>	E <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> BB <input type="checkbox"/> NO <input type="checkbox"/>	E <input type="checkbox"/> M <input type="checkbox"/> Not Met <input type="checkbox"/>
Sub-Principles				
(1.1) Demonstrates accurate knowledge of physical education content. <i>(Was accurate information taught?)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1.2) Designs coherent and effective learning experiences for the development of a physically educated person. <i>(Did the lesson flow in a logical order that supported student learning?)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1.3) Demonstrates knowledge of multiple teaching strategies and techniques in physical education. <i>(Does the student teacher select appropriate approaches for the subject matter?)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1.4) Links instruction to learners' special needs, abilities, and interests. <i>(Does the student teacher find ways to involve all students?)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dated Cumulative Comments:				

Student Teacher Disposition Evaluation

Standards	Criteria	Not Met/Unacceptable				Met/Acceptable				Met with Strength/Exemplary				Not Observed			
		1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
INTASC 2; Cares	Caring Attitude	Negative, sarcastic, apathetic				Supportive				Sincere, empathetic							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 9; Leads	Open to Suggestions	Inflexible, rigid, resistance to help				Somewhat flexible				Flexible, versatile, accepts guidance							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 9; Leads	Initiative	Lacks motivation				Somewhat self-motivated				Creates opportunities							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 10; Collaborates	Cooperation	Poor interaction				Good working relationships				Collaborates to enhance learning							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 9; Leads	Appearance	Inappropriate, too casual				Acceptable				Professional							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 9; Leads	Self-confidence	Limited				Secure, self-reliant				Mature, self-assured, poised							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 6; Reflects	Correct Oral Expression	Pattern of errors				Occasional errors				Well-chosen vocabulary							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 6; Reflects	Correct Written Expression	Pattern of errors				Occasional errors				Well-chosen vocabulary							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 9; Leads	Attendance	No communication when absent or late				Usually present, punctual or calls				Always present, punctual							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 10; Collaborates	Interacts in a Professional Manner	Needs improvement				Keeps confidentiality, demonstrates professional ethics				Superior							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTASC 3; Cares	Interacts in a Respectful Manner	Needs improvement				Respects dignity, shows no bias				Superior							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>INTASC 9; Lead</i>	Overall Quality for Success in Teaching	Needs improvement	Manages time, student behavior, and environment effectively	Superior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Evaluation 1	Signature of Candidate	Date
Evaluation 2	Signature of Candidate	Date
Evaluation 3	Signature of Candidate	Date
Evaluation 4	Signature of Candidate	Date