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**University of Delaware Teacher Candidate Capstone Clinical Experience Formative Observation Form: Physical Education**

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| Teacher Candidate: | Semester: |
| Observer: | Observation Date and Time: |
| UD Field Instructor: | Clinical Educator: |
| School: | District: |
| Teaching Area(s): | Grade Level(s): |
| Number of classes: | Total Number of Students: |

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| **RATING SCALE FOR PROFESSIONALISM** | |
| 1 | Rarely |
| 2 | Sometimes, but not consistently |
| 3 | Consistently |
| NA | No behaviors related to this indicator observed |

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| PROFESSIONALISM  As an effective educator, the teacher candidate: | | **PROFESSIONALISM COMMENTS** |
| \_\_\_\_\_ | 1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential |  |
| \_\_\_\_\_ | 1. Exhibits enthusiasm, initiative, and a positive attitude |
| \_\_\_\_\_ | 1. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development |
| \_\_\_\_\_ | 1. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction |
| \_\_\_\_\_ | 1. Takes responsibility for his/her learners’ learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice |
| \_\_\_\_\_ | 1. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice |
| \_\_\_\_\_ | 1. Demonstrates the ethical use of assessment and assessment data to identify learners’ strengths and needs (e.g., shares learner data appropriately) |
| \_\_\_\_\_ | 1. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines |

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| **RATING SCALE FOR PLANNING, LEARNING, INSTRUCTION, AND ASSESSMENT**  *Please see rubric to determine ratings.* | |
| 1 | **Not apparent** (Not ready for independent practice) |
| 2 | **Emerging** (Not yet ready for independent practice) |
| 3 | **Proficient** (Ready for independent practice) |
| 4 | **Exemplary** (Proficient plus) |

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| PLANNING  As an effective educator, the teacher candidate: | | **PLANNING COMMENTS** |
| \_\_\_\_\_ | 1. Selects appropriate national or state standards  * Candidate selects appropriate national or state standards **and,** when appropriate, makes cross-curricular standard connections. (Proficient) * Objectives are explicitly connected to the standards. (NASPE 3.2) |  |
| \_\_\_\_\_ | 1. Writes objectives with measurable outcomes that indicate what learners will know and be able to do  * Candidate writes objectives that are measurable, indicating what the whole group of learners will know and be able to do. (Proficient) * Candidate writes objectives that provide appropriate challenges for students, objectives incorporate multiple domains of learning and contain criteria for student mastery. (NASPE 3.2) |
| \_\_\_\_\_ | 1. Aligns objectives, instruction, and assessments  * Lesson objectives, instruction, and assessments are appropriately aligned. (Proficient) * Candidate selects teaching approach that is congruent with objectives and facilitates mastery; candidate selects teaching approach to maximize practice opportunities and the use of space and equipment; allows students to practice tasks in context in which skill is performed. (NASPE 3.3) |
| \_\_\_\_\_ | 1. Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner’s needs and groups of needs  * Candidate selects supports that are tied to the learning objectives **and** addresses similar groups’ needs. (Proficient) * Candidate plans adaptations for all ability levels and needs (interests & motivation); uses multiple instructional models throughout the lesson to account for variations in learning styles and prior experiences; and provides students choices in equipment, space or level of practice task within practice tasks based on individual differences. (NASPE 3.4) |
| \_\_\_\_\_ | 1. Sequences the learning experiences to build on each other to support learners’ learning of the essential content, strategy or skill  * The sequence of learning experiences reflects the candidate’s accurate and comprehensive knowledge of learning progressions in the content area or developmental domain. (Proficient) * Progressions are logical, sequential and progressive with no gaps in progressions to facilitate learning. (NASPE 3.6) |
| \_\_\_\_\_ | 1. Justifies the selected learning experiences with attention to learners’ prior knowledge and background (e.g., cultural, high needs, family structure, English language learners)  * Candidate’ uses evidence of learners’ prior knowledge **and** background (when appropriate to the lesson) to justify the choice of learning experiences. (Proficient) * Candidate accounts for differences with the class and makes accommodations for students; selection of materials to display, selection of students to demonstrate, and methods of grouping students indicates exceptionalities and diversity from within class have driven instructional decision making. (NASPE 3.5) |
| \_\_\_\_\_ | 1. Accurately represents important content concepts  * Candidate’s plans show accurate and sufficiently comprehensive details of the content. (Proficient) * Candidate plans and uses developmentally appropriate teaching cues, and consistently designs and uses learning/practice tasks that are developmentally appropriate for all stages of student proficiency that leads to measurable learning in skillful movement/physical activities/fitness. (NASPE 1.3) |
| LEARNING ENVIRONMENT  As an effective educator, the teacher candidate: | | **LEARNING ENVIRONMENT COMMENTS** |
| \_\_\_\_\_ | 1. Establishes rapport with and respect for all learners  * Candidate exhibits respect for all learners and works to establish rapport with most learners. (Proficient) * Candidate creates an atmosphere in the classroom that is inclusive; never uses “put downs” or sarcasm while teaching. (NASPE 6.4) |  |
| \_\_\_\_\_ | 1. Communicates expectations of high quality work by all learners  * Candidate uses **specific** language that sets clear expectations for high quality work for **all** learners. (Proficient) |
| \_\_\_\_\_ | 1. Establishes and teaches clear guidelines for routines and appropriate expectations for learners’ behavior  * Candidate establishes and teaches clear, developmentally appropriate guidelines for routines and expectations for leaner behavior. (Proficient) * Candidate uses stop/start signals that are clear and creative; managerial routines are present and innovative such as multiple equipment distribution points; use of space is maximized with students participating in the organization of the space. (NASPE 4.5) |
| \_\_\_\_\_ | 1. Implements established guidelines for learners’ behavior  * Candidate consistently addresses disruptive behavior appropriately with logical consequences. (Proficient) * Candidate uses positive and proactive management strategies that encourage active student participation and engagement; students remain on-task and engaged in the learning/practice tasks. (NASPE 1.2) |
| \_\_\_\_\_ | 1. Engages in and teaches learners’ respectful discourse and turn-taking  * Candidate teaches learners how to engage in respectful discourse and turn-taking and provides opportunities for discourse and turn-taking. (Proficient) * Candidate selects both direct and indirect instructional approaches including task, cooperative learning, and child-designed instruction. (NASPE 4.6) |
| INSTRUCTION  As an effective educator, the teacher candidate: | | **INSTRUCTION COMMENTS** |
| \_\_\_\_\_ | 1. Adjusts lessons based on learners’ responses  * Candidate’s instructional adjustments provide individuals **or** groups of learners with the support needed to improve their learning. (Proficient) * Candidate appropriately responds to teachable moments during the lesson. (NASPE 4.4) |  |
| \_\_\_\_\_ | 1. Uses available technology to impact learning  * Candidate and learners use available technology that aligns to the curriculum and appropriately supports learning. OR Technology is not available or inappropriate in this setting. (Proficient) * Candidate incorporates technology such as pedometers, video, etc. to provide feedback to students; use of technology aligns with lesson objectives. (NASPE 3.7) |
| \_\_\_\_\_ | 1. Engages learners using a range of questions, including higher order questions  * Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learners’ responses. (Proficient) |
| \_\_\_\_\_ | 1. Models discipline-specific strategies that support learning  * Candidate models the discipline-specific strategies, explicitly teaches learners how to apply strategies, **and** provides learners with opportunities for guided practice. (Proficient) * Candidate explains the “How” and “Why” when teaching movement concepts and skills using physiological and biomechanical concepts. (NASPE 1.1) |
| \_\_\_\_\_ | 1. Makes content explicit through explanation, modeling, representations, and examples  * Candidate uses representations and examples to build learners’ understanding, highlights care ideas, and uses modeling and demonstrating. (Proficient) * Candidate creates innovative instructional cues/prompts to facilitate learning, makes abstract concepts concrete and consistently repeats cues/prompts throughout the lesson. (NASPE 4.2) |
| \_\_\_\_\_ | 1. Engages learners in problem solving  * Candidate provides learners with opportunities to discover multiple solutions or use multiple methods to solve a problem. (Proficient) |
| \_\_\_\_\_ | 1. Provides clear and accurate explanations and feedback  * Candidate’s explanations are accurate and feedback is specific, helping learners to clarify their understanding. (Proficient) * Candidate provides positive, specific, corrective feedback that is well-timed; feedback is linked directly to student responses and identifies key elements. (NASPE 4.3) |
| \_\_\_\_\_ | 1. Provides opportunities for learners to master academic language  * Candidate identifies vocabulary and one or more additional language demands (e.g., discourse, syntax, function) and models the identified language demands and encourages learners to use academic language. (Proficient) |
| \_\_\_\_\_ | 1. Allows learners to demonstrate knowledge in a variety of ways  * Candidate provides learners with varied choices of ways to demonstrate their learning. (Proficient) |
| \_\_\_\_\_ | 1. Paces the lesson effectively with time for closure and learner processing  * Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing. (Proficient) |
| ASSESSMENT  As an effective educator, the teacher candidate: | | **ASSESSMENT COMMENTS** |
| \_\_\_\_\_ | 1. Continuously monitors learners’ learning  * Candidate regularly monitors most learners’ learning. (Proficient) * Candidate uses assessments to plan future lessons. (NASPE 5.1) |  |
| \_\_\_\_\_ | 1. Provides accurate feedback to learners  * Candidate provides feedback that is specific, accurate, and addresses learners’ strengths and needs related to the learning objectives. (Proficient) * Candidate analyzes, detects and corrects all students’ fundamental movement skills using skill cues linked to the identified critical elements. (NASPE 1.5) |
| \_\_\_\_\_ | 1. Uses a range of appropriate formative assessments  * Candidate uses appropriate formative assessments that are aligned with the lesson objectives. (Proficient) |
| \_\_\_\_\_ | 1. Uses appropriate summative assessments  * Candidate uses summative assessments that are aligned with the objectives. (Proficient) |
| \_\_\_\_\_ | 1. Examines performance data to understand each learner’s progress and revise instruction  * Candidate’s analysis uses specific examples from learners’ performance to demonstrate patterns of learning and makes changes in instruction to support groups of learners. (Proficient) * Candidate creates learning/practice opportunities that are based on pre-assessment. (NASPE 5.2) |
| \_\_\_\_\_ | 1. Communicates assessment information regarding learners’ progress to others in respectful, ethical, and responsive ways  * Candidate uses appropriate methods to communicate information regarding learners’ progress to others in respectful, ethical, and responsive ways. (Proficient) * Candidate record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). (NASPE 5.1) |
| \_\_\_\_\_ | 1. Works with other professionals to plan and facilitate learning  * Candidate collaborates with other professionals to plan and facilitate learning. (Proficient) * Candidate documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program expectations. (NASPE 6.2) |
| **PHYSICAL EDUCATION ADDENDUM**  As an effective educator, the teacher candidate: | | **ADDENDUM COMMENTS** |
| \_\_\_\_\_ | 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. (NASPE 3.1)  * Unit plans and lesson plans are complete and detailed. Lesson objectives align with unit objectives. Learning/practice tasks align with unit and lesson objectives, are developmentally appropriate and linked to student needs. (Acceptable) |  |
| \_\_\_\_\_ | 1. Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats. (NASPE 4.1)  * Verbal interactions have an occasional mistake in grammar. Pacing of verbal instruction is neither too fast nor too slow; some variation in tone and inflection. Verbal and nonverbal communication is used throughout the lesson. Uses alternative forms of communication. (Acceptable) |
| \_\_\_\_\_ | 1. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions. (NASPE 5.3)  * Uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, to change teacher performance, or to implement change. Changes based on reflection are placed into action in lessons. (Acceptable) |
| \_\_\_\_\_ | 1. Demonstrate behaviors that are consistent with the belief that all students can become physical educated individuals. (NASPE 6.1)  * 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 lessons for underperforming students. (Acceptable) |
| \_\_\_\_\_ | 1. Demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers. (NASPE 6.3)  * 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. (Acceptable) |