

STUDENT TEACHING EVALUATION INSTRUMENT

Lesson Plan

Revised in June 2015

Student Teacher _____

Date _____

Evaluator _____

Plan # _____

Unit and class topic _____

Grade _____

Class Theory Practice

Instructions: Checkmark the item that represents the observed behavior.

*Level of Performance and Score: **Accomplished (4); Proficient (3); Developing (2); Emergent (1)**

Criteria	Score	Expectation
Basic Información	24 pts.	<p>A P D E</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 1. Correctly states name, date and grade.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 2. Correctly states the game stage.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 3. Identifies at least two references of texts or Internet</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 4. Writes the class plan in the correct format.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 5. Plan contains cooperating teacher's signature.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 6. Incorporates recommendations made by university supervisor and/or cooperating teacher.</p>
Initial Activity	32 pts.	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 7. Writes high expectations to be communicated to all students.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 8. States clear and precise directions.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 9. Clearly states in the Set Induction how the skill/s/ tactics/strategies or game is performed, through the use of Critical elements, cues, demonstrations, photos or video.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 10. Plans in the Set Induction, appropriate open ended questions that focus students' attention on the critical elements and cues represented in the Table of Critical Elements.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 11. Plans appropriate practice conditions that provide for individual differences.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 12. Plans a lesson that is appropriate for the level of student development (<i>Not to easy; not too hard</i>)</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 13. Plans appropriate practice opportunities for the level of student development.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 14. Effectively focuses the lesson plan considering the context in which the skill is performed.</p>
Development Activity	20 pts	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 15. Plans a diagram of each activity that includes location of teacher, students and equipment, including the key.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 16. Plans a demonstration for each activity before sending students to their positions on the court/activity area.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 17. Plans an appropriate modification for less skilled students and for skilled students in the development.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 18. Provides an appropriate explanation planned modification.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 19. Creates appropriate activities for the skill level and developmental level of students.</p>
Class Closure	4 pts.	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 20. The assessment technique planned stimulates students' to think about the elements or situations that occur in the game phase which they are practicing.</p>

Learning Objectives CAEP 1	44 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 21. Correctly writes the Psychomotor objective which includes measurable behavior, condition and level of adequacy <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 22. Objective is written in a coherent sentence without orthographic errors. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 23. Objective is adequate for students' age and maturity level. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 24. Provides challenge to students (<i>tasks not too difficult not too easy</i>) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 25. Correctly writes the Cognitive objective which includes measurable behavior, condition and level of adequacy <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 26. Objective is written in a coherent sentence without orthographic errors. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 27. Objective is adequate for students' age and maturity level. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 28. Provides challenge to students (<i>tasks not too difficult not too easy</i>) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 29. Correctly elaborates the Affective objective that includes a measurable behavior and condition. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 30. Objective is written in a coherent sentence without orthographic errors <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 31. Objective is adequate for students' age and maturity level.
Management of resources (equipment, materiales, tiempo, etc.) CAEP 2	16 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 32. Correctly identifies appropriate class equipment and materials. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 33. Clearly specifies the duration of each task and lesson transitions which adds up to total class time. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 34. Plans effective transitions for the way students are incorporated and come out of groups, take out and put away equipment, organize space and return equipment, etc. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 35. Plans to offer maximum participation of students according to the amount of equipment and available facility
CAEP 3	4 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 36. Writes appropriate safety consideration/s for the activity area.
Initial Activity CAEP 6, 7 and 14	12 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 37. Plans a review of the last class that actively involves 80% or more, of students with adequate open ended and follow-up questions through the use of interactive strategies Correct is Correct or Stretch it. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 38. Plans a Set Induction that involves 80% or more, of students with adequate open ended and follow-up questions through the use of interactive strategies Correct is Correct or Stretch it. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 39. Plans at least three (3) open ended questions in Development Activity that challenge students to critically think of the skill/s being practiced. Questions are adequate for the game phase in which students are practicing.
Development Activity CAEP 7	16 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 40. Plans an effective connection between today's topic and last class topic. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 41. Plans appropriate Activity Information, extension and the refinement activity for the activities offered. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 42. Plans his/her student interaction in a progressive manner from simple to complex. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 43. Designs effective learning/practice activities in sequential and progressive steps that facilitate learning.
CAEP 8	24 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 44. Effectively plans learning activities that are directly linked to lesson objectives. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 45. Effectively plans learning activities that are directly linked to students' needs. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 46. Elaborates an effective teaching strategy congruent with objectives, number of students in class, equipment and space where skill or activity will be taught. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 47. Effectively develops learning activities that provide for meeting class objectives. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 48. Plans the use of assessment technique that involves 100% of students to corroborate class objective through the use of open ended and follow-up questions that can be quantified and used to plan the next class. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 49. The planned assessment technique will stimulate students to think about the elements or situations that occur at the game phase in which they are practicing the skill.

Final Score = 196: _____/196 _____%

Grade: _____

STUDENT TEACHING EVALUATION INSTRUMENT

Teaching Performance

Student teacher _____

Date _____

Evaluator _____

Grade _____

<i>Criteria</i>	<i>Points</i>	<i>Expectations</i>
Basic Information	20 pts.	<p>LPDE</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Uses a white or green polo tucked into sweat pants. Identification is visible. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Uses black sweat pants and sportswear. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Makes use of an effective strategy when taking roll. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Effectively organizes students in order to start the activity as soon as possible (3 to 5 minutes) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Uses total class time effectively.
CAEP 3, 5 and 11	20 pts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Receives students with enthusiasm which motivates them at the beginning of class session. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. Establishes an adequate rate of verbal and non verbal communication that is not too fast nor too slow including a variation in tone. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. Appropriately uses verbal and non verbal communication during the class session. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 9. Uses adequate management routines and has an established system for distributing and returning equipment, taking roll, looking for partners or creating groups and others. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10. Creates an effective supportive environment that attracts and motivates student participation.
CAEP 4, 5 and 11	20 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11. Clearly communicates high expectations in a way that motivates student participation in class. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 12. Successfully controls student conduct by using proactive strategies (recognizing good behavior). <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 13. Adequately corroborates student understanding before sending them to their respective positions or spaces to start the activity or drill. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 14. Moves throughout the space where students are practicing and effectively monitoring their performance (back facing the wall) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 15. Provides effective individual and group feedback
CAEP 5, 7, 10, 11, 12, 13, 14, & 18	40 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 16. In the last class summary, candidate is able to involve 80% or more of students through open ended questions, demonstrations, use of strategies such as Correct is Correct or Stretch it, or any other strategy/ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 17. In the Set Induction, candidate effectively involves 80% or more in the class topic through the use of open ended questions, use of interactive strategies like Correct is Correct or Stretch It, video, photo, games, critical elements of the skill, etc. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 18. Clearly communicates directions to be followed when leaving the classroom and walking toward the court or activity area. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 19. Implements effective transitions of students moving toward and away from the activity (management <10% of lesson). <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20. Provides clear, concise and prompt instructions. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 21. Prepares and maintains a safe and appropriate area for teaching. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 22. Offers clear directions to get and return equipment. Directs students in this activity.

<p>Continuation: CAEP 5</p>	<p>48 pts.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>23. Effectively directs transitions that helps class to flow successfully.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>24. Provides effective specific and corrective feedback on critical elements of the skill taught</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>25. Effectively detects and corrects elements of the fundamental movement using the correct cues.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>26. Candidate moves around students effectively monitoring their performances (back toward the wall).</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>27. Provides effective individual and group feedback.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>28. Establishes an adequate rate of verbal and non verbal communication that is not too fast nor too slow including a variation in tone.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>29. Appropriately uses verbal and non verbal communication during the class session.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>30. Consistently makes sure that the established rules of conduct for the class are enforced.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>31. Uses adequate management routines and has an established system for distributing and returning equipment, taking roll, looking for partners or creating groups and others.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>32. Uses a clear signal to start and stop activities.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>33. Effectively uses the available space during the lesson (students are not too far nor too close)</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>34. Effectively and promptly intervenes in behavioral situations by using proactive strategies like student cues.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>35. Involves the majority of students in the class summary.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>36. Presents activities that are directed toward meeting the plan objectives.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>37. Quantitatively corroborates if class objectives are met.</p>
<p>CAEP 7</p>	<p>8 pts.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>38. Implements effective progressions of activities that follow a logical sequence.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>39. Appropriately uses activities, extensions, and refinement activities.</p>
<p>CAEP 9, 11, 12, 14, 16 18 and 20</p>	<p>80 pts.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>40. Obtains students' attention before beginning class by using an adequate and observable Silence/Attention routine.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>41. Demonstrates by use of an effective connection, the relation between past experiences and the day's topic.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>42. Effectively distributes equipment before beginning the class session.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>43. Correctly explains the critical elements and/or planned cues in the Table of Critical Elements and involves 80% or more of students in the presentation with open ended and follow-up questions.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>44. The cues are appropriate for the developmental age of students.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>45. Provides correct instruction about the "how" and the "why" of the skill/s being taught.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>46. Asks adequate open ended questions or exposes a hypothetical example about the day's topic in order to corroborate student understanding.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>47. Successfully controls students' behavior utilizing proactive strategies (Recognizing good behavior).Spreads equipment for easy access.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>48. Offers an appropriate lesson for the students' developmental stage (Not too difficult nor to easy).</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>49. Teaches the skill/s in the context in which it is performed (Not only isolated but related to the game)</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>50. Obtains students' attention when speaking to them (does not speak over student noise).</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>51. Uses precise examples and non examples that facilitate student understanding of the skill.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>52. Effectively corroborates student understanding with questions and/or student demonstrations</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>53. Presents the content dynamically and with enthusiasm.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>54. Presents activities that are directed toward meeting the objectives written in the class plan.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>55. Provides one or more demonstration of the drill or activity with all students' positioned around him/her before they begin to perform the drill or activity.</p>

Continuation: CAEP 9, 11...	20 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 56. Presents the critical elements and/or cues of the skill clearly and in a precise manner. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 57. Employ effective transitions between activities in a way that valuable time is not lost. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 58. Demonstrates competent performance in each phase (Preparation, execution, follow-through) of the skill. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 59. Provides effective demonstrations throughout his/her teaching. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 60. Uses learning cues that effectively identify critical elements of the skill/s and are appropriate for the level of student development. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 61. Repeats cues various times during the lesson. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 62. Provides generalized and/or corrective feedback in key moments. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 63. Provides individual and/or group feedback during the lesson. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 64. Creates an effective supportive environment that attracts and motivates student participation.
CAEP 13	4 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 65. Demonstrates by use of an effective connection, the relation between past experiences and the day's topic.
CAEP 14	8 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 66. Effectively corroborates student understanding in the Initial Activity, with open ended questions and/or student demonstrations. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 67. Adequately corroborates in the Development Activity, students understanding before they are sent to their respective positions or spaces to begin the drill or activity.
CAEP 16	4 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 68. Uses an assessment technique that effectively corroborates meeting the class objective.
CAEP 18	4 pts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 69. Clearly communicates high expectations that motivate student participation.
CAEP 20	8 pts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 70. Provides appropriate specific and corrective feedback on the critical elements of the skill/s taught. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 71. Effectively detects and corrects elements of the fundamental movement skill by using cues.

Final Score: 284 pts. _____/284 pts. _____% Grade: _____