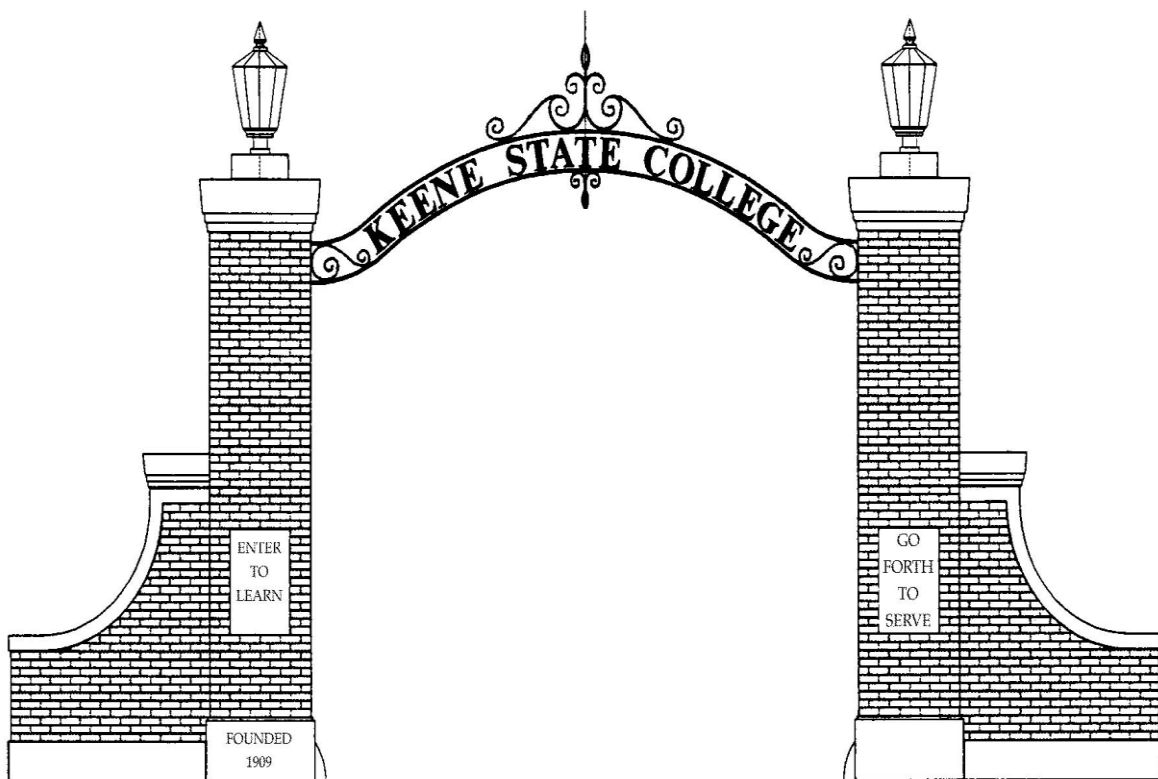


Student Teaching Handbook

Physical Education

2011-2012



Teacher Education Office
Keene State College
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Student Teaching Handbook
Section II

Physical Education

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A) Introduction:

Teacher certification for physical education in the state of New Hampshire is K – 12. To be eligible for such certification, undergraduates must complete a semester of student teaching, one half of which must be at the elementary level and one half of which must be at the secondary level. To register for this, you will register for six credit hours of PE 475 Student Teaching—Elementary and for six credit hours of PE 476 Student Teaching—Secondary.

Early in the semester prior to student teaching, prospective student teachers need to submit an online application through Tk20 and also to meet with the physical education college supervisor. During the meeting with the college supervisor, information will be gathered to enable a recommendation of placement. Student teaching placement sites must be proximal to the college and are generally within a 30 mile radius from Keene. The physical education college supervisor will make recommendations to the Placement Coordinator regarding site placements for the physical education student teachers. The Placement Coordinator will make tentative arrangements with each placement site and will inform prospective student teachers of their placements. Each prospective student teacher must make arrangements for an interview with the principal and/or the cooperating teacher at each placement site. These should be considered as formal interviews; prospective student teachers are expected to dress.

B) NASPE/NCATE Initial Physical Education Standards

On completion of student teaching, certification candidates are expected to demonstrate the following knowledge, abilities, and qualities:

Standard 1: 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.

Standard 2: Skill 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.

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.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professional.

C) **Goals and Objectives of the Student Teaching experience:**

Keene State College has adopted Charlotte Danielson's Framework for Teaching as a guide to help our pre-service teachers develop an expertise for teaching. The following goals and objectives for the physical education student teaching experience take into consideration Danielson's framework as well as the NASPE/NCATE Initial Physical Education Standards.

- 1) **Planning and Preparation***: Student teachers will demonstrate the ability to plan effectively for the teaching process, practice regular reflection for the improvement of teaching, and assess student learning relative to instructional goals. **All plans are expected to be completed prior to teaching and should be placed in chronological order in the Teaching Notebook and readily available to the Cooperating Teacher and the College Supervisor** who will provide written and verbal feedback relative to the quality of planning.
 - a) Demonstrating Knowledge of Content and Pedagogy: Plans should demonstrate a solid knowledge of content and pedagogy.
 - b) Demonstrating Knowledge of Students: Plans should reflect an understanding of the developmental level of the students in each class.
 - c) Selecting Instructional Goals: Student teachers set appropriate instructional goals using their knowledge of the NASPE Standards for Physical Education, their understanding of the developmental level of their students, observation of learner abilities, and through consultation with their cooperating teacher and/or other appropriate mentors.
 - d) Demonstrating Knowledge of Resources: Student teachers are expected to be aware of and to use resources available through the college, community, and their school placement site and to actively seek other materials to enhance instruction and physical activity opportunities.
 - e) Designing Coherent Instruction: **Students are expected to complete unit and lesson plans for each activity they will be teaching. Block Plans with unit objectives should be developed prior to the beginning of each unit and details of the unit may be developed as the unit progresses.** Plans should reflect appropriate activities to reach instructional goals.
 - f) Designing Student Assessments: Student teachers will demonstrate the ability to assess learner performance and progress relative to instructional goals both formatively and summatively, include learners in self-assessment, and adjust instructional strategies according to the progress of their students. Additionally student teachers will formulate a plan for formally communicating results to students and parents. **An Assessment Project, detailing these results will be submitted to the College Supervisor prior to the end of the semester as part of PE 477—Student Teaching Seminar.**

- 2) **The Classroom Environment***: Student teachers will strive to develop an inclusive and caring class atmosphere characterized by respect and an expectation for learning. **Unit plans should include objectives and strategies for the promotion of personal and social development.**
 - a) Creating an Environment of Respect and Rapport: Student teachers will use a variety of strategies to promote rapport and respect among students.
 - b) Establishing a Culture for Learning: Student teachers will be enthusiastic in their approach to teaching and will plan activities which provide for both challenge and success for their various learners and which will promote student support of one another.
 - c) Managing Classroom Procedures: Student teachers will develop and implement effective management techniques to promote on-task behavior and to maximize academic learning time

- d) Managing Student Behavior: **After consultation with their cooperating teacher and taking into consideration school policies and expectations, student teachers will refine and implement a Positive Discipline Plan.**
 - e) Organizing Physical Space: Student teachers will demonstrate effective class and equipment organization to provide for a safe environment and maximal academic learning time.
- 3) **Instruction***: Student teachers will exhibit effective teaching behaviors, appropriate to the developmental level of their students, that promote attainment of identified learning objectives:
- a) Communicating Clearly and Accurately: Student teachers will use clear and brief directions while teaching in an effort to carefully focus student attention and to maximize activity time.
 - b) Using Questioning and Discussion Techniques: Student teachers will use questions at appropriate times during the class to promote student learning as well as personal and social development.
 - c) Engaging Students in Learning: Student teachers will use a variety of means including various media such as visual displays to promote student participation in and out of the classroom.
 - d) Providing Feedback to Students: Student teachers will use both group and individual feedback to communicate learner progress. Such feedback will focus on encouragement, positive specific and corrective feedback, and personalizing feedback by using students' names.
 - e) Demonstrating Flexibility and Responsiveness: Student teachers will respond to students' needs by modifying lessons as appropriate to provide for challenge and success and will use teachable moments as they occur to promote educational goals.
- 4) **Professional Orientation***: Student teachers will exhibit a professional approach to their student teaching experience characterized by clear efforts toward experiencing and meeting all of the professional expectations of a teacher in the school setting.
- a) Reflecting on Teaching: Student teachers will reflect on their progress relative to their teaching effectiveness and professional practice. Charlotte Danielson's "Framework for Teaching" will be used as a basis for these reflections which will be completed according to the PE 477 syllabus. Additionally **student teachers will record daily reflections of lesson effectiveness to inform subsequent lesson planning.**
 - b) Maintaining Accurate Records: Student teachers will keep class attendance, performance, and assessment records as appropriate to the school setting.
 - c) Communicating with Families: Student teachers will discuss various means of connecting with students' families with the Cooperating Teacher and will include in the Assessment Project a plan for communicating with parents.
 - d) Contributing to the School District: Student teachers will take advantage of opportunities available within the school and community to become involved beyond the assigned classroom time.
 - e) Growing and Developing Professionally: Student teachers will seek out opportunities for professional development to enhance content knowledge, pedagogical skill, and awareness of legal responsibilities in the school setting. This may include seeking additional experiences within the school or outside settings related to programs for youths, attending professional workshops or conferences, consulting with colleagues or mentors, and using the internet as a source for seeking information and communicating with colleagues.
 - f) Showing Professionalism: Student teachers will demonstrate a professional approach to student teaching as demonstrated by being prompt and conscientious in meeting all obligations, presenting a professional image relative to grooming and appearance, advocating for physical education, expanding professional contacts, **and by regularly engaging in physical activity.**

D) Time table for each week of the Student Teaching experience:

The time table for assuming teaching responsibilities at each student teaching placement will vary somewhat depending on such factors as the particular school schedule, the specific physical education curriculum at the school site, and the apparent readiness of the Student Teacher (ST). It is assumed that the student teacher will begin by observing the Cooperating Teacher (CT) for a short period of time, gradually work into teaching portions of a lesson or team teaching, and eventually culminate in assuming all the teaching responsibilities of the CT. This full teaching load should be assumed as early as possible to provide adequate time to effectively practice teaching and planning (week five would be a good target for this). **A suggested timetable follows:**

- Week 1:** Observing and teaching portions of a lesson or assisting the CT and accompanying the CT for other obligations required of a teacher in the school. Also during this first week, the ST and CT should meet to discuss:
- general school policies and procedures. Contact information should be established in the case that the ST has an illness or emergency or in the event of school closure
 - the School's and CT's discipline methods as well as the ST's plan for discipline plan. A discipline plan should be agreed upon so that the ST has a clear and acceptable plan for reacting to student misbehavior
 - the ST's content background and goals for learning during the student teaching experience
 - upcoming units of instruction—this is important information for ST planning
 - ST provides college Supervisor with CT's daily teaching schedule and class meeting times
- Week 2:** Continuing to observe the CT and assuming increasing teaching responsibilities
- at this point it would be helpful to develop a tentative plan for the successive integration of the ST into teaching specific classes, sections, or grade levels
- Week 3:** Observing and assisting the CT if appropriate and teaching all of one or more classes
- consultation with the CT, using both the Physical Education Student Teaching Observation Form and the Teacher Candidate Dispositions Assessment, to identify ST teaching qualities to be developed or improved
 - communication with the College Supervisor (College Supervisor) if there are specific areas of concern
- Week 4:** Assuming the teaching responsibility for more classes as appropriate
- Week 5:** Assuming the teaching responsibility for more classes or full teaching responsibilities as appropriate
- Week 6:** Assuming full teaching responsibilities as appropriate
- Week 7:** Assuming full teaching responsibilities
- CT completes the following evaluation materials via the Tk20 program:
 - Teacher Candidate Dispositions Assessment
 - KSC Summative Clinical Evaluation Form
 - Narrative letter regarding the student teaching setting and the student teacher's strengths and weaknesses

E) Lesson Plan outline/format and expectations

Student Teachers are expected to prepare a plan for all portions of the lessons they will teach unless specifically following the CT's lesson plan. If desired, Student Teachers may experiment with alternative lesson plan formats from the lesson plan format used at the practicum levels. However, if lesson planning is determined to be insufficient by the Cooperating Teacher or College Supervisor, the Student Teacher will be asked to use the KSC PETC Lesson Plan format available on Blackboard.

F) Unit Plan outline/format and expectations

Student Teachers are expected to provide unit plans for all units they will teach using the Block Plan Format and Unit Plan Format provided here. In the case where the student teacher is following the CT's unit and lessons, an abbreviated unit plan may be substituted for the full unit plan. **Block Plans should be completed prior to the beginning of the unit. If planning for the unit is shared with the Cooperating Teacher, Student Teachers should consult with the CT prior to the unit to identify unit objectives, unit length, and general content to be covered. The abbreviated unit plan must, at minimum, include unit (or program) objectives and a Block Plan that addresses all unit objectives.** Block and Unit Plan formats are available on Blackboard.

G) Other Guidelines

Notebook: The student teacher will use a three ring binder to compile a Student Teaching Notebook in which all Block Plans, Unit Plans, Lesson Plans, Daily Reflections, and other materials will be kept. The notebook should be kept up-to-date and taken to school each day and available to both the Cooperating Teacher and College Supervisor on request.

Seminars: Simultaneously with student teaching, physical education student teachers take PE 477, Student Teaching Seminar. This four-credit course entails attendance at weekly Monday night seminars as well as three all-day seminars: one prior to student teaching, one at the half-way mark, and one at the conclusion of the student teaching experience.

Portfolios: Each Student Teacher will convert his/her Working Portfolio to a Presentation Portfolio during the course of the semester. Guidelines will be provided.

H) Evaluation Guidelines and Forms

The chart below outlines formative and summative evaluation procedures for Cooperating Teachers and College Supervisor:

ST = Student Teacher

CT = Cooperating Teacher

CS = College Supervisor

<p>PE 475 placement Student Teaching— Elementary</p> <p style="text-align: center;"><i>and</i></p> <p>PE 476 placement Student Teaching— Secondary</p>	<ul style="list-style-type: none"> - CT observes ST regularly and gives feedback informally - CT uses PE Student Teaching Observation Report or KSC Clinical Observation Form one or more times during the seven week period and shares results with ST and CS - CT completes Teacher Candidate’s Dispositions Assessment and conferences with ST about progress and expectations - CT regularly shares with CS any concerns about ST’s teaching or professionalism - CS observes ST two or more times using the PE Student Teaching Observation Report and provides copies for ST and CT. CS conducts a post-observation conference with ST - During the student teacher’s last week of teaching, the CT completes final evaluations and submits these online through the Tk20 program (Teacher Candidate’s Disposition Assessment, KSC Summative Clinical Evaluation, and a narrative/formal letter of reference on school letterhead). In addition to submitting a formal letter of reference through Tk20, the CS should provide a copy of the narrative on letterhead for the student teacher. - CS completes Teacher Candidate’s Disposition Assessment and conferences with ST - ST completes Teacher Candidate’s disposition Assessment and conferences with CS
<p>Final Evaluation of Student Teacher</p>	<ul style="list-style-type: none"> - CS submits evaluation materials online through Tk20 (Teacher Candidate’s Disposition Assessment, KSC Summative Clinical Evaluation, a written narrative, and the PE Assessment 4-- Student Teacher Final Evaluation) - CS files grade of Pass or Fail for each course (PE 475 and PE 476) with Registrar

To complete the KSC PETC program and be eligible for teaching licensure in NH through the program, the student must take the PETC Institutional Exam and earn a grade of Pass in both PE 475 and PE 476.

Tk20 can be accessed at: <http://academics.keene.edu/tk20/> for submission of evaluation materials or for tutorials which explain the submission process in detail.

Hard copies of the evaluation rubrics can be found on the following pages of this handbook. All but the PE Student Teaching Observation Report can also be found on the Teacher Education Office Web Site at <http://www.keene.edu/teachered/forms.cfm> listed under Undergraduate Teacher Education Forms.

**PE STUDENT TEACHING
OBSERVATION REPORT* - PHYSICAL EDUCATION**

Student Teacher: _____

Date: _____

Grade: _____ Activity: _____

PLANNING	<i>observed</i>	<i>NASPE Standard</i>	Notes
plans reflect knowledge of content and pedagogy		1.5	
displays satisfactory unit planning including block planning		3.1a	
displays satisfactory lesson planning		3.1b	
unit plans reflect attention to the range of NASPE Standards		3.2a	
lesson plans reflect attention to the range of NASPE Standards		3.2b	
planned activities reflect lesson objectives		3.3	
plans show use of a variety of resources to provide for active and equitable learning experiences		3.4a	
plans incorporate developmentally appropriate activities for the range of learners		3.5	
planned activities provide for challenge and success for various learners		3.6	
planning includes provision for assessment of student learning		5.1	

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT	<i>observed</i>	<i>NASPE Standard</i>	Notes
organizes and manages resources to provide active and equitable learning experience		3.4b	
management techniques promote safety, on-task behavior, and maximize learning time		4.5a	
transitions are smooth and contribute to maximizing learning time		4.5a	
manages routines and procedures that promote an effective learning environment		4.5b	
uses a variety of strategies to promote respect, rapport, and communication among students		4.6a	
implements a positive discipline plan		4.6b	

INSTRUCTION	<i>observed</i>	<i>NASPE Standard</i>	Notes
directions are clear and brief		4.1a	
uses language appropriate to students' level		4.1b	
projects voice adequately for learning environment		4.1c	
pacing of communication promotes effective learning		4.1d	
nonverbal communication supports instruction		4.1e	
provides effective demonstrations/explanations of motor skills & activities		2.1, 4.2	
instructional cues and prompts facilitate learning and performing skills and activities		4.2	
provides effective feedback		1.5, 4.3	
is responsive to student needs		4.4	

PROFESSIONAL BEHAVIOR	<i>observed</i>	<i>NASPE Standard</i>	Notes
is sensitive to strengths/weaknesses, multiple needs, learning styles, & experiences of learners		6.1a	
displays enthusiasm and motivates students toward physically active lifestyles		6.1b	
uses a variety of means to engage students in learning in and outside the physical education class		6.1c	
satisfactory attendance/punctuality		6.3a	
conduct displays professionalism		6.3b	
shows appropriate grooming for professional appearance		6.3c	
displays energy, enthusiasm, and an active lifestyle		6.3d	
actively participates in the professional physical education community and within the broader education field		6.2	
shows respect and sensitivity to others		6.4	
uses reflection to critique teaching performance, set goals, and implement change		5.3	

EVIDENCE OF STUDENT LEARNING	<i>observed</i>	<i>NASPE Standard</i>	Notes
uses a variety of appropriate authentic and traditional assessment techniques for formative and summative assessment		5.2a	

effectively uses questions to promote student learning, critical thinking, and responsibility		5.2b
student learning is evident for all lesson objectives		5.2b

* many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching

post observation notes:

COMMENDATIONS

RECOMMENDATIONS

Final Notes:

RUBRIC

Professional Dispositions:

Disposition	Unacceptable	Developing	Acceptable
1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking).	Written work contains grammatical, mechanical and organizational errors; candidate does not participate in class; spoken language contains errors or excessive use of slang; candidate does not pay attention when others speak, interrupts, and/or indicates lack of listening skills	Candidate accepts feedback and seeks continuous improvement in this area.	Written communication is well organized with good mechanics, including grammar, spelling, and punctuation; candidate participates in class; spoken language is fluent and grammatically correct; candidate demonstrates active listening skills.
2. works cooperatively and collaboratively.	Candidate does not follow through on commitments in group projects; may dominate group or not participate well with others in the decision-making process; does not appear to value the contributions of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate demonstrates excellent interpersonal skills in the professional setting with multiple constituencies (e.g. colleagues, families, students, and supervisors); participates actively in group projects and follows through on commitments, sometimes going beyond the minimal expectations.
3. presents appropriate professional appearance/ demeanor	Candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is clean and neat and consistently dresses appropriately for the professional role; candidate's words and behaviors reflect respect for the professional setting.
4. exhibits enthusiasm and passion for students and the craft of teaching.	Candidate does not consistently demonstrate enthusiasm in interactions with students and in the teaching role.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate relates positively with students and demonstrates an appropriate level of motivation, enjoyment, and energy in interactions and in the teaching role.
5. demonstrates a commitment to lifelong learning and service to the community	Candidate completes the basics but does not take initiative to learn beyond the minimum or assist in additional ways.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate seeks out learning opportunities and is engaged in related professional experiences (e.g. attends conferences, volunteers for extra activities, studies new content areas, etc.).
6. demonstrates clear understanding of legal and moral obligations of the profession	Candidate is unaware of state and national laws and codes of ethics and their application in the professional setting.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is aware of state and national laws and codes of ethics, and applies this knowledge as appropriate.

Personal Dispositions:

Disposition	Unacceptable	Developing	Acceptable
1. demonstrates understanding of and is open to diverse perspectives	Candidate has difficulty valuing a wide range of ideas, opinions, and diverse perspectives.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, learning needs, etc.
2. demonstrates respect, empathy, and caring for others	Candidate does not demonstrate awareness of the needs of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is sensitive to the needs of others and shows compassion for the human condition.
3. accepts responsibility for own actions	Candidate blames others and/or avoids taking responsibility for actions and events.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate deals directly with the consequences of actions and events.
4. is present, punctual, and prepared	Candidate is late, misses appointments or events, or is unprepared to participate.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate attends all expected events, arrives on time and is ready to participate.
5. demonstrates consistent integrity and honesty	Candidate does not acknowledge sources of information, uses others' ideas without attribution, or misrepresents information.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate acknowledges all sources of information, does own work, and demonstrates integrity in all interactions (i.e. tells the truth.)
6. exhibits willingness to work diligently to achieve success	Candidate does the basic minimum required, does not use feedback to improve.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate has a positive work ethic, uses feedback to improve, and is willing to revise to achieve quality.

KSC SUMMATIVE CLINICAL EVALUATION FORM

Date _____ Teacher Candidate _____ KSC Supervisor _____ Program _____

Cooperating Teacher _____ School _____ Grade _____

(1, 2, 3)*	I. PLANNING AND PREPARATION FOR INSTRUCTION	Comments
	A. Demonstrates knowledge of students and school context	
	B. Demonstrates knowledge of content and associated pedagogy	
	C. Demonstrates planning of instructional goals/activities/assessments/learning outcomes	
(1, 2, 3)*	II. CREATING A LEARNING ENVIRONMENT	<i>Comments</i>
	A. Creates an environment of respect and rapport	
	B. Manages routines and procedures	
	C. Manages student behavior	
(1, 2, 3)*	III. INSTRUCTION	Comments
	A. Activates and maintains engagement	
	B. Demonstrates flexibility and responsiveness	
	C. Facilitates activities	
	D. Demonstrates effective pacing and timing	
(1, 2, 3)*	IV. PROFESSIONAL RESPONSIBILITY	Comments
	A. Demonstrates clear and accurate communication with all audiences	
	B. Exhibits professional interactions and pursues professional development	
	C. Utilizes technology	
	D. Reflects on practice	

*See rubric on reverse side of this document

Signature (Student): _____

Date: _____

Signature (Cooperating Teacher or KSC Supervisor): _____

Date: _____

Please circle the appropriate point of evaluation: **Mid-term evaluation**

Final evaluation

Other: _____

Please circle the appropriate clinical setting: **Methods/Practicum**

Student Teaching

Other: _____

KSC Clinical Assessment Rubric

		Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Planning and Preparing Instruction	<i>Knowledge of Students and School Context</i>	Minimal knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage	Accurate knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage	Thorough understanding of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage
	<i>Knowledge of Content & Associated Pedagogy</i>	Many content errors; does not clarify student errors or misconceptions	Basic content knowledge; basic associated pedagogical knowledge	Solid content knowledge; pedagogical practice reflects best practice
	<i>Instructional Goals/ Activities/ Assessments/ Learning Outcomes</i>	Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes	Goals clear & standards-based; suitable activities; assessment congruent w/ goals; appropriate learning outcomes met	Clear standards-based goals; wide variety of appropriate activities; assessment congruent with goals and clear criteria for students; multiple appropriate learning outcomes met
Creating a Learning Environment	<i>Respect/Rapport</i>	Allows for disrespectful environment: student-teacher or student-student interaction is negative, demeaning, or age inappropriate	Fosters environment of respect: appropriate student-teacher and student-student interactions evident	Creates pervasive environment of respect: exemplary student-teacher and student-student interactions evident
	<i>Managing Routines & Procedures</i>	Time lost due to inefficiency; unnecessary time spent on non-instructional activities	Efficient; minimal loss of time on non-instructional activities	Organized routines; systems in place for efficiently handling non-instructional activities
	<i>Managing Student Behavior</i>	Minimal standards of conduct; student behavior not monitored; response to misbehavior inconsistent; safety of students compromised	Standards of conduct established; aware of and responsive to misconduct; safety of all students assured	Standards of conduct established with student collaboration; alert and responsive to all student behaviors; safety of all students assured
Instruction	<i>Activating & Maintaining Engagement</i>	No agenda available or inconsistent use of agenda; little or no prior knowledge activated; minimal questioning techniques; few students involved/focused; lack of enthusiasm for content	Agenda visible and referenced; prior knowledge activated; enthusiasm for content; variety of questioning techniques; most students involved; maintains student focus	Consistent use of complete & clear agenda; prior knowledge of all students activated; enthusiasm for content; broad variety of questioning strategies; all students involved; commanding presence
	<i>Flexibility/Responsiveness</i>	Rigid or unresponsive to student questions and/or needs; inadequate feedback	Accommodation of student needs evident; appropriate feedback offered	Lesson adjusted as needed to meet all student needs; high quality, consistent feedback that fosters interaction
	<i>Activities</i>	Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality; activities not relevant to content/standards	Variety of activities utilizing quality instructional materials/resources; activities relevant to content/standards	Wide variety of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards
	<i>Pacing & Timing</i>	Untimely start of class; no planned transitions; no adjustment of lesson flow; no closure	Class generally begins on time; some transitions; relatively smooth lesson flow; inconsistent use of closure	Class begins on time; effective transitions; seamless lesson flow; consistent lesson closures
Professional Responsibility	<i>Clear & Accurate Communication with All Audiences</i>	Unclear, inappropriate or inaccurate written or oral communication that is not clearly directed to a specific audience	Audible, legible, appropriate language for a specific audience; clarifications readily available	Clear, appropriate, and accurate written and oral language directed to a specific audience
	<i>Professional Interactions & Pursuit of Professional Development</i>	Relationships w/colleagues are negative or self-serving; no involvement in school activities; little or no professional development activities; unprofessional appearance/demeanor	Cordial relationships w/colleagues; participates in school activities when asked; participates in some convenient professional development activities; generally professional appearance/demeanor	Supportive/cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional development; consistent professional appearance/demeanor
	<i>Use of Technology</i>	Little or minimal use of technology in the classroom	Some use of technology in instruction	Embraces technology as an instructional tool; instructs students in the use of technology and designs activities employing technology
	<i>Reflective Practice</i>	Effectiveness of instruction not articulated or is unclear as to changes needed in instruction	Generally accurate impression of lesson effectiveness; makes a few general suggestions for change	Accurately assesses lesson effectiveness and cites specific examples; makes specific suggestions for improvements for instruction and learning

**KSC STUDENT TEACHING
FINAL EVALUATION NARRATIVE**

As part of the final evaluation, cooperating teachers and site supervisors must prepare an evaluation narrative using the following guidelines. The narrative should be printed on school stationary and signed and dated. All completed evaluation forms must be submitted to the college using Tk20 (<http://academics.keene.edu/tk20/>) at the conclusion of the student teaching experience.

GUIDELINES FOR THE EVALUATION NARRATIVE (please use school letterhead)

Date

Student Teaching Evaluation of (student's name here)

PARAGRAPH 1: Describe the nature of the student teacher's experience and responsibilities, including:

- Grade/age level and/or subjects taught
- Type of school setting – multi-age, graded, open, etc.
- Type of geographical area, i.e., rural, suburban, urban
- Building, class enrollment(s), population served
- Amount of responsibility the student had, such as the number of classes taught, units created and taught, teaching and non-teaching activities performed, involvement with families, etc.

PARAGRAPH 2: Identify and describe outstanding personal and/or teaching qualities, such as: rapport with students, rapport with staff, general knowledge, knowledge of subject matter, planning and organizational skills, teaching methods, use of instructional materials, classroom management, discipline strategies and techniques, reliability, and sense of humor.

PARAGRAPH 3: Identify and describe outstanding teaching performance areas in which improvement and growth have been demonstrated.

PARAGRAPH 4: Identify specific teaching areas in need of continued development and/or improvement.

PARAGRAPH 5: Conclude with your overall recommendations.

Sincerely,

(your name here)