

## 000 SHSU 007 Aggregate Report on Field Experience Forms

| Parameter Title              | Parameter Value   |
|------------------------------|---|
| Select Field Experience Form | Focused Content Evaluation - Physical Education Student Teaching Evaluation Tool (use begins Fall 2018): Mentor Teacher |
| Select Term                  | 201880 - Fall 2018,201920 - Spring 2019   |
| Select Course                | All   |
| Select Section               | All   |
| Select Program               | All   |
| Select Assessor's Role       | Cooperating Teacher   |



**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM :** Focused Content Evaluation - Physical Education Student Teaching Evaluation Tool (use begins Fall 2018): Mentor Teacher

### Scoring Rubric

| PLANNING AND INSTRUCTION – Domain 1   | # Unacceptable | % Unacceptable | # Acceptable | % Acceptable | # Target | % Target | # No Response | % No Response | Total Response | Average |
|---|----------------|----------------|--------------|--------------|----------|----------|---------------|---------------|----------------|---------|
| 1. Instruction is based on local, state and/or national physical education standards. SHAPE 3.a         | 0              | 0%             | 4            | 21.05%       | 15       | 78.95%   | 0             | 0%            | 19             | 2.79    |
| 2. Lesson objectives are developmentally appropriate and clearly articulated. SHAPE 3.a                 | 0              | 0%             | 5            | 26.32%       | 14       | 73.68%   | 0             | 0%            | 19             | 2.74    |
| 3. Lesson objectives are readily apparent in the choice of the activity. SHAPE 3.b                      | 0              | 0%             | 2            | 10.53%       | 17       | 89.47%   | 0             | 0%            | 19             | 2.89    |
| 4. Lesson introduction is appropriate. SHAPE 4.b  | 0              | 0%             | 5            | 26.32%       | 14       | 73.68%   | 0             | 0%            | 19             | 2.74    |
| 5. Learning expectations/objectives/instructional goals are clearly communicated to students. SHAPE 4.a | 0              | 0%             | 7            | 36.84%       | 12       | 63.16%   | 0             | 0%            | 19             | 2.63    |
| 6. Content and learning tasks are developmentally appropriate and properly sequenced. SHAPE 3.b         | 0              | 0%             | 4            | 21.05%       | 15       | 78.95%   | 0             | 0%            | 19             | 2.79    |

|  |   |        |   |        |    |        |   |       |    |      |
|--|---|--------|---|--------|----|--------|---|-------|----|------|
| 7. Content and tasks are presented concisely and clearly, emphasizing key elements. SHAPE 4.b  | 0 | 0%     | 7 | 36.84% | 12 | 63.16% | 0 | 0%    | 19 | 2.63 |
| 8. Engages students in learning by enabling all learners to participate through multiple modalities. SHAPE 3.d   | 0 | 0%     | 5 | 26.32% | 14 | 73.68% | 0 | 0%    | 19 | 2.74 |
| 9. Plans indicate a respect for cultural and linguistic diversity, and instruction is differentiated for all learners (e.g., individual needs, abilities and interests). SHAPE 3.c | 0 | 0%     | 4 | 22.22% | 14 | 77.78% | 1 | 5.26% | 18 | 2.78 |
| 10. Specific, meaningful and timely feedback is provided to students. SHAPE 4.e  | 0 | 0%     | 4 | 21.05% | 15 | 78.95% | 0 | 0%    | 19 | 2.79 |
| 11. Student performance is continually assessed to guide instruction. SHAPE 5.b  | 1 | 5.56%  | 6 | 33.33% | 11 | 61.11% | 1 | 5.26% | 18 | 2.56 |
| 12. Lesson presentation is changed in response to observation of student performance and/or information from formative assessment. SHAPE 4.c                                       | 0 | 0%     | 6 | 31.58% | 13 | 68.42% | 0 | 0%    | 19 | 2.68 |
| 13. Technology enhances instruction. SHAPE 3.e   | 2 | 10.53% | 9 | 47.37% | 8  | 42.11% | 0 | 0%    | 19 | 2.32 |
| 14. Lesson pace is appropriate. SHAPE 4.d  | 0 | 0%     | 4 | 21.05% | 15 | 78.95% | 0 | 0%    | 19 | 2.79 |
| 15. Appropriate closure is provided. SHAPE 5.b   | 0 | 0%     | 6 | 31.58% | 13 | 68.42% | 0 | 0%    | 19 | 2.68 |
| 16. Appropriate tone of voice and inflection is used throughout the lesson. SHAPE 4.a  | 0 | 0%     | 7 | 36.84% | 12 | 63.16% | 0 | 0%    | 19 | 2.63 |
| 17. Appropriate demonstrations and explanations enhance instruction. SHAPE 4.b   | 0 | 0%     | 7 | 36.84% | 12 | 63.16% | 0 | 0%    | 19 | 2.63 |
| 18. Provide learning experiences that allow students to form connections between the specific subject area and other disciplines. SHAPE 1.c  | 1 | 5.26%  | 5 | 26.32% | 13 | 68.42% | 0 | 0%    | 19 | 2.63 |
| 19. Students remain on task and engaged in the learning tasks or activities. SHAPE 1.e   | 1 | 5.26%  | 6 | 31.58% | 12 | 63.16% | 0 | 0%    | 19 | 2.58 |
| 20. Learning tasks and activities are developmentally appropriate. SHAPE 1.e   | 0 | 0%     | 4 | 21.05% | 15 | 78.95% | 0 | 0%    | 19 | 2.79 |
| 21. Identifies critical elements (cues) of motor skills and performance concepts. SHAPE 1.d  | 0 | 0%     | 7 | 36.84% | 12 | 63.16% | 0 | 0%    | 19 | 2.63 |
| 22. Analyze skills and performance concepts and provide positive, specific and congruent feedback. SHAPE 1.d   | 0 | 0%     | 8 | 42.11% | 11 | 57.89% | 0 | 0%    | 19 | 2.58 |
| 23. Demonstrate knowledge of the rules and etiquette in accordance with the activity /game/sport. SHAPE  | 0 | 0%     | 5 | 26.32% | 14 | 73.68% | 0 | 0%    | 19 | 2.74 |

1.a

|   |   |       |     |        |     |        |   |       |     |      |
|---|---|-------|-----|--------|-----|--------|---|-------|-----|------|
| 24. Demonstrate knowledge of technique and tactics in accordance with the activity /game/sport. SHAPE 1.a               | 0 | 0%    | 5   | 26.32% | 14  | 73.68% | 0 | 0%    | 19  | 2.74 |
| 25. Demonstrate knowledge of errors, skill cues, and critical elements of technique and tactical performance. SHAPE 1.b | 0 | 0%    | 6   | 31.58% | 13  | 68.42% | 0 | 0%    | 19  | 2.68 |
| 26. Demonstrate knowledge of instructional tasks SHAPE 1.b  | 0 | 0%    | 4   | 21.05% | 15  | 78.95% | 0 | 0%    | 19  | 2.79 |
| 27. Engage students in strategies that promote self-regulated learning. SHAPE 3.f                                       | 0 | 0%    | 8   | 44.44% | 10  | 55.56% | 1 | 5.26% | 18  | 2.56 |
| <b>Total/Percentage</b>   | 5 | 0.98% | 150 | 29.41% | 355 | 69.61% | 3 | 0.58% | 510 |      |

**EVIDENCE of STUDENT LEARNING – Domain 2**

|   | # Unacceptable | % Unacceptable | # Acceptable | % Acceptable | # Target | % Target | # No Response | % No Response | Total Response | Average |
|---|----------------|----------------|--------------|--------------|----------|----------|---------------|---------------|----------------|---------|
| 28. Assessment is based on mastery of learning expectations which are aligned with local, state and national standards. SHAPE 5.a | 0              | 0%             | 8            | 44.44%       | 10       | 55.56%   | 1             | 5.26%         | 18             | 2.56    |
| 29. Grading is based on assessment of student learning. SHAPE 5.a   | 0              | 0%             | 5            | 35.71%       | 9        | 64.29%   | 5             | 26.32%        | 14             | 2.64    |
| 30. There is ongoing formal and informal assessment. SHAPE 5.b  | 1              | 5.88%          | 5            | 29.41%       | 11       | 64.71%   | 2             | 10.53%        | 17             | 2.59    |
| 31. Assessment criteria is communicated to students. SHAPE 5.b  | 0              | 0%             | 6            | 31.58%       | 13       | 68.42%   | 0             | 0%            | 19             | 2.68    |
| 32. Multiple assessment strategies and tools are used (formative and summative) to monitor student learning. SHAPE 5.b            | 1              | 6.67%          | 5            | 33.33%       | 9        | 60%      | 4             | 21.05%        | 15             | 2.53    |
| 33. Students can self-assess and are aware of their own progress toward learning goals. SHAPE 5.b                                 | 0              | 0%             | 8            | 42.11%       | 11       | 57.89%   | 0             | 0%            | 19             | 2.58    |
| 34. Uses self-reflection to evaluate instruction. SHAPE 5.c   | 0              | 0%             | 6            | 33.33%       | 12       | 66.67%   | 1             | 5.26%         | 18             | 2.67    |
| <b>Total/Percentage</b>   | 2              | 1.67%          | 43           | 35.83%       | 75       | 62.5%    | 13            | 9.77%         | 120            |         |

**MANAGEMENT/ORGANIZATION – Domain 3**

|  | # Unacceptable | % Unacceptable | # Acceptable | % Acceptable | # Target | % Target | # No Response | % No Response | Total Response | Average |
|--|----------------|----------------|--------------|--------------|----------|----------|---------------|---------------|----------------|---------|
|--|----------------|----------------|--------------|--------------|----------|----------|---------------|---------------|----------------|---------|

|   |   |    |    |        |     |        |   |       |     |      |
|---|---|----|----|--------|-----|--------|---|-------|-----|------|
| 35. Instructional area is safe, orderly, and supports learning activities. SHAPE 4.d  | 0 | 0% | 4  | 21.05% | 15  | 78.95% | 0 | 0%    | 19  | 2.79 |
| 36. Adequate and developmentally appropriate equipment is accessible and utilized. SHAPE 4.d  | 0 | 0% | 1  | 5.26%  | 18  | 94.74% | 0 | 0%    | 19  | 2.95 |
| 37. Students understand and adhere to class rules, routines and behavioral expectations SHAPE 4.d   | 0 | 0% | 5  | 26.32% | 14  | 73.68% | 0 | 0%    | 19  | 2.74 |
| 38. Class routines maximize instructional time. SHAPE 4.d   | 0 | 0% | 5  | 26.32% | 14  | 73.68% | 0 | 0%    | 19  | 2.74 |
| 39. There is a behavior management plan that is fair, firm, and equitable. SHAPE 4.d  | 0 | 0% | 9  | 47.37% | 10  | 52.63% | 0 | 0%    | 19  | 2.53 |
| 40. Appropriate behaviors are reinforced consistently. SHAPE 4.d  | 0 | 0% | 8  | 42.11% | 11  | 57.89% | 0 | 0%    | 19  | 2.58 |
| 41. Effective management strategies are used. SHAPE 4.d   | 0 | 0% | 6  | 31.58% | 13  | 68.42% | 0 | 0%    | 19  | 2.68 |
| 42. Students are actively monitored and closely supervised. SHAPE 4.d   | 0 | 0% | 6  | 31.58% | 13  | 68.42% | 0 | 0%    | 19  | 2.68 |
| 43. Students are appropriately grouped. SHAPE 4.d   | 0 | 0% | 2  | 11.11% | 16  | 88.89% | 1 | 5.26% | 18  | 2.89 |
| 44. Effective and smooth transitions are apparent. SHAPE 4.d  | 0 | 0% | 7  | 36.84% | 12  | 63.16% | 0 | 0%    | 19  | 2.63 |
| 45. Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations. SHAPE 4.d | 0 | 0% | 8  | 42.11% | 11  | 57.89% | 0 | 0%    | 19  | 2.58 |
| <b>Total/Percentage</b>   | 0 | 0% | 61 | 29.33% | 147 | 70.67% | 1 | 0.48% | 208 |      |

| <b>LEARNING CLIMATE – Domain 4</b>   | <b># Unacceptable</b> | <b>% Unacceptable</b> | <b># Acceptable</b> | <b>% Acceptable</b> | <b># Target</b> | <b>% Target</b> | <b># No Response</b> | <b>% No Response</b> | <b>Total Response</b> | <b>Average</b> |
|--|-----------------------|-----------------------|---------------------|---------------------|-----------------|-----------------|----------------------|----------------------|-----------------------|----------------|
| 46. Lifelong physical activity and skillful movement are promoted. SHAPE 6.c   | 0                     | 0%                    | 7                   | 38.89%              | 11              | 61.11%          | 1                    | 5.26%                | 18                    | 2.61           |
| 47. There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment. SHAPE 4.d | 0                     | 0%                    | 4                   | 21.05%              | 15              | 78.95%          | 0                    | 0%                   | 19                    | 2.79           |
| 48. High expectations for learning and behavior are evident. SHAPE 4.d   | 0                     | 0%                    | 6                   | 31.58%              | 13              | 68.42%          | 0                    | 0%                   | 19                    | 2.68           |
| 49. Climate of courtesy and respect is established. SHAPE 4.d  | 0                     | 0%                    | 6                   | 31.58%              | 13              | 68.42%          | 0                    | 0%                   | 19                    | 2.68           |

|  |   |    |    |        |     |        |   |       |     |      |
|--|---|----|----|--------|-----|--------|---|-------|-----|------|
| 50. Students demonstrate respect and appreciation for individual differences. SHAPE 4.d            | 0 | 0% | 8  | 42.11% | 11  | 57.89% | 0 | 0%    | 19  | 2.58 |
| 51. Students accept responsibility for their learning and actions. SHAPE 4.d                       | 0 | 0% | 7  | 36.84% | 12  | 63.16% | 0 | 0%    | 19  | 2.63 |
| 52. Students support the learning of others. SHAPE 4.d   | 0 | 0% | 7  | 36.84% | 12  | 63.16% | 0 | 0%    | 19  | 2.63 |
| 53. Students are recognized and praised for efforts and positive contributions. SHAPE 4.d          | 0 | 0% | 6  | 31.58% | 13  | 68.42% | 0 | 0%    | 19  | 2.68 |
| 54. Teacher candidate communicates in ways that demonstrate sensitivity to all students. SHAPE 4.a | 0 | 0% | 5  | 27.78% | 13  | 72.22% | 1 | 5.26% | 18  | 2.72 |
| <b>Total/Percentage</b>  | 0 | 0% | 56 | 33.14% | 113 | 66.86% | 2 | 1.17% | 169 |      |

**PROFESSIONALISM – Domain 5**

|   | # Unacceptable | % Unacceptable | # Acceptable | % Acceptable | # Target | % Target | # No Response | % No Response | Total Response | Average |
|---|----------------|----------------|--------------|--------------|----------|----------|---------------|---------------|----------------|---------|
| 55. Teacher candidate is an advocate for the profession. SHAPE 6.b  | 1              | 5.26%          | 5            | 26.32%       | 13       | 68.42%   | 0             | 0%            | 19             | 2.63    |
| 56. Teacher candidate is receptive to feedback and seeks opportunities for personal growth. SHAPE 6.b               | 1              | 5.26%          | 3            | 15.79%       | 15       | 78.95%   | 0             | 0%            | 19             | 2.74    |
| 57. Teacher candidate participates in professional organizations. SHAPE 6.b   | 0              | 0%             | 6            | 37.5%        | 10       | 62.5%    | 3             | 15.79%        | 16             | 2.62    |
| 58. Teacher candidate reflects upon and incorporates new learning into practice. SHAPE 5.c                          | 0              | 0%             | 7            | 36.84%       | 12       | 63.16%   | 0             | 0%            | 19             | 2.63    |
| 59. Teacher candidate shares information, resources and expertise with peers. SHAPE 6.b                             | 1              | 5.56%          | 5            | 27.78%       | 12       | 66.67%   | 1             | 5.26%         | 18             | 2.61    |
| 60. Teacher candidate is collegial and interacts appropriately with staff, parents and school volunteers. SHAPE 6.a | 1              | 5.56%          | 3            | 16.67%       | 14       | 77.78%   | 1             | 5.26%         | 18             | 2.72    |
| 61. Teacher candidate collaborates with community, colleagues, staff, and resource persons. SHAPE 6.b               | 0              | 0%             | 4            | 22.22%       | 14       | 77.78%   | 1             | 5.26%         | 18             | 2.78    |
| 62. Teacher candidate models appropriate appearance, attire, attitudes and behavior. SHAPE 6.a                      | 0              | 0%             | 6            | 31.58%       | 13       | 68.42%   | 0             | 0%            | 19             | 2.68    |
| <b>Total/Percentage</b>   | 4              | 2.74%          | 39           | 26.71%       | 103      | 70.55%   | 6             | 3.95%         | 146            |         |