

000 SHSU 007 Aggregate Report on Field Experience Forms

Parameter Title	Parameter Value
Select Field Experience Form	Focused Content Observation - Physical Education (use begins Fall 2018): Mentor Teacher
Select Term	201980 - Fall 2019,202020 - Spring 2020,No Term Specified
Select Course	All
Select Section	01,Fa19Sp20,Fall2019-Spring2020, Spring2019-Fall2019, Spring2020-Fall2020, Starting in 201880, Starting in 201980, YLR20192020, YLR20202020
Select Program	All
Select Assessor's Role	All



THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Focused Content Observation - Physical Education (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%	3	42.86%	4	57.14%	1	12.5%	7	2.57
2. Lesson objectives are developmentally appropriate and clearly articulated. SHAPE 3.a	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
3. Lesson objectives are readily apparent in the choice of the activity. SHAPE 3.b	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
4. Lesson introduction is appropriate. SHAPE 4.b	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
5. Learning expectations/objectives/instructional goals are clearly communicated to students. SHAPE 4.a	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
6. Content and learning tasks are developmentally appropriate and properly sequenced. SHAPE 3.b	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
7. Content and tasks are presented concisely and clearly, emphasizing key elements. SHAPE 4.b	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
8. Engages students in learning by enabling all learners to participate through multiple modalities. SHAPE 3.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
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%	3	42.86%	4	57.14%	1	12.5%	7	2.57
10. Specific, meaningful and timely feedback is provided to students. SHAPE 4.e	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
11. Student performance is continually assessed to guide instruction. SHAPE 5.b	0	0%	3	50%	3	50%	2	25%	6	2.5

12. Lesson presentation is changed in response to observation of student performance and/or information from formative assessment. SHAPE 4.c	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
13. Technology enhances instruction. SHAPE 3.e	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
14. Lesson pace is appropriate. SHAPE 4.d	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
15. Appropriate closure is provided. SHAPE 5.b	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
16. Appropriate tone of voice and inflection is used throughout the lesson. SHAPE 4.a	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
17. Appropriate demonstrations and explanations enhance instruction. SHAPE 4.b	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
18. Provide learning experiences that allow students to form connections between the specific subject area and other disciplines. SHAPE 1.c	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
19. Students remain on task and engaged in the learning tasks or activities. SHAPE 1.e	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
20. Learning tasks and activities are developmentally appropriate. SHAPE 1.e	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
21. Identifies critical elements (cues) of motor skills and performance concepts. SHAPE 1.d	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
22. Analyze skills and performance concepts and provide positive, specific and congruent feedback. SHAPE 1.d	0	0%	3	50%	3	50%	2	25%	6	2.5
23. Demonstrate knowledge of the rules and etiquette in accordance with the activity /game/sport. SHAPE 1.a	0	0%	1	14.29%	6	85.71%	1	12.5%	7	2.86
24. Demonstrate knowledge of technique and tactics in accordance with the activity /game/sport. SHAPE 1.a	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
25. Demonstrate knowledge of errors, skill cues, and critical elements of technique and tactical performance. SHAPE 1.b	0	0%	3	50%	3	50%	2	25%	6	2.5
26. Demonstrate knowledge of instructional tasks SHAPE 1.b	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
27. Engage students in strategies that promote self-regulated learning. SHAPE 3.f	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
Total/Percentage	0	0%	80	43.01%	106	56.99%	30	13.89%	186	

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%	3	50%	3	50%	2	25%	6	2.5
29. Grading is based on assessment of student learning. SHAPE 5.a	0	0%	2	40%	3	60%	3	37.5%	5	2.6
30. There is ongoing formal and	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43

informal assessment. SHAPE 5.b										
31. Assessment criteria is communicated to students. SHAPE 5.b	0	0%	4	66.67%	2	33.33%	2	25%	6	2.33
32. Multiple assessment strategies and tools are used (formative and summative) to monitor student learning. SHAPE 5.b	0	0%	3	60%	2	40%	3	37.5%	5	2.4
33. Students can self-assess and are aware of their own progress toward learning goals. SHAPE 5.b	0	0%	3	50%	3	50%	2	25%	6	2.5
34. Uses self-reflection to evaluate instruction. SHAPE 5.c	0	0%	3	50%	3	50%	2	25%	6	2.5
Total/Percentage	0	0%	22	53.66%	19	46.34%	15	26.79%	41	

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%	3	42.86%	4	57.14%	1	12.5%	7	2.57
36. Adequate and developmentally appropriate equipment is accessible and utilized. SHAPE 4.d	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
37. Students understand and adhere to class rules, routines and behavioral expectations SHAPE 4.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
38. Class routines maximize instructional time. SHAPE 4.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
39. There is a behavior management plan that is fair, firm, and equitable. SHAPE 4.d	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
40. Appropriate behaviors are reinforced consistently. SHAPE 4.d	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
41. Effective management strategies are used. SHAPE 4.d	0	0%	3	50%	3	50%	2	25%	6	2.5
42. Students are actively monitored and closely supervised. SHAPE 4.d	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
43. Students are appropriately grouped. SHAPE 4.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
44. Effective and smooth transitions are apparent. SHAPE 4.d	0	0%	2	33.33%	4	66.67%	2	25%	6	2.67
45. Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations. SHAPE 4.d	0	0%	3	50%	3	50%	2	25%	6	2.5
Total/Percentage	0	0%	32	43.24%	42	56.76%	14	15.91%	74	

LEARNING CLIMATE – Domain 4	# Unacceptable	% Unacceptable	# Acceptable	% Acceptable	# Target	% Target	# No Response	% No Response	Total Response	Average
46. Lifelong physical activity and skillful movement are promoted. SHAPE 6.c	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
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	57.14%	3	42.86%	1	12.5%	7	2.43
48. High expectations for learning and behavior are evident. SHAPE	0	0%	3	50%	3	50%	2	25%	6	2.5

4.d										
49. Climate of courtesy and respect is established. SHAPE 4.d	0	0%	1	14.29%	6	85.71%	1	12.5%	7	2.86
50. Students demonstrate respect and appreciation for individual differences. SHAPE 4.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
51. Students accept responsibility for their learning and actions. SHAPE 4.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
52. Students support the learning of others. SHAPE 4.d	0	0%	4	57.14%	3	42.86%	1	12.5%	7	2.43
53. Students are recognized and praised for efforts and positive contributions. SHAPE 4.d	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
54. Teacher candidate communicates in ways that demonstrate sensitivity to all students. SHAPE 4.a	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
Total/Percentage	0	0%	26	41.94%	36	58.06%	10	13.89%	62	

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	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
56. Teacher candidate is receptive to feedback and seeks opportunities for personal growth. SHAPE 6.b	0	0%	1	14.29%	6	85.71%	1	12.5%	7	2.86
57. Teacher candidate participates in professional organizations. SHAPE 6.b	1	16.67%	2	33.33%	3	50%	2	25%	6	2.33
58. Teacher candidate reflects upon and incorporates new learning into practice. SHAPE 5.c	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
59. Teacher candidate shares information, resources and expertise with peers. SHAPE 6.b	0	0%	2	33.33%	4	66.67%	2	25%	6	2.67
60. Teacher candidate is collegial and interacts appropriately with staff, parents and school volunteers. SHAPE 6.a	0	0%	1	14.29%	6	85.71%	1	12.5%	7	2.86
61. Teacher candidate collaborates with community, colleagues, staff, and resource persons. SHAPE 6.b	0	0%	3	42.86%	4	57.14%	1	12.5%	7	2.57
62. Teacher candidate models appropriate appearance, attire, attitudes and behavior. SHAPE 6.a	0	0%	2	28.57%	5	71.43%	1	12.5%	7	2.71
Total/Percentage	1	1.85%	16	29.63%	37	68.52%	10	15.62%	54	