

Introduction

The **Teacher Candidacy Handbook** is designed to explain:

- Requirements for completing your teacher candidacy portfolio
- Course and GPA requirements for the remainder of the Physical Education K-12 program.
- The application process and requirements for student teaching.

Once eligible for student teaching, you will receive the Student Teaching Handbook which you will use in your final semester of the Physical Education K-12 program.

Admission to Teacher Candidacy

In order to be admitted to 300-level physical education methods classes, you must be formally accepted into the Physical Education K-12 program. Following are the requirements for acceptance:

- Passing scores on all three sections of Praxis I.
- A completed Teacher Candidacy Application form available on Tk20
- GPA of 2.5
- An acceptable Teacher Candidacy Portfolio

How to apply for teacher candidacy

The Teacher Candidacy Application and Portfolio must be submitted by March 1 of the semester you are enrolled in PE263.

1. The first step is to pass Praxis I, all three sections.
2. The second step in this process is to complete and submit the application for teacher candidacy on Tk20.
3. The third step is to prepare and submit a teacher candidacy portfolio.

3a. Preparing a Teacher Candidacy Portfolio

The purpose of the Teacher Candidacy Portfolio is to demonstrate your growing competence in some of the knowledge, skills, and dispositions of a teacher.

The following should be included in the portfolio:

1. A reflection on your edited Personal Philosophy of Physical Education essay from KN201, including how your philosophy has changed or stayed the same.
2. A reflection on your professional qualities.

- 2a. Complete a Professional Qualities Learner Rubric.
- 2b. Request an evaluation from one of your professors who is not an education professor, using the Professional Qualities Learner Rubric. These forms are available in the back of this manual. Be aware you will use the Learner Evaluation.
- 2c. Write a narrative in which you objectively describe and critically analyze your performance in the four professional qualities of a teacher. Refer specifically to the inventories as well as telling your personal stories.

For example, "in my self-evaluation I rated myself 4.5 in persistence because of what I had to go through to get this far in the program (elaborate this). However, Professor Jones rated me 3.0 in persistence perhaps because"

Another example of evidence for persistence might be an English paper that you wrote that received a poor grade. You rewrote it and received a slightly better grade, and finally you rewrote it a third time paying special attention to the comments of your English instructor trying to specifically improve those sections. On the third revision you earned a much better grade.

Important: Give specific directions to help the reader locate your evidence. In the above example, the faculty reviewer who reads your portfolio will not read the entire English paper. Highlight or mark the specific parts of your evidence that demonstrate the point you are making, and then point specifically to those parts in your evidence. "As can be seen on page 4 (English paper) in the highlighted section, I wrote a sentence with very few details. In the revision on page 8, that section (highlighted) is much more elaborated."

- 2d. Finally, set goals for yourself in Professional Qualities and include them at end of the reflection.

**Faculty will review the portfolio and other teacher candidacy materials and notify students by March 15 of acceptance decision.

Junior Methods Classes

PE315- Methods Team Sports

This course emphasis is on gaining practical experience in planning and implementing team sports in physical education. The teacher candidates will design their lessons around the concept of teaching their students to become competent, literate, and enthusiastic sports people. Field experience is included.

PE316 Methods of Lifetime Skills

This course emphasis is on gaining practical experience in planning and implementing Lifetime Skills in physical education. Teacher candidates will design and teach a variety of individual and dual sports to the students exposing them to skills which will keep them active throughout their lives. Field experience is included.

PE317 Methods of Teaching Elementary Physical Education

This course studies the philosophy, objectives, curriculum, and methods for teaching physical education at the elementary school level. Students will explore curricular resources, design lessons, and learn to use a variety of management and assessment techniques to provide effective instruction in physical education. Field experience is included.

PE327 Adaptive PE

The goal of this course is for the candidate to demonstrate both a theoretical and practical understanding of the importance of physical education in the growth and development of individuals who are differently abled. Field experience included with the Charlton School.

Application for Student Teaching

Each teacher candidate in physical education must submit an application on Tk20 for the student teaching semester.

FALL student teacher candidates: Application on Tk20 for fall student teaching will be due by Feb 15th. All documents (TB results, Praxis II, criminal background check) are due by Mar 31st. Since documents will not be accepted after Mar 31st, if any student has things missing at that time, including required courses, they will not be able to student teach until the following Spring.

Spring student teacher candidates: Application on Tk20 for spring student teaching will be due by Sept 15th. All documents (TB results, Praxis II, criminal background check) are due by Oct 31st. Since documents will not be accepted after Oct 31st, if any student has things missing at that time, including required courses, they will not be able to student teach until Fall.

To be eligible for student teaching, teacher candidates must meet all of the following requirements:

1. Acceptable GPA(s)
 - 1a. The following (1-4) applies to candidates entering **prior to fall 2011**.
 1. Grade of "C" or better in all courses with a PE prefix,
 2. A cumulative grade point average of 2.50 or higher in all physical education courses,
 3. A cumulative GPA of 2.75 or higher in the following courses: ED221, CM101 or 120, SE/ED301, PY100, PY204, PY210, PY208, PE263, PE315, PE316, and PE317,
 4. A cumulative GPA of 2.50 or higher
 - 1b. Beginning with **Fall 2011 freshman or transfer entry**, the GPA requirement to be eligible for student teaching will be 2.75 overall.
2. Completed course requirements for the major
3. Passing scores on PRAXIS II Physical Education Content (10091) with official scores received by Wesley College from Educational Testing Service.

PRAXIS II

www.ets.org/praxis

PRAXIS II is the Subject Assessments/Specialty Area tests for certification. The required PRAXIS II test for Physical Education K-12 majors is Physical Education Content (10091).

PRAXIS II official passing scores in Physical Education Content (10091) are required to enrolling in PE413 Student Teaching, and PE464 Student Teaching Seminar for a student teaching placement to be procured for the teacher candidate. You will need to take and pass Praxis II before submitting your student teaching application.

Other states have different requirements for teacher licensure/certification. Please check the states that you are considering teaching in at www.ets.org/praxis under state requirements for PRAXIS I and PRAXIS II.

RUBRICS

Rubrics that will be utilized in your Teacher Candidacy courses are listed below. Copies of each can be found on the following pages:

- Lesson Plan Rubric
- Delivery Rubric
- Professional Qualities as a learner
- Professional Qualities as a teacher
- Reflection Rubric

Physical Education

Lesson Plan Rubric Physical Education Lesson Plan Rubric

Score Summary Cover Sheet

Please use the scores from the Physical Education Lesson Plan Rubric to complete this cover sheet.

	Unacceptable 1	Acceptable 2	Exemplary 3
Content Knowledge			
Identify key elements of motor skill performance and include appropriate motor skill sequences. (1.1)	1	2	3
Demonstrate knowledge of state and national standards (1.6)	1	2	3
Growth and Development			
Identify and develop instruction based on factors that influence progression and developmental readiness. (2.2)	1	2	3
Diverse Learners			
Identify and select appropriate instructional strategies that meet the needs of diverse learners. (3.1)	1	2	3
Management and Motivation			
Explain managerial routines that allow for a well-ordered learning environment. (4.1)	1	2	3
Organize lesson to best utilize available time, space, and equipment to ensure effective learning experience. (4.2)	1	2	3
Planning and Instruction			
Identify and develop appropriate instructional goals and objectives. (6.1)	1	2	3
Identify and select instructional strategies to enhance student learning based on content, student needs and safety. (6.3)	1	2	3
Design learning experiences for effective instruction. (6.4)	1	2	3
Apply pedagogical knowledge in developing an effective learning environment. (6.5)	1	2	3
Select and identify learning experiences that allow for curriculum integration. (6.6)	1	2	3
Select and utilize appropriate teaching resources and curriculum materials. (6.7)	1	2	3
Identify and develop appropriate instructional cues. (6.9)	1	2	3
Select and utilize direct and/or indirect teaching styles. (6.10)	1	2	3
Completeness of lesson plan.	1	2	3
Written clarity and correctness of lesson plan.	1	2	3
Learner Assessment			
Select and use a variety of appropriate assessment techniques. (7.2)	1	2	3
Include student self and/or peer assessment. (7.3)	1	2	3

Score: _____ To calculate student teacher's score, determine the mean score of only those criteria that are applicable. Add up all the numbers and divide the total by how many criteria you referenced.

Student teacher: _____ Cooperating Teacher: _____

Note: The student teacher can only have a maximum of four unacceptable scores on the lesson plan rubric. More than four is an automatic failing grade.

Comments:

Scoring Guide		
Grade	Average Points	Category
A =	2.7 - 3.0	Exemplary
B =	2.3 - 2.6	Good
C =	2.0 - 2.2	Acceptable
D =	1.1 - 1.9	Need Improvement
F =	0.0 - 1.0	Unacceptable

Physical Education Lesson Plan Rubric

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Content Knowledge				
Identify key elements of motor skill performance and include appropriate motor skill sequences. (1.1)	Teacher candidate does not demonstrate knowledge of key elements of motor skills to allow for effective sequence of movement performance	Teacher candidate demonstrates knowledge of key elements of motor skills and uses them to effectively facilitate movement performance.	Teacher candidate demonstrates knowledge of key elements of motor skills and is able to combine skills in a wide range of activities to enhance movement skill development	
Demonstrate knowledge of state and national standards (1.6)	Teacher candidate demonstrates a lack of knowledge of state and national content standards for physical education.	Teacher candidate demonstrates a lack of knowledge of state and national content standards for physical education.	Teacher candidate demonstrates extensive knowledge of state and national content standards for physical education and utilizes them in planning and lesson implementation purposes.	
Growth and Development				
Identify and develop instruction based on factors that influence progression and developmental readiness. (2.2)	Teacher candidate does not utilize factors that influence student readiness and therefore develops inappropriate developmental learning opportunities for students.	Teacher candidate identifies factors that influence student readiness and develops appropriate learning opportunities for all students.	Teacher candidate identifies factors that influence student readiness; develops appropriate learning opportunities; and individualizes instructional techniques for students with greater readiness.	
Diverse Learners				
Identify and select appropriate instructional strategies that meet the needs of diverse learners. (3.1)	Teacher candidate does not identify appropriate instructional strategies to meet the needs of a variety of learners.	Teacher candidate demonstrates the ability to identify appropriate instructional strategies to meet the needs of a variety of learners.	Teacher candidate demonstrates ability to fully identify appropriate instructional strategies based on a variety of student needs and use them to accommodate individual learning styles.	
Management and Motivation				
Explain managerial routines that allow for a well-ordered learning environment (4.1)	The teacher candidate does not explain managerial routines that establish a well-ordered learning environment.	The teacher candidate explains managerial routines that lead to a well-ordered learning environment.	The teacher candidate develops and explains effective managerial routines that lead to a well-ordered learning environment and maximizes student learning.	

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Organize lesson to best utilize available time, space, and equipment to ensure effective learning experience. (4.2)	Teacher candidate does not organize lesson to make the best use of available time, space and equipment to ensure an effective learning experience.	Teacher candidate organizes lesson to effectively use available time, space and equipment to ensure an effective learning experience.	Teacher candidate organizes and explains effective strategies for using available time, space and equipment to ensure an effective learning experience, while maximizing student engagement time.	
Planning and Instruction				
Identify and develop appropriate instructional goals and objectives. (6.1)	Teacher candidate does not identify or develop appropriate instructional goals and objectives.	Teacher candidate identifies and develops appropriate instructional goals and objectives.	Teacher candidate identifies and develops appropriate instructional goals and objectives utilizing a wide range of learning activities.	
Identify and select instructional strategies to enhance student learning based on content, student needs and safety. (6.3)	Teacher candidate does not identify or select instructional strategies to enhance student learning.	Teacher candidate identifies and selects instructional strategies to enhance student learning based on content, student needs and safety.	Teacher candidate identifies and selects instructional strategies to enhance student learning based on content, student needs and safety and applies them to a wide range of learning activities.	
Design learning experiences for effective instruction. (6.4)	Teacher candidate does not design learning experiences for effective instruction.	Teacher candidate effectively designs learning experiences that are developmentally appropriate, safe, and lead to effective instruction.	Teacher candidate effectively designs a variety of learning experiences that are developmentally appropriate, safe, and lead to effective instruction.	
Apply pedagogical knowledge in developing an effective learning environment (6.5)	Apply pedagogical knowledge in developing an effective learning environment	Teacher candidate demonstrates ability to apply pedagogical knowledge in developing an effective learning environment	Teacher candidate demonstrates ability to consistently apply pedagogical knowledge in developing an effective learning environment in a wide range of learning activities	
Select and identify learning experiences that allow for curriculum integration. (6.6)	Teacher candidate does not select or identify learning experiences that allow for curriculum integration.	Teacher candidate selects and identifies learning experiences that allow for integration of multiple subject areas within the physical education environment.	Teacher candidate consistently selects and identifies developmentally appropriate learning experiences that allow for integration of multiple subject areas within the physical education environment.	

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Select and utilize appropriate teaching resources and curriculum materials. (6.7)	Teacher candidate does not select or utilize appropriate resources and curriculum materials.	Teacher candidate selects and utilizes appropriate resources and curriculum materials.	Teacher candidate selects and utilizes appropriate resources and curriculum materials in a wide range of learning activities.	
Identify and develop appropriate instructional cues. (6.9)	Teacher candidate does not identify or develop appropriate instructional cues	Teacher candidate identifies and develops appropriate instructional cues to facilitate competent motor skill performance.	Teacher candidate identifies and develops appropriate instructional cues to facilitate proficient motor skill performance for refined skill development.	
Select and utilize direct and/or indirect teaching styles. (6.10)	Teacher candidate does not select or utilize a variety of direct or indirect teaching styles	Teacher candidate selects and utilizes a variety of direct or indirect teaching styles to facilitate student learning.	Teacher candidate selects and utilizes a variety of direct and indirect teaching styles to facilitate student learning in a variety of learning activities.	
Completeness of lesson plan.	Teacher candidate is missing components of the lesson plan.	Teacher candidate includes all components of the lesson plan.	Teacher candidate includes all components of the lesson plan in a well-organized manner making it teacher-friendly.	
Written clarity and correctness of lesson plan	Teacher candidate has numerous grammatical errors or mistakes making the lesson plan hard to understand and/or follow.	Teacher candidate has few, if any, grammatical errors or mistakes and the lesson plan is easy to understand and/or follow.	Teacher candidate has no grammatical errors or mistakes and the lesson plan is well-written, organized and easy to understand and/or follow.	
Learner Assessment				
Select and use a variety of appropriate assessment techniques. (7.2)	Teacher candidate does not select or use any assessment techniques	Teacher candidate selects and utilizes a variety of appropriate assessment techniques to provide student feedback.	Teacher candidate selects and utilizes a variety of appropriate assessment techniques from all learning domains to provide student feedback.	
Include student self and/or peer assessment. (7.3)	Teacher candidate does not utilize student self or peer assessment.	Teacher candidate utilizes student self and peer assessment.	Teacher candidate utilizes student self and peer assessment in a variety of learning activities for reflection and self-analysis.	

Score: _____ Note: To calculate teacher candidate's score, determine the mean score of only those criteria that are applicable. Mark all non-applicable boxes "NA". Add up all the scores from all the applicable boxes and divide the total by how many criteria you referenced.

Teacher Candidate: _____

Scoring Guide

Grade	Average Points	Category
A =	2.7 – 3.0	Exemplary
B =	2.3 – 2.6	Good
C =	2.0 – 2.2	Acceptable
D =	1.1 – 1.9	Need Improvement
F =	0.0 – 1.0	Unacceptable

Cooperating Teacher: _____

Date: _____

Physical Education Teaching Delivery Rubric Score Summary Cover Sheet

Please use the scores from the Physical Education Delivery Rubric to complete this cover sheet.

	Unacceptable 1	Acceptable 2	Exemplary 3
Content Knowledge			
Identify key elements of motor skill performance and include appropriate motor skill sequences. (1.1)	1	2	3
Identify competent motor skill performance in a variety of physical activities. (1.2)	1	2	3
Identify and describe concepts and strategies related to skill development and physical activity. (1.3)	1	2	3
Identify and apply physical, physiological and psychological concepts to skill and fitness development.(1.4)	1	2	3
Demonstrate knowledge of state and national standards. (1.6)	1	2	3
Growth and Development			
Monitor student performance in order to design and implement safe instruction that meets the physical, cognitive and affective developmental needs of the students. (2.1)	1	2	3
Identify, develop and implement instruction based on factors that influence progression and developmental readiness. (2.2)	1	2	3
Identify and implement appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task. (2.3)	1	2	3
Diverse Learners			
Identify and implement appropriate instructional strategies that meet the needs of diverse learners. (3.1)	1	2	3
Seek and apply appropriate strategies, services and resources to meet the needs of diverse learners.(3.2)	1	2	3
Management and Motivation			
Utilizes managerial routines that allow for a well-ordered learning environment. (4.1)	1	2	3
Organize lesson to best utilize available time, space, and equipment to ensure effective learning experience. (4.2)	1	2	3
Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school. (4.3)	1	2	3
Use strategies to promote personal and socially responsible behaviors that promote positive relationships and a productive learning environment. (4.4)	1	2	3
Communication			
Utilize effective communication skills. (5.1)	1	2	3
Communicate class management and instructional information in a variety of ways. (5.2)	1	2	3
Communicate in ways that demonstrate sensitivity to all students. (5.3)	1	2	3
Identify and implement strategies to enhance communication among students. (5.4)	1	2	3
Planning and Instruction			
Identify and develop appropriate instructional goals and objectives. (6.1)	1	2	3
Develop and implement short and long-term plans based on program goals, instructional goals, and student needs. (6.2)	1	2	3

	Unacceptable 1	Acceptable 2	Exemplary 3
Identify and select instructional strategies to enhance student learning based on content, student needs and safety. (6.3)	1	2	3
Design and implement learning experiences for effective instruction. (6.4)	1	2	3
Apply and implement pedagogical knowledge in developing an effective learning environment. (6.5)	1	2	3
Identify and implement learning experiences that allow for curriculum integration. (6.6)	1	2	3
Select and utilize appropriate teaching resources and curriculum materials. (6.7)	1	2	3
Use effective explanations and demonstrations to connect physical activity concepts to appropriate learning activities. (6.8)	1	2	3
Develop and implement appropriate instructional cues. (6.9)	1	2	3
Select and utilize direct and/or indirect teaching styles. (6.10)	1	2	3
Learner Assessment			
Select and use a variety of appropriate assessment techniques (7.2)	1	2	3
Include student self and/or peer assessment. (7.3)	1	2	3
Collect and analyze student performance data to facilitate curricular and instructional decisions. (7.4)	1	2	3
Technology			
Demonstrate knowledge of current technologies and their application in the physical education setting. (9.1)	1	2	3
Design and implement learning activities that utilize technology. (9.2)	1	2	3
Collaboration			
Establish effective relationships with parents/guardians and school staff to enhance student growth and well-being. (10.4)	1	2	3
Professional Qualities			
Dress and appearance	1	2	3
Demeanor, attitude and enthusiasm	1	2	3

Score: _____ Note: To calculate student teacher's score, determine the mean score of only those criteria that are applicable. Add up all the numbers and divide the total by how many criteria you referenced.

Student teacher: _____ Cooperating Teacher: _____

Scoring Guide

Grade	Average Points	Category
A =	2.7 - 3.0	Exemplary
B =	2.3 - 2.6	Good
C =	2.0 - 2.2	Acceptable
D =	1.1 - 1.9	Need Improvement
F=	0.0 - 1.0	Unacceptable

Physical Education Teaching Delivery Rubric

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
Content Knowledge				
Identify key elements of motor skill performance and include appropriate motor skill sequences. (1.1)	Teacher candidate does not demonstrate knowledge of key elements of motor skills to allow for effective sequence of movement performance.	Teacher candidate demonstrates knowledge of key elements of motor skills and uses them to effectively facilitate movement performance.	Teacher candidate demonstrates knowledge of key elements of motor skills and is able to combine skills in a wide range of activities to enhance movement skill development.	
Identify competent motor skill performance in a variety of physical activities. (1.2)	Teacher candidate does not demonstrate competent motor skill performance.	Teacher candidate demonstrates competent motor skill performance in several different physical activities.	Teacher candidate demonstrates competent motor skill performance in a wide range of physical activities	
Identify and describe concepts and strategies related to skill development and physical activity. (1.3)	Teacher candidate does not identify or describe concepts and strategies related to skill development and physical activity.	Teacher candidate identifies and describes basic concepts and strategies related to skill development and physical activity.	Teacher candidate identifies and describes basic and advanced concepts and strategies related to skill development and physical activity in multiple settings.	
Identify and apply physical, physiological and psychological concepts to skill and fitness development.(1.4)	Teacher candidate does not identify or apply physical, physiological or psychological concepts to skill and fitness development.	Teacher candidate identifies and applies physical, physiological and psychological concepts to skill and fitness development.	Teacher candidate identifies and applies an advanced understanding of physical, physiological, and psychological concepts to skill and fitness development in a wide range of physical activities.	
Demonstrate knowledge of state and national standards. (1.5)	Teacher candidate demonstrates a lack of knowledge of state and national content standards for physical education.	Teacher candidate demonstrates knowledge of approved state and national content standards for physical education.	Teacher candidate demonstrates extensive knowledge of state and national content standards for physical education and utilizes them in planning and lesson implementation purposes.	
Growth and Development				

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
Monitor student performance in order to design and implement safe instruction that meets the physical, cognitive and affective developmental needs of the students. (2.1)	Teacher candidate does not monitor student performance in order to provide safe instruction related to the physical, cognitive and/or affective developmental needs of the students.	Teacher candidate appropriately monitors student performance in order to provide safe instruction related to the physical, cognitive and affective developmental needs of the students.	Teacher candidate constantly monitors student performance in order to provide safe instruction related to the physical, cognitive and affective developmental needs of the students in a wide range of learning activities	
Identify, develop and implement instruction based on factors that influence progression and developmental readiness. (2.2)	Teacher candidate does not utilize factors that influence student readiness and therefore develops inappropriate developmental learning opportunities for students.	Teacher candidate identifies and implements factors that influence student readiness and develops appropriate learning opportunities for all students.	Teacher candidate identifies and implements factors that influence student readiness; develops appropriate learning opportunities; and individualizes instructional techniques for students with greater readiness.	
Identify and implement appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task. (2.3)	Teacher candidate does not identify or implement appropriate learning opportunities based on an understanding of the students, the learning environment, or the learning task.	Teacher candidate identifies and implements appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task.	Teacher candidate consistently identifies and implements appropriate learning opportunities based on an advanced understanding of the students, the learning environment, and the learning task.	
Diverse Learners				
Identify and implement appropriate instructional strategies that meet the needs of diverse learners. (3.1)	Teacher candidate does not identify or implement appropriate instructional strategies to meet the needs of a variety of learners.	Teacher candidate demonstrates the ability to identify and implement appropriate instructional strategies to meet the needs of a variety of learners.	Teacher candidate demonstrates ability to fully identify and implement appropriate instructional strategies based on a variety of student needs and use them to accommodate individual learning styles.	
Seek and apply appropriate strategies, services and resources to meet the needs of diverse learners.(3.2)	Teacher candidate does not seek or apply appropriate strategies, services or resources to meet the needs of diverse learners.	Teacher candidate seeks and applies appropriate strategies, services and resources to meet the needs of diverse learners.	Teacher candidate demonstrates varied use and application of appropriate strategies, services and resources to meet the needs of diverse learners	
Management and Motivation				

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
Utilizes managerial routines that allow for a well-ordered learning environment. (4.1)	The teacher candidate does not utilize managerial routines that establish a well-ordered learning environment.	The teacher candidate utilizes managerial routines that lead to a well-ordered learning environment.	The teacher candidate develops and utilizes effective managerial routines that lead to a well-ordered learning environment and maximizes student learning.	
Organize lesson to best utilize available time, space, and equipment to ensure effective learning experience. (4.2)	Teacher candidate does not organize lesson to make the best use of available time, space and equipment to ensure an effective learning experience.	Teacher candidate organizes lesson to effectively use available time, space and equipment to ensure an effective learning experience.	Teacher candidate organizes and utilizes effective strategies for using available time, space and equipment to ensure an effective learning experience, while maximizing student engagement time.	
Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school. (4.3)	Teacher candidate does not use developmentally appropriate practices to help motivate students to participate in physical activity.	Teacher candidate uses a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school.	Teacher candidate recognizes the need for and uses a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school.	
Use strategies to promote personal and socially responsible behaviors that promote positive relationships and a productive learning environment. (4.4)	Teacher candidate does not use strategies to promote personal and socially responsible behaviors that develop positive relationships and a productive learning environment.	Teacher candidate uses effective strategies to promote personal and socially responsible behaviors that develop positive relationships and a productive learning environment.	Teacher candidate consistently uses a wide range of effective strategies to promote personal and socially responsible behaviors that develop positive relationships and a productive learning environment.	
Communication				
Utilize effective communication skills. (5.1)	Teacher candidate does not utilize effective communication skills.	Teacher candidate utilizes effective communication skills related to pace, clarity, conciseness, and age-appropriateness.	Teacher candidate consistently utilizes effective communication skills related to pace, clarity, conciseness, and age-appropriateness to create a positive learning environment.	

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
Communicate class management and instructional information in a variety of ways. (5.2)	Teacher candidate communicates class management and instructional information in a limited manner.	Teacher candidate communicates class management and instructional information in a variety of ways.	Teacher candidate uses a wide range of appropriate and innovative techniques to communicate class management and instruction information.	
Communicate in ways that demonstrate sensitivity to all students. (5.3)	Teacher candidate does not display sensitivity to all students through his/her communication.	Teacher candidate communicates in ways that demonstrates sensitivity to all students.	Teacher candidate demonstrates a high level of sensitivity to all students by using appropriate and varied means of communication, materials, and resources.	
Identify and implement strategies to enhance communication among students. (5.4)	Teacher candidate does not identify or implement strategies to enhance communication among students.	Teacher candidate does identify and implement strategies to enhance communication among students.	Teacher candidate constantly identifies and implements varied and effective strategies to enhance communication among students	
Planning and Instruction				
Identify and develop appropriate instructional goals and objectives. (6.1)	Teacher candidate does not identify or develop appropriate instructional goals and objectives.	Teacher candidate identifies and develops appropriate instructional goals and objectives.	Teacher candidate identifies and develops appropriate instructional goals and objectives utilizing a wide range of learning activities.	
Develop and implement short and long-term plans based on program goals, instructional goals, and student needs. (6.2)	Teacher candidate demonstrates limited planning ability that is not based on program goals, instructional goals, or student needs.	Teacher candidate demonstrates and implements short and long-term plans that are linked to program goals, instructional goals, and student needs.	Teacher candidate demonstrates and implements short and long-term plans that are linked to program goals, instructional goals, and student needs.	
Identify and select instructional strategies to enhance student learning based on content, student needs and safety. (6.3)	Teacher candidate does not identify or select instructional strategies to enhance student learning.	Teacher candidate identifies and selects instructional strategies to enhance student learning based on content, student needs and safety.	Teacher candidate identifies and selects instructional strategies to enhance student learning based on content, student needs and safety and applies them to a wide range of learning activities.	
Design and implement learning experiences for effective instruction. (6.4)	Teacher candidate does not design or implement learning experiences for effective instruction.	Teacher candidate effectively designs and implements learning experiences that are developmentally appropriate, safe, and lead to effective instruction.	Teacher candidate effectively designs and implements a variety of learning experiences that are developmentally	

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
			appropriate, safe, and lead to effective instruction.	
Apply and implement pedagogical knowledge in developing an effective learning environment. (6.5)	Teacher candidate does not apply or implement pedagogical knowledge in developing an effective learning environment.	Teacher candidate demonstrates ability to apply and implement pedagogical knowledge in developing an effective learning environment	Teacher candidate demonstrates ability to consistently apply and implement pedagogical knowledge in developing an effective learning environment in a wide range of learning activities	
Identify and implement learning experiences that allow for curriculum integration. (6.6)	Teacher candidate does not identify or implement learning experiences that allow for curriculum integration	Teacher candidate identifies and implements learning experiences that allow for integration of multiple subject areas within the physical education environment.	Teacher candidate consistently identifies and implements developmentally appropriate learning experiences that allow for integration of multiple subject areas within the physical education environment.	
Select and utilize appropriate teaching resources and curriculum materials. (6.7)	Teacher candidate does not select or utilize appropriate resources and curriculum materials.	Teacher candidate selects and utilizes appropriate resources and curriculum materials.	Teacher candidate selects and utilizes appropriate resources and curriculum materials in a wide range of learning activities.	
Use effective explanations and demonstrations to connect physical activity concepts to appropriate learning activities. (6.8)	Teacher candidate uses ineffective explanations and demonstrations.	Teacher candidate uses effective explanations and demonstrations to connect physical activity concepts to appropriate learning activities.	Teacher candidate constantly uses effective explanations and demonstrations to connect physical activity concepts to a wide range of appropriate learning activities.	
Develop and implement appropriate instructional cues. (6.9)	Teacher candidate does not develop or implement appropriate instructional cues.	Teacher candidate develops and implements appropriate instructional cues to facilitate competent motor skill performance.	Teacher candidate develops and implements appropriate instructional cues to facilitate proficient motor skill performance for refined skill development.	
Select and utilize direct and/or indirect teaching styles. (6.10)	Teacher candidate does not select or utilize a variety of direct or indirect teaching styles	Teacher candidate selects and utilizes a variety of direct or indirect teaching styles to facilitate student learning.	Teacher candidate selects and utilizes a variety of direct and indirect teaching styles to facilitate student learning in a variety of learning activities.	

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
Select and use a variety of appropriate assessment techniques (7.2)	Teacher candidate does not select or use any assessment techniques	Teacher candidate selects and utilizes a variety of appropriate assessment techniques to provide student feedback.	Teacher candidate selects and utilizes a variety of appropriate assessment techniques from all learning domains to provide student feedback.	
Include student self and/or peer assessment. (7.3)	Teacher candidate does not utilize student self or peer assessment.	Teacher candidate utilizes student self and peer assessment	Teacher candidate utilizes student self and peer assessment in a variety of learning activities for reflection and self-analysis.	
Collect and analyze student performance data to facilitate curricular and instructional decisions. (7.4)	Teacher candidate does not collect or analyze student performance data.	Teacher candidate collects, analyzes and uses student performance data to facilitate curricular and instructional decisions.	Teacher candidate collects, analyzes and uses student performance data on a regular basis to facilitate short and long-term curricular and instructional decisions.	
Technology				
Demonstrate knowledge of current technologies and their application in the physical education setting. (9.1)	Teacher candidate has no or limited knowledge related to current technologies.	Teacher candidate has basic knowledge of current technologies and their applications.	Teacher candidate has extensive knowledge of current technologies and applies them in the physical education setting to enhance student learning in a wide range of activities.	
Design and implement learning activities that utilize technology. (9.2)	Teacher candidate does not develop or implement learning activities that utilize technology.	Teacher candidate develops and implements learning activities that utilize technology.	Teacher candidate develops and implements learning activities that utilize numerous types of technologies in a wide range of settings.	
Collaboration				
Establish effective relationships with parents/guardians and school staff to enhance student growth and well-being. (10.4)	Teacher candidate does not establish effective relationships w/ parents/guardians and school staff.	Teacher candidate establishes several effective relationships with parent/guardians and school staff to enhance student growth and well-being.	Teacher candidate consistently establishes many effective relationships with parent/guardians and school staff to enhance student growth and well-being.	
Professional Qualities				
Dress and appearance	Teacher candidate does not dress appropriately for the lesson.	Teacher candidate dresses appropriately for the lesson.	Teacher candidate dresses professionally and appropriately for lesson.	
Demeanor, attitude and enthusiasm	Teacher candidate does not display an enthusiastic	Teacher candidate displays a sufficient level of enthusiasm and a positive	Teacher candidate displays a high level of	

	1 Needs improvement	2 Acceptable	3 Exemplary	Score
	demeanor or attitude.	attitude.	enthusiasm and a supportive positive attitude.	

Score: _____ Note: To calculate teacher candidate's score, determine the mean score of only those criteria that are applicable. Mark all non-applicable boxes "NA" . Add up all the scores from all the applicable boxes and divide the total by how many criteria you referenced.

Teacher Candidate: _____

Cooperating Teacher: _____

Date: _____

Scoring Guide

Grade	=	Average Points	Category
A	=	2.7 - 3.0	Exemplary
B	=	2.3 - 2.6	Good
C	=	2.0 - 2.2	Acceptable
D	=	1.1 - 1.9	Need Improvement
F	=	0.0 - 1.0	Unacceptable

Professional Qualities as a learner

Student _____/Course _____/Instructor _____

Date or Evaluation _____/Semester in which course was taken _____

Based on your observations this semester, please evaluate the student on growth in professional qualities using this scale: 1- no evidence of indicator, not passing; 2-some evidence of indicator, passing 3- acceptable evidence of indicator, meets requirements at this level; 4-regular evidence of indicator, novice level; 5- exceptional evidence of indicator, professionally ready teacher candidate.

Persistence

Not defeated by failure 1 2 3 4 5

Works through obstacles to achieve an end 1 2 3 4 5

Tolerance of Ambiguity

Suspends judgment 1 2 3 4 5

Open to new learning experiences/approaches 1 2 3 4 5

Can argue from multiple points of view 1 2 3 4 5

Accepts uncertainty 1 2 3 4 5

Able to view learning as a process 1 2 3 4 5

Work Ethic

Dependable, reliable, consistent 1 2 3 4 5

On time 1 2 3 4 5

Well prepared 1 2 3 4 5

Consistently engaged 1 2 3 4 5

Prioritizes professional responsibilities 1 2 3 4 5

Respects others' time 1 2 3 4 5

Self-Directed Learner

Takes responsibility for course assignments 1 2 3 4 5

Uses syllabus for reference 1 2 3 4 5

Responsible for make-up work 1 2 3 4 5

Demonstrates thoughtful engagement
The course 1 2 3 4 5

Makes connections between courses 1 2 3 4 5

Uses self-evaluation to set personal goals 1 2 3 4 5

Professional Qualities Rubric – Teaching
(for supervisors of teacher candidates in practicum and student teaching)
Department of Education
Wesley College

Teacher Candidate _____ Cooperating Teacher _____

Placement _____ Observer _____ Date _____

Scoring Guide

- 1= no evidence of indicator, needs improvement to pass
- 2= some evidence of indicator, passing, but needs improvement
- 3= acceptable evidence of indicator, meets average of indicator
- 4= regular evidence of indicator, at level of novice teacher
- 5= exceptional evidence of indicator, professionally ready

Benchmark: Tolerance of Ambiguity

Demonstrates respect for multiple perspectives and accepts uncertainty.

Indicators:

Maintains effectiveness and professionalism in the face of change in the classroom environment	1	2	3	4	5
Shows flexibility in planning and delivery	1	2	3	4	5
Reacts constructively to critique	1	2	3	4	5
Avoids use of labels for students, parents, Other professionals in the setting	1	2	3	4	5
Discourse and actions reflect respect for all Students	1	2	3	4	5

Benchmark: Self Directed Learner

Intrinsically motivated; pro-active in setting

Indicators:

Can work with a minimum of direction	1	2	3	4	5
Develops acceptable lesson and unit plans independently	1	2	3	4	5
Schedules own assignments pro-actively	1	2	3	4	5
Actively seeks opportunities for interacting With students	1	2	3	4	5
Assumes a pro-active role in the school	1	2	3	4	5

Professional Qualities Rubric – Teaching *CONTINUED*
(for supervisors of teacher candidates in practicum and student teaching)

Teacher Candidate _____ Cooperating Teacher _____

Placement _____ Observer _____ Date _____

Benchmark: Persistence

Not defeated by failure; responds pragmatically and positively to problems

Indicators:

Produces quality work despite obstacles	1	2	3	4	5
Works through obstacles with student behavior	1	2	3	4	5
Meets deadlines and expectations despite obstacles	1	2	3	4	5
Always looks for a better way to do something	1	2	3	4	5
Willing to repeat something to improve it	1	2	3	4	5

Benchmark: Work Ethic

Demonstrates professional persona with all stakeholders in the educational setting

Indicators:

Dress is always appropriate for setting	1	2	3	4	5
Professional discourse with students, other professionals, and parents is appropriate and respectful	1	2	3	4	5
Always at work on time and ready to begin	1	2	3	4	5
Demonstrates the ability to prioritize and Balance personal and professional Responsibilities	1	2	3	4	5

Professional Qualities Scoring Guide for Teaching

	1	2	3	4	5
Tolerance of Ambiguity	Often flustered and ineffective in the face of change; Limited flexibility in planning and delivery; personalizes and deflects critique; consistently labels students and demonstrates limited ability to view students as individuals	Sometimes handles change effectively; Shows some flexibility in planning and delivery; Often personalizes critique, but occasionally uses critique as basis for change; sometimes demonstrates ability to view students as individuals	Often effective and professional in the face of change; Often demonstrates flexibility in planning and delivery; Often accepts critique and uses as a basis for change; often avoids labels and views students as individuals.	Usually effective and professional in the face of change; Usually demonstrates flexibility in planning and delivery; usually accepts critique and uses as a basis for change; generally avoids use of labels; and demonstrates ability to view students as individuals	Energized by change and can seamlessly shift instructional approach; actively seeks professional input and constructive critique, and uses as a basis for improvement; celebrates individual differences and creates and maintains an egalitarian classroom environment
Self-Directed Learning	Routinely depends on classroom teacher for direction in lesson plan development, scheduling, working with students, and other professional interactions	Sometimes develops own lessons; sometimes initiates interactions with students and other professionals.	Often develops own lessons, schedules, assignments, assuming leadership role in the classroom.; Often initiates interactions with students and other professionals;	Usually develops own lessons, schedules assignments, assuming the leadership role in the classroom, initiates interactions with students and other professionals and sometimes assumes a leadership role in the school	Actively seeks leadership opportunities in the classroom and school; demonstrates the ability to work as an equal partner with the teacher in planning, scheduling and instruction of students
Persistence	Views obstacles as insurmountable barriers to their work and uses barriers and obstacles as an excuse for lack of improvement.	Sometimes works around barriers and obstacles. Sometimes takes responsibility to problem solve.	Often attempts to solve problems and work around obstacles. Often continues to try.	Usually attempts to solve problems and work around obstacles. Willing to repeat something in order to improve	Demonstrates a pragmatic approach to practice. Energized by problems, and uses them as opportunities to “think outside the box”.
Work Ethic	Frequently unprepared and unprofessional in dress or discourse. Often late or absent.	Sometimes is prepared. Dress and discourse are acceptable. Very few tardiness or absences.	Often is prepared. Dress and discourse are usually appropriate. No issues of tardiness or absence	Consistently prepared and professional in dress and discourse.	Exceptional level of professional maturity in interactions with all stakeholders

Reflection Rubric
Department of Education Wesley College

Course: _____

Evaluated Product: _____

Name _____ **Date** _____ **Evaluator** _____

Scoring Scale

1= no evidence for indicator, unacceptable; 2=some evidence for indicator, passing but needs improvement; 3= acceptable evidence for indicator, meets minimum course requirements but not professionally ready; 4= regular evidence for indicator, professionally ready, novice teacher candidate; 5= exceptional evidence for indicator, professionally ready meritorious teacher candidate

Descriptive Knowledge

Evidence chosen supports explanatory statements

1 2 3 4 5

Data sources are typical exemplars

1 2 3 4 5

Data sources come from a variety of products, experiences and content areas

1 2 3 4 5

Transformational Knowledge:

Evidence of extensive and authentic data analysis is present or can be implied

1 2 3 4 5

Explanatory Knowledge .

Conclusions clearly connected to analysis and interpretation of data

1 2 3 4 5

Explanations reflect multi-faceted nature of the constructs formed about teaching readiness under the constructivist paradigm

1 2 3 4 5

Conclusions and interpretations are contextual rather than emotional

1 2 3 4 5

Extending Knowledge and Evaluative Knowledge

Goals and questions are derived from Evaluative statements

1 2 3 4 5

Reflection Rubric Scoring Guide (6/21/06)

1	2	3	4	5
<p><u>Descriptive Knowledge:</u> Little descriptive data, with no detail</p>	<p>Little description of data with sparse details; descriptions are subjective</p>	<p>Descriptions include sufficient amount of detail and are generally objective; may include some subjective statements and cursory descriptions</p>	<p>Most descriptions are rich and objective</p>	<p>All descriptions are rich and objective</p>
<p><u>Transformational Knowledge:</u> No evidence of analysis.</p>	<p>Little description of data analysis and no method of analysis can be inferred</p>	<p>Some description of data analysis is present, and some method of analysis can be inferred.</p>	<p>Most analytical statements demonstrate an authentic engagement in analysis of data sources, and delineate the method of analysis</p>	<p>Analytical statements demonstrate an authentic engagement in analysis of data sources, and clearly delineate the method of analysis</p>
<p><u>Explanatory Knowledge:</u> Unacceptable. All statements are emotional ; reflection does not address the construct or criteria No statements are supported by examples.</p>	<p>Needs Improvement. Majority of statements are emotional and not contextualized; while statements are made about the construct , there is no attempt to explore the breadth and depth of the construct; no statements remain within the scope of the data Few statements are supported by examples with sufficient descriptions</p>	<p>Acceptable. Mixture of emotional and contextualized statements; limited attempt to explore the breadth and depth of the construct; some statements over-generalize from the data's scope, others under-generalize, and some remain within the scope of the data Most statements are supported by at least one example with sufficient description</p>	<p>Regular . The development of most conclusions and interpretations are confined to the context and criteria of the construct; most statements show breadth and depth of the constructs, and most remain within the scope of the data. Most statements are supported by multiple richly described examples</p>	<p>Exceptional. The development of all conclusions and interpretations are confined to the context and criteria of the construct; showing the breadth and depth of the constructs, and remaining within the scope of the data Explanatory statements are supported by multiple richly described examples</p>
<p><u>Extending Knowledge:</u> No attempt to extend knowledge.</p>	<p>Extensions of data analysis are weak or invalid. Attempts to connect to other perspectives/experiences are undeveloped; no evaluative statements about the reflection process; no goals or questions are generated from evaluative statements</p>	<p>The construct is confined mostly to the data sources, with some attempt to extend, connect evaluative statements to the reflective process or set goals or pose questions , but not fully elaborated</p>	<p>The construct is considered from multiple perspectives, beyond the data sources, or may contain evaluative statements connected to the reflective process, or contain goals and questions that arise from the reflection or investigation</p>	<p>The construct is considered from multiple perspectives, beyond the data sources, and contains evaluative statements connected to the reflective process; goals and questions arise the investigation or reflection</p>

Physical Education Lesson Plan Format

Name:

Date(s):

Grade level(s):

Lesson Focus/Title:

Location:

Essential Question of the day

Warm-up/Fitness Activity

Instructional Activity

- DE/NASPE Standard(s):
- Objectives (related to the standard):
 - Psychomotor
 - Affective
 - Cognitive
- Activity Description (Activities that match the objectives):
 - Equipment and Set-up
 - Procedure
 - Safety
- Assessment (measuring objectives)

Closure

Alternative Activities

Non-participant Activities

Special Needs Accommodations (as needed)

**DELAWARE DEPARTMENT OF EDUCATION
HEALTH QUESTIONNAIRE
FOR VOLUNTEERS**

All school employees are required to have a tuberculosis (TB) skin test. The purpose of this requirement is to safeguard school-aged children from exposure to TB in the school setting. In the same way, this questionnaire is designed to identify volunteers who MAY have been exposed to TB and thus need further screening. A school designee will collect and monitor the Health Questionnaire, which will be stored in the School Nurse's office in a confidential manner.

Please consider the following questions:

1. Have you ever lived or been in close contact with anyone who had TB disease?
2. Have you ever had a positive HIV test?
3. Have you ever used illegal intravenous drugs?
4. Have you ever been incarcerated?
5. Have you ever been homeless?
6. Do you currently have any of the following symptoms which are unexplained and which have lasted at least three weeks?
Cough, fever, night sweats, weight loss
7. Consider the list of countries/continents below:
 - Africa
 - Asia, including China, Vietnam, Korea, Indonesia, India, Pakistan, Bangladesh
 - Eastern Europe, including Russia and former Soviet Union, Armenia
 - Haiti
 - Latin America, including Mexico, Guatemala, and South America
 - Pacific Islands, including Philippines

Were you born in one of these countries?

Have you ever stayed/lived in one of these countries for 1 month or longer?

Have you ever lived or been in close contact with someone who stayed/lived in one of these countries for 1 month or longer?

Can you answer "yes" to any of the above questions? () Yes () No

If you checked yes, you are required to have a Mantoux test prior to your assignment as a volunteer.

Have you ever had a positive skin test for tuberculosis? () Yes () No

If you checked yes, you are required to provide documentation related to current disease status prior to your assignment as a volunteer.

These requirements are for the safety of our school and for your personal health.

Screening for tuberculosis is recommended by health professionals for any individual who is at risk. Routine screening, using a Mantoux tuberculin skin test, can detect if a person has been exposed to tuberculosis. Such early identification is of great benefit in reducing the effects of disease.

If you have any questions about your risk of infection, please speak with your healthcare provider or plan to discuss it at your next examination. For additional information, you can contact the Delaware Division of Public Health TB Elimination Program at 302-739-6620.

CRIMINAL BACKGROUND CHECK INFORMATION

***DE STATE BUREAU OF IDENTIFICATION
Blue Hen Mall and Corporate Center
Suite 1B, 655 Bay Road
Dover, DE 19901
(the entrance is at the rear of the building behind AETNA)***

PHONE: (302) 672-5319

**HOURS OF OPERATION:
MONDAY 9:00AM – 7:00PM
TUESDAY – FRIDAY 9:00AM – 3:30PM**

CASH, MONEY ORDER, VISA, MASTERCARD AND DISCOVER ACCEPTED

PERSONAL CHECKS ARE NOT ACCEPTED

**A FULL CRIMINAL BACKGROUND CHECK MUST BE DONE BEFORE
INTERNSHIP/STUDENT TEACHING OR IF YOU INTEND TO SUBSTITUTE FOR
YOUR COOPERATING TEACHER.**