

Placement (circle one): 1st 2nd **Evaluation type (choose one):** CT CS

Name of Student Teacher: _____ **Date:** _____

Cooperating Teacher: _____ **College Supervisor:** _____

School Name: _____ **Grade Level:** _____

NOT OBSERVED It is assumed that the student teacher will be observed related to all items on the form in one or both placements, at least by the Cooperating Teacher. If for some reason the student teacher receives a Not Observed rating by the Cooperating Teacher and the College Supervisor in the first placement, it is the responsibility of the College Supervisor assigned to the candidate's first placement to ensure follow-up occurs so that the student teacher will be observed on that item in the second placement. The follow-up plan or arrangements made should be documented in Part 3 of this report. If a student teacher was only minimally observed on a particular skill or performance, a note to that effect should be included in the applicable comments section in Part 1. Note that a rating of Not Observed does not constitute an adverse evaluation of the student teacher's performance.

Created on 10/31/2011 12:27:00 PM

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
2. CONTENT PEDAGOGY. Final rating of candidate's content pedagogy, as demonstrated in this student teaching placement. The student teacher . . .				
2a. Provided and followed written lessons plan that included clear and appropriately written measurable learner objectives. (AAHE 3.C)				
2b. Provided and followed written lesson plans that demonstrated alignment of measurable learner lesson objectives with NYS and National Health Education Learning Standards and key assessments. (AAHE 3.C)				
2c. Used teaching methods that effectively conveyed to students the objectives and key concepts of the lesson. (AAHE 4A)				
2d. Selected a range of texts, materials that are appropriate to lesson objectives, as well as student development level and range of interests. (AAHE 3D)				
2e. Used media or communication tools and/or technologies to enrich learning opportunities. (AAHE 4B)				
2f. Constantly monitored and adjusted strategies, resources and context in response to learner feedback. (AAHE 3 C, D)				
2g. Planned and managed resources to provide active, fair, and equitable learning experiences. (AAHE 3F)				
2h. Implemented effective demonstrations, explanations, and instructional cues and prompts. (AAHE 4 A & C)				
2i. Recognized changing dynamics of the environment and adjusted instructional tasks accordingly.				
2j. Utilized managerial rules, routines and transitions to create and maintain a safe and effective learning environment (AAHE 4.C, 8.D)				
Comment:				
3. ASSESSMENT AND STUDENT LEARNING. Final rating of candidate's ability to assess for student learning, as demonstrated in this student teaching placement. The student teacher . . .				
3a. Used a variety of formative or summative assessment strategies that are productive gauges of developmentally appropriate student learning of instructional goals. (Aligns to AAHE 2B, 5D)				
3b. Demonstrated ability to modify instruction based on the results of formative or summative assessments. (AAHE 2C, 5E)				
3c. Demonstrated ability to adapt assessment tools and practices to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, ELL, and/or Special Education students. (AAHE 5A & 5C)				
3d. Constructed and used informal or formal assessment instruments that are accurate, reliable, free of bias, and clearly designed to assess depth/breadth of student mastery of stated objectives. (AAHE 5C)				
Comment:				
4. THE LEARNING ENVIRONMENT. Final rating of candidate's ability to create a positive and productive learning environment, as demonstrated in this student teaching placement. The student teacher . . .				
4a. Began lessons by using appropriate anticipatory sets, building on student prior knowledge, and making lesson objectives clear.				
4b. Used instructional strategies and questioning techniques that encouraged discussion and student				

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
exchange, critical thinking, creativity, and problem-solving skills (AAHE 4.A).				
4c. Used teaching strategies that are appropriate to the age or grade level of the classroom and demonstrated knowledge of child development.				
4d. Effectively used individual, small group and whole class instruction as appropriate to the lesson topic as well as classroom composition.				
4e. Demonstrated ability to adapt instruction to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, ELL, and/or Special Education students. (AAHE 4.D).				
4f. Brought closure to the lesson by reinforcing key points, and ensuring any remaining student confusion or frustration with the subject matter was appropriately addressed; assigned homework or appropriate extended activities.				
4g. Established a learning climate that was physically and psychologically safe, and conducive to broad and active participation in learning.				
4h. Maximized instructional time, with minimum time spent on transitions and discipline.				
4i. Used positive classroom management techniques that encourage mutual respect and positive recognition of all members of the learning community. (AAHE 4.C).				
4j. Exhibited and modeled good communication skills, including effective use of nonverbal cues, and appropriate and accurate use of spoken and written English. (AAHE 8.B).				
4k. Implemented strategies that helped students demonstrate responsible personal and social behaviors in a productive learning environment.				
4l. Communicated in ways that convey respect and sensitivity. (AAHE 8.D).				
Comment:				
5. PROFESSIONAL BEHAVIOR AND DISPOSITIONS. Final rating of candidate's professional behavior and dispositions, as demonstrated in this student teaching placement. The student teacher . . .				
5a. Has modeled a reflective attitude toward his/her teaching practice and applies reflection to modifications of future practice. (AAHE 4.D).				
5b. Has used feedback from students, supervisors, colleagues and peers toward improvement of teaching.				
5c. Has exhibited professional attitude and demeanor with colleagues and students. (AAHE 8D).				
5d. Has responded to requests for health information, exhibited resourcefulness in selecting health education materials, and self-initiative in solving problems, as well as timeliness in completing professional responsibilities such as returning student work. (AAHE 7B & 7C).				
5e. Has exhibited ability and desire to collaborate with families, colleagues, school personal, and the community to develop partnerships that can maximize student opportunities for learning and emotional growth and well-being in planning and implementing health education programs. (AAHE 6C)				
5f. Has exhibited attributes of ethical behavior, trustworthiness, responsibility, and respect for confidentiality in his/her relationships with students and colleagues. (AAHE 7D, 8D)				
5g. Has treated all students fairly and with respect, and consistently strives to help all students achieve to their fullest capacity.				
5h. As appropriate to his/her student teaching role, has exhibited awareness of the learning and emotional needs of all students within coordinated school health programs, and advocated for				

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)	Not Observed (NA)
additional resources or intervention for individual students and the school health education program where appropriate. (AAHE 8C)				
5i. Has demonstrated awareness and appreciation of the cultural diversity represented within his/her classroom and takes advantage of opportunities to explore the artistic, intellectual and/or historical contributions of various cultures.				
5j. Has used instructional and management strategies that support democratic values within the classroom, including tolerance for a variety of opinions, and encouragement of student-centered decision making and problem solving. (AAHE 4A).				
5k. Has demonstrated commitment to and propensity for being a lifelong learner; consistently seeks out research, resources, and advice from colleagues to support his/her teaching.				
5l. Has demonstrated a genuine enjoyment of the teaching profession and passion for comprehensive school health education.				
Comment:				

The evaluations completed by the Cooperating Teacher and the College Supervisor will be reviewed during the final conference of both parties with the student teacher. Any differences in ratings should be discussed at that conference, with the form of the College Supervisor reflecting the rating of record. However, a rating of Developing or Not Observed on any item given by either the Cooperating Teacher or the College Supervisor -- that is not resolved in the final conference -- requires follow-up to be recorded by the College Supervisor in Part 3 of this form.

PART 2. To be completed by the College Supervisor during, or as advised by, the final conference between the student teacher, cooperating teacher, and supervisor.

Please check one box:

- ☐ The student teacher has successfully completed requirements for the student teaching placement. Part 3 of this report is not needed.
- ☐ The student teacher has successfully completed most requirements for the student teaching placement, but further information is required. Go to Part 3-1.
- ☐ The student teacher failed to complete requirements for the student teaching placement. Go to Part 3-2 of this form.

Signatures required

Cooperating teacher _____ **Date** _____

College supervisor _____ **Date** _____

I have reviewed and understand the decision above:

Student teacher _____ **Date** _____

Part 3-1. *(not required if the candidate has successfully completed all requirements for student teaching as specified in Part 2)*

Remediation Required

Item (s)	Rating (Developing or Not Observed)	Remediation Plan as a Result of Rating Given (follow-up plan should be accompanied by a due date)
		<p>Initials of student teacher & college supervisor: _____</p>

Addendum (required only if a follow-up plan is indicated in Part 2). The student teacher will receive an Incomplete or Fail for Student Teaching if this addendum is not satisfactorily completed and **signed by the College Supervisor, and the Chair of Teacher Education** by the due date specified for follow-up.

The student teacher has successfully completed the additional clinical experience or assignment required in Part 2, and is therefore considered to have completed requirements for this student teaching placement.

Comments:

Signature _____ Date _____

Signature _____ Date _____

Part 3-2. To be completed only if the student teacher has, as indicated in Part 2, substantively failed to complete the requirements of the student teaching placement, as attested to by one or more developing ratings in Part I. As a result, the student will be considered as failing from [courses]. Furthermore, the student will not be allowed to complete the teacher education program at York College and cannot be recommended by the college for NY state teaching certification.

The student should pursue one or both of the following options:

- (1) Schedule a meeting with his or her advisor to discuss options available for graduating from York College with a baccalaureate degree in a different major [or as a non-major].
- (2) Consult appeals process for contesting an adverse academic decision (see appeal process in college bulletin)

Reason for decision:

Signature of Chairperson of Teacher Education

Date

Rubric for Use with Final Student Teacher Evaluation Form (Health Education K-12)

Note on rubrics: ST stands for student teacher; CT and CS are used occasionally as abbreviations for Cooperating Teacher and College Supervisor, respectively. The term "in addition," at the beginning of descriptors for some Target level indicators, means *in addition to* characteristics at the Acceptable level. Dependent on the evaluated item, rubrics and the evaluation are inclusive of qualities observed by the College Supervisor in written lesson plans, lesson delivery, and/or reflections made by the ST in conference with the College Supervisor, or with the supervisor and the Cooperating Teacher.

Please also note that the College Supervisor's scoring on the Final Evaluation should reflect consistency with scoring on the Student Teacher Observations. In particular, a score in the "developing" category for any one item should not be given on the Final Evaluation unless the candidate scored in that category in one or more of the Observations on that same item, and did not improve as a result of a written remediation plan following the observation. Moreover, scoring on the final evaluation should reflect (as appropriate and using the best judgment of the evaluator) the candidate's abilities at the end of the placement, at least in cases where the candidate has shown steady improvement.

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
1. APPLIED CONTENT KNOWLEDGE. The student teacher . . .			
1a. Demonstrated accuracy as well as a depth and breadth of content knowledge and skills of health education and health literacy. (Aligns with AAHE 1C,D,E,F)	Either the lesson plan and/or the delivery of instruction reflected that the ST had limited knowledge of the subject taught, and was not prepared to answer questions, make connections, or provide explanations in ways that reflected fluency and depth of understanding of the subject or topic of the lesson. The ST may have shown hesitation or lack of confidence in delivery of concepts or facts. The ST may have provided inaccurate or misleading information.	The lesson plan and teaching of the lesson demonstrated that the candidate has mastery of knowledge related to the subject area(s) of the lesson delivered. Instruction reflected a breadth of knowledge related to the topic (i.e. covered a range of interrelated information) as well as depth of knowledge (e.g. historical roots, means of inquiry), with no significant factual or contextual errors noted by this observer.	The ST was clearly well informed and fluent in terms of the subject area(s) that were the focus of the lesson. The ST was able to provide examples, illustrations, explanations, or alternative approaches to the topic that helped students grasp concepts or make connections to other subject areas or personal interests and experience. Resources and written materials provided reflected a depth and range of knowledge of topic(s) explored.
1b. Demonstrated and communicated health education concepts and skills related to health and safety. (Aligns with AAHE 1C,D, E)	The lesson plan and instruction provided may have contained one or more substantive errors, or was based on outdated information. Demonstration and/or verbal communication of health education concepts and skills may have been unclear, non-sequential, or potentially harmful to students. Many or most students did not seem to understand or be able to perform health literacy skills demonstrated by the ST.	The ST accurately conveyed and demonstrated concepts outlined in the lesson plan. The ST focused on critical concepts based on current knowledge related to health and safety. Demonstration of health literacy skills was well paced and sequenced. Based on his/her instruction, most students clearly understood and were able to perform health related skills and communicated by the ST.	In addition, the ST demonstrated the ability to consistently monitor performance, repeat steps as necessary, and demonstrate appropriate modifications. The ST paid particular attention to communicating and demonstrating safe practice of health literacy skills, as well as the benefits and enjoyment to be gained from physical health and health literacy.
1c. Corrected student performance based on critical elements of health literacy skills of an	The ST did not appear to notice, or did not take action related to, incorrect	The ST was able to spot, assess, and correct the inaccurate or unsafe	In addition, correction of individual student performance was done in such

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
informed consumer of health products and services. (Aligns with AHEE 1F).	movements as performed by two or more students. When action was taken, the ST did not appear confident in correcting the student, or did not communicate corrections in a useful way. The ST may have ignored or failed to notice a potentially harmful action performed by a student.	performance of health behaviors/skills, using appropriate and limited physical contact when needed. In particular, the ST was quick to notice and correct any practice that could lead to physical injury.	a way that the flow of instruction or activity being performed was not interrupted, and the student was not made to feel singled out or embarrassed.
2. CONTENT PEDAGOGY. The student teacher . . .			
2a. Provided and followed written lesson plans that included clear and appropriately written measurable learner objectives. (Aligns with AAHE 3.C)	Lesson plans (LP) were not provided, or were not well developed, or incomplete. LP were not organized under clearly written lesson objectives, or designed in such a way that those objectives could be met. Lesson objectives may have been too broad, overly ambitious to be accomplished within the time span of the lesson, or conversely, too narrow and limited to be the focus or an entire lesson.	The written lesson plan provided included clearly stated learning objectives, and choices made for the lesson, activities and resources were well aligned to those objectives (in other words, there was no "disconnect" between objectives and learning activities.)	The lesson plan was exceptionally well designed as a vehicle for the learning objectives set forth. It is clear that the ST had worked to design a lesson that could combine related objectives and/or maximize learning opportunities in a way that was both reasonable and challenging.
2b. Provided and followed written lesson plans that demonstrated alignment of measurable learner lesson objectives with NYS and National Health Education Learning Standards and key assessments. (Aligns with AAHE 3.C)	The lesson plan (LP) did not identify the NYS and National Health Education Learning Standards that the lesson was intended to address. Or, the learning objectives for the lesson did not clearly align to standards, or did not seem to or prove to be suitable means by which students could approach or attain mastery of state standards.	Written lesson plans provided were driven by NYS and National Health Education Learning Standards, with lesson objectives appropriately selected to be a means for students to achieve the learning standards.	In addition, the learning objectives established were creative and engaging means for student achievement of NYS and National Health Education Learning Standards.
2c. Used teaching methods that effectively conveyed to students the objectives and key concepts of the lesson. (Aligns with AAHE 4A)	Methods used to teach the lesson were not well suited to conveying lesson objectives.	The teaching methods used in design and delivery of lesson (e.g. lecture, discussion, group work, brainstorming session) were productive means for the exploration of the key concepts of the lesson and achievement of learning objectives.	The ST used a variety of teaching methods that were appropriate to the lesson topic(s) that kept students consistently engaged. Methods used reflected the ST's knowledge of current pedagogical best practices in teaching the subject.
2d. Selected a range of texts, materials that are appropriate to lesson objectives, as well as student development level and range of	The text and materials used in the lesson may not have been well suited or clearly linked to learning objectives,	The lesson was enhanced and guided by well chosen texts and print or nonprint materials (e.g. handouts,	The lesson led students seamlessly through a range of integrated, well-sequenced and challenging activities

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
interests. (Aligns with AAHE 3D)	or may have been inappropriate or insufficiently challenging for the developmental level of students.	manipulatives) that were appropriate to the development level of students, and good vehicles for the engagement of student interest.	that clearly held student interest and were consistently focused on lesson goals.
2e. Used media or communication tools and/or technologies to enrich learning opportunities. (Aligns with AAHE 4B)	The ST did not make use of media or technology, even though applicable equipment was available and would have enhanced the lesson; conversely, the ST may have used technology or media in ways that were not supplemented by active student participation or interaction, that did not hold student interest, or were otherwise ineffective means of instructional delivery. The ST may have wasted instructional time due to lack of planning related to technology-related access or equipment problems.	The lesson made use of technology in order to broaden or deepen student ability to understand key concepts or performance skills. The lesson may have used technology to introduce students to new ways to use technology to monitor or perform health education-related activities. Technology may also have been used as a way to individualize instruction. The ST had pre-tested equipment to ensure that "glitches" did not occur during the lesson, and to ensure student safety was assured. The technology based choices were appropriate means to achieve stated lesson objectives.	Technology and/or media choices strongly enhanced student-learning opportunities. It was clear that the ST had done his/her "homework" in making choices related to technology to which students were introduced.
2f. Constantly monitored and adjusted strategies, resources and context in response to learner feedback. (Aligns with AAHE 3 C, D)	The ST did not respond to cues from students in terms of their absorption and engagement with the instructional process. The ST appeared unable or unwilling to diverge from the written lesson plan even though it was clear that he or she had lost the interest or comprehension of many students.	The ST exhibited awareness of student response to instruction, and may have made some alteration to the lesson plan or delivery mode during the course of the lesson. The ST was able to reflect on how student response would impact future lessons.	The ST exhibited consistent awareness of student interest and participation in learning activities, and adjusted the pace or methodology of his/her teaching in response to "signals" (e.g. restlessness, lack of participation or comprehension, desire to know more about a certain aspect of the lesson topic, etc.).
2g. Planned and managed resources to provide active, fair, and equitable learning experiences. (Aligns with AAHE 3F)	Resources intended for use in the lesson may have been insufficient to provide all students with opportunity to practice health literacy skills, leaving some students with unproductive "down time." Resources may not have been shared equitably among students, or have not been suitable for the overall class level of abilities or	Resources used by the ST were distributed or shared equitably, and used to provide active learning experiences compatible with student abilities. The ST had planned ahead to assure resources used in the lesson were sufficient for class size. All students were given equitable opportunity to use resources.	In addition, the ST managed resources in such a way that all students were consistently engaged in health literacy skill building or some other productive learning or team-building activity.

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	developmental level. It may be apparent that the ST did not sufficiently plan ahead to assure resources needed for the planned lesson were ready and sufficient for use.		
2h. Implemented effective demonstrations, explanations, and instructional cues and prompts. (Aligns with AAHE 4 A & C)	The ST was somewhat or very ineffective in this area. Demonstrations, explanations or nonverbal cues may have been unclear, unhelpful imprecise, or poorly timed. Alternately, the ST may have wasted undue time with verbal or teacher-centered explanations or demonstrations, when other cues that did not interrupt student performance of activities might have been just as effective. The ST may not have commanded consistent student attention in such a way that cues and prompts were seen or paid attention to.	The ST displayed competence and accuracy in communicating expectations and direction to students. Demonstrations or nonverbal cues appeared to be generally understood by students. The ST was able to speak and perform other directives in such a way that he/she was seen, heard or observed by all students.	In addition, the ST exhibited excellent timing and judgment in his or her use (and choice) of verbal and nonverbal direction to students. Students were clearly "zoned in" to the ST, and appeared confident in the ST's role as manager of their activities. In lessons focused on physical performance or activities, the ST exhibited consistently good choices related to the type of direction or instruction provided to students (e.g. explanation vs. demonstration vs. nonverbal communications that did not disrupt an ongoing student activity.
2i. Recognized changing dynamics of the environment and adjusted instructional tasks accordingly.	The ST did not seem attuned to class dynamics (e.g. frustration, lack of cohesion or attention, boredom, inaccurate performance of activities by several or many students). The ST may have appeared unwilling, unable, or unprepared to make adjustments to instruction.	The ST monitored whole class as well as individual student response and performance, and was able to make adjustments fairly quickly in order to regain class cohesion, confidence, enjoyment, or attention. Conversely, the ST was able to ratchet up expectations for performance gauged on overall class performance and dynamics.	The ST was consistently alert to changes in class mood, attention, and ability to perform activities and was able to rapidly make appropriate adjustments to tasks as needed. The ST exhibited exceptionally good judgment in knowing when and when not, to "push" students to improve or complete a challenging activity.
2j. Utilized managerial rules, routines and transitions to create and maintain a safe and effective learning environment (Aligns with AAHE 4C, 8D)	The ST did not, or did not consistently exercise a leadership or managerial role leading to the effective and safe performance of student activities. The ST may not have used or reinforced routines designed to guide students through planned activities, leading at times to disorganization and confusion,	The ST displayed overall competence, accuracy, and alertness in all or most aspects of managing the activities that was the focus of the lesson. The ST at all times assured students' physical and emotional safety by monitoring their activity as well as any obstacles in	In addition, the ST displayed a good deal of confidence and the ability to seamlessly direct students through routines and transitions. The ST was consistently alert to safety issues or potential physical and emotional safety issues in terms of all students' safe performance of a physical movement,

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	with some or many students unsure of what was expected of them.	the physical environment. The ST reinforced and consistently used routines that were effective measures of class management.	inter-student behavior or aggression, and other factors.
3. ASSESSMENT AND STUDENT LEARNING. The student teacher . . .			
3a. Used a variety of formative or summative assessment strategies that are productive gauges of developmentally appropriate student learning of instructional goals. (Aligns with AAHE 2B, 5D)	The ST may have not employed any form of formal or informal assessment during the lesson, or may have used assessments that did not seem appropriate (e.g. a comprehensive test in the middle of a unit) or sufficiently challenging. The ST may have used too much instructional time for an assessment that did not appear to be particularly useful as a gauge of student learning. Questioning was limited and/or focused on lower order thinking.	The ST used assessment strategies that were appropriate to the lesson goals. Any formative or summative assessments used (e.g. quizzes, tests) were appropriate to the depth and breadth of knowledge covered by the lesson or in cumulative lessons. Assessments of an informal or formative nature did not take an excessive amount of time away from teaching and learning activities. Questioning incorporated some range of levels of thinking and provided insight about student progress toward learning goals.	Assessments used by the ST were well integrated with the lesson, and in themselves proved to be a productive means of engaging students in the integration of their own learning. Questioning spanned levels of thinking, generating responses that required higher order thinking by the students, and probed deeply into student understanding.
3b. Demonstrated ability to modify instruction based on the results of formative or summative assessments. (Aligns with AAHE 2C, 5E)	The ST could not explain (either during instruction or in conference) how results of recent assessments had impacted the day's lesson or would impact subsequent lessons.	The ST explained how the results of informal or formal assessments employed in the lesson would impact subsequent teaching, or demonstrated how the lesson delivered had been altered based on results of prior student assessment.	In addition, the ST reflected on changes that might be made to future lessons based on the day's assessment or monitoring of student learning, and/or was able to talk knowledgeably about why the assessment strategies in the day's lesson were chosen.
3c. Demonstrated ability to adapt assessment tools and practices to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, ELL, and/or Special Education students. (Aligns with AAHE 5A & 5C)	The ST did not make any alterations or modifications of assessment for individual students, even though it appeared to the observer that such modification was either necessary or would have been helpful. In conference, the ST could not explain why assessment modifications were not made.	In the design and delivery of assessments used in the lesson (informal, summative or formative), the ST included planning for the assessment of exceptional learners, and/or was able to explain how assessment choices made did not disadvantage, exclude or draw attention to atypical learners in the classroom. Dependent on the range of needs, the ST worked with the cooperating teacher to ensure assessment for all students was	In addition, the ST showed sensitivity and understanding to the needs of exceptional learners in his/her classroom, and may have done some research into alternative assessment strategies for atypical learners, as well as engaged the CT in advice or context as to best means to assess particular student(s) on the lesson topic. The ST was able to explain his/her choices, both in assessment modifications made and/or how feedback would be reviewed and provided to students with

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
		handled appropriately.	atypical needs.
3d. Constructed and used informal or formal assessment instruments that are accurate, reliable, free of bias, and clearly designed to assess depth/breadth of student mastery of stated objectives. (Aligns with AAHE 5C)	Written assessment materials used by the ST (quizzes, tests, instructions) included inaccuracies or ambiguous language. Informal, oral assessment (e.g. a question and answer session) may have excluded some students from the range of responses, or otherwise been ineffectively employed. In conference, the ST could not explain or defend that assessments used were free of bias or were reliable measures of student learning. Assessments may have been overly simplistic or limited to gauge the depth and breadth of learning.	Assessments used by the candidate were well designed and reflected a basic knowledge of principles of assessment methodology. Written assessment materials accompanying lesson plan were free of error. Instructions provided to students (oral or written) were clearly stated and not ambiguous. Assessments or quizzes derived from the class text or workbook had been pre-examined by the ST for any errors or ambiguities, as well as their congruence to materials covered in instruction, with adjustments made as needed.	In addition, the ST could knowledgeably discuss the assessment choices made, and critique the quality of assessment in terms of its reliability, accuracy and lack of bias.
4. LEARNING ENVIRONMENT. The student teacher . . .			
4a. Began the lesson by using appropriate anticipatory sets, building on student prior knowledge, and making lesson objectives clear.	The ST did not spend enough time (or spent too much time) setting the stage for the day's lesson. The ST did not explain to students what the learning goals were for the day's lesson, and/or did not adequately review the previous lessons that the current lesson would build upon.	The ST set the stage for the lesson by a review of prior student learning, and setting a context for new learning. Students were informed of what they would learn about in the lesson, and what they should be able to know and do at its conclusion. The ST ascertained (or had previously ascertained) student knowledge of the topic before beginning the lesson, using means designed to bring to the surface any student misconceptions or errors in knowledge that would create barriers to further learning.	In addition, the ST began the lesson by setting the proper tone for the learning activities to follow, and knew how to "hook" student interest and anticipation, as well as how to relieve any anticipatory anxiety for activities on the day's agenda.
4b. Used instructional strategies and questioning techniques that encouraged discussion and student exchange, critical thinking, creativity, and problem-solving skills (Aligns with AAHE 4.A).	The ST relied mainly on "rote" instruction and did not engage students as active participants in learning. Questioning involved lower order thinking and engaged few students. Neither the lesson plan nor	The ST used strategies that encouraged students' active engagement with learning objectives (e.g. art or other creative projects, journaling, role playing, inquiry-based projects, discussion and	The ST demonstrated that he or she had put effort into designing or locating resources that would create strong interactive learning activities for students that were directly related to the lesson objectives. In discussion, the

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	lesson delivery included activities designed to engage students in active or critical exploration of lesson topics.	debates, reflective essays). Questioning incorporated some range of levels of thinking and engaged the majority of students.	ST may have referenced best practice research as a foundation for instructional strategies used. Questioning spanned levels of thinking, engaging all students in higher order thinking.
4c. Used teaching strategies that are appropriate to the age or grade level of the classroom and demonstrated knowledge of child development.	It was not clear that the teaching strategies used were appropriate to the overall age or grade level of the class, or that the ST had taken developmental characteristics of the age/grade level into consideration in planning the lesson.	Design/delivery of learning activities was age or grade appropriate, and reflected at least general understanding of the physiological and psychological development typical of the age or grade level (e.g. attention span, cognitive development, social maturity, gender sensitivity).	In addition, the ST could give examples about how instructional choices made, large or small, were made in recognition of the developmental characteristics of the age/grade range of students in the classroom.
4d. Effectively used individual, small group and whole class instruction as appropriate to the lesson topic as well as classroom composition.	The ST's choice of instructional grouping for the lesson was not effective (e.g. students may have been insufficiently prepared to work effectively in groups; conversely, the lecture format used may not have been conducive to interactive and hands-on learning suggested by the learning objectives or lesson topic).	The ST made appropriate choices for classroom groupings best suited for the lesson objectives, learning activities, and range of abilities exhibited by students in the class. Instructional choices in this regard also made good use of physical and personnel resources or constraints.	The ST made thoughtful and very effective choices in terms of instructional grouping, taking into consideration the needs or learning styles of individual students as well as the type of groupings that would be the best approach to achieving learning objectives for the lesson.
4e. Demonstrated ability to adapt instruction to meet the range of differentiated learning needs within the classroom. Adaptations were made for students who are either designated as or show the learning needs of Gifted, ELL, and/or Special Education students. (Aligns with AAHE 4.D).	There was no evidence in the lesson plan that the ST had included adapted instructional strategies for individual students. (In conference, the ST was not able to discuss whether or not he/she had considered individual learning needs in lesson design, and had made a deliberate choice to create a lesson that did not require adaptation.)	Both the written lesson plan as well as lesson delivery were designed to ensure all students within the class would learn to the best of his/her ability. The ST made good preplanning and practical choices to ensure that students with exceptional learning needs were given additional support, individualized instructional activities, or other adaptations without the result that students were consistently isolated or excluded from whole class participation.	In addition, the ST designed and delivered overall instruction in such a way that attention to differentiated learning needs did not "slow down" or adversely impact whole class instruction. Adaptation of instruction for atypical learners was planned out and implemented in such a way that those learners were not unduly singled out or isolated in potentially insensitive ways.
4f. Brought closure to the lesson by reinforcing key points, and ensuring any	The ST may have ended the class abruptly, without any attempt to	The ST allowed sufficient time at the end of the lesson to summarize class	In addition, the ST ended the class by creating a sense of anticipation for what

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
remaining student confusion or frustration with the subject matter was appropriately addressed; assigned homework or appropriate extended activities.	summarize the lesson and make links to homework or future activities or lesson. The ST may have ignored or not acknowledged student frustration or questions left unresolved at the end of the class.	progress and expectations in terms of the day's learning achievements, ongoing projects, homework, and future activities. The end of the class session allowed sufficient time to acknowledge and/or resolve questions or frustrations related to student learning progress, and to set the stage for the subsequent lesson.	was to come in the next or future classes.
4g. Established a learning climate that was physically and psychologically safe, and conducive to broad and active participation in learning.	The ST did not appear to make an effort to create a classroom atmosphere in which all students were encouraged to participate, and may have ignored or responded inappropriately to ridicule of some students by other students. The ST may have failed to take steps to draw out students who did not participate or withdrew from class participation. The ST may have ignored or not taken steps to ensure accident or injury were avoided in the planning or implementation of a particular activity.	The ST created an atmosphere that was conducive to active participation by all students, and demonstrated lack of tolerance for bullying, sarcasm or ridicule. In addition and as appropriate to class circumstances, the ST ensured physical safety (e.g. placement of objects, not blocking exits, teaching safety precautions prior to an activity).	In addition, the ST created an atmosphere that was enjoyable, inclusive, and nonthreatening for all students. The ST deftly employed strategies that did not allow one or two students to dominate class discussion, as well as used sensitive strategies for drawing other students into discussion or a sense of belonging to the classroom community. The ST was able to pick up subtle signs of antisocial student behavior and handle them well or reflect on how they might be handled.
4h. Maximized instructional time, with minimum time spent on transitions and discipline.	The lesson delivered by the ST included interruptions or wasted time that might have been avoided by preplanning or better choices made during class time. Student learning and focus may have appeared to be disrupted by too many transitions or transitions that were not well handled or planned for.	The ST demonstrated a grasp of communication methods, practical methods and preplanning techniques designed to minimize loss of instructional time. Based on circumstances, the ST made good decisions related to time spent on discipline matters or distraction by individual students. Although ST used various teaching strategies, student attention to learning was not unduly distracted by constant transitions from one activity to another.	In addition, the ST exhibited the ability to "think on his or her feet" in order to minimize disruption caused by an unforeseen event, error, or student disruption. The ST managed to keep students focused on the lesson topics without undue distraction by non-learning events.
4i. Used positive classroom management techniques that encourage mutual respect and positive recognition of all members of	The ST did not, overall, exhibit the ability to manage the classroom in a way that ensured a positive classroom	The ST employed techniques that tended to bring out the best characteristics and abilities in	In addition, the ST employed techniques designed to foster a sense of mutual appreciation, tolerance and collegiality

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
the learning community. (Aligns with AAHE 4.C).	environment. Classroom management decisions may have detracted from learning by individuals or groups of students and/or may not have conveyed a respectful or positive approach to student behavior.	students, and did not allow certain students to dominate or distract. The ST directed discussions, assigned groups, and made other decisions designed to discourage isolating or segregating practices among students.	in the classroom. The ST may also have done a superb job in managing or diffusing a difficult situation, with the result of visibly increasing student confidence in the ST's ability to create a stable and safe environment.
4j. Exhibited and modeled good communication skills, including effective use of nonverbal cues, and appropriate and accurate use of spoken and written English. (Aligns with AAHE 8.B).	The ST did not exhibit good communication skills, which may be due to a still developing level of self-confidence. Directions or instruction conveyed to students may not have been clear. Or the ST may have made noticeable grammatical errors.	The ST communicated information and instruction in an effective manner, and did a good job leading discussions and eliciting student responses. The ST was able to organize information in such a way that students were able to grasp key concepts, and answered student questions clearly. In all respects, the ST used correct grammar and word choices, and modeled correct usage of the English language. The ST also modeled good health literacy skills.	The ST is clearly an excellent communicator, and maintained student interest and understanding throughout the lesson. As appropriate to the lesson, the ST did not "dominate" as much as lead the learning activities, and was adept at using nonverbal cues to maintain class discipline, or convey other information, so as to minimize disruption and keep focus.
4k. Implemented strategies that helped students demonstrate responsible personal and social behaviors in a productive learning environment.	The ST did not implement any strategies designed to encourage responsible personal and social behaviors, or did not appear to monitor student behavior related to such things as sharing equipment, returning materials to their proper place, working in teams, exercising good sportsmanship, etc.	The ST modeled and implemented one or more identifiable strategies designed to foster personal responsibility, team work, fairness, and mutual respect. The ST appropriately handled any student behaviors that were irresponsible, hurtful or antisocial.	The lesson consistently integrated routines and practices designed to emphasize personal responsibility, fair play, and respectful behavior. The ST was consistently watchful of student behavior, and gracefully and sensitively intervened as appropriate.
4l. Communicated in ways that convey respect and sensitivity. (Aligns with AAHE 8.D).	The ST exhibited one or more interactions with students that could be interpreted as disrespectful or insensitive. The ST may have been too informal with students overall, and/or may have inappropriately used humor or sarcasm to call attention to one or more student's performance. The ST may have singled out a student for correction in ways that did or could cause the student embarrassment or	At all times, the ST treated all students with respect, and did not resort to sarcasm or cause any student to be singled out for correction of an activity or performance in an overt way that might cause the student to be embarrassed or ridiculed by other students. The ST took care not to show favoritism or allow extra time for students who excel in health-	In addition, the ST appeared particularly attuned to students who were either not confident or poor performers of health-related activities, and ensured that the overall lesson was designed for inclusion of all students, and included modifications as needed. The ST also was aware of and planned instruction to accommodate language and cultural differences among students related to dress, acceptable inter-gender

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	discomfort.	related activities. Conversely, the ST did not exempt gifted students from observation, correction or suggestions.	interaction, range of familiarity with certain sports, etc.
5. PROFESSIONAL BEHAVIOR AND DISPOSITIONS. In the course of this observation and post-observation conference, as well as other observations and interactions to date, the student teacher . . .			
5a. Has modeled a reflective attitude toward his/her teaching practice and applies reflection to modifications of future practice. (Aligns with AAHE 4.D).	In post-observation conferences as well as in other situations, the ST does not appear to use reflection on his/her instruction in a useful way. This observer has not seen examples of how the ST has made changes to teaching practice based on reflections that have been shared with the observer.	The ST makes a habit of reflecting on the effectiveness of his/her teaching, and has discussed or exhibited, in concrete ways, how s/he made changes to future instruction (e.g. by changing an approach, better planning, working on public speaking skills, reassessing class readiness, or building on a successful strategy).	The ST clearly sees reflection as a critical tool and is able to use it constructively. The ST has also exhibited grace and resilience in "recovering" from one or more poor teaching experiences, and has shown the ability to gain wisdom as the result of errors in judgment, or reactions to school-based events.
5b. Has used feedback from students, supervisors, colleagues and peers toward improvement of teaching.	The ST has not learned to respond well to critical feedback, and may either respond negatively or defensively to criticism, or respond by a loss of self-confidence instead of using the feedback as a positive contribution to his or her growth as a teacher.	The ST exhibits sufficient maturity and self-confidence to be able to respond positively and productively to feedback from peers, college faculty, and experienced teachers. The ST has conscientiously made efforts to improve performance based on feedback.	In addition, the ST is able to "sort" feedback for its value and application to his or her teaching, and does not lose confidence or focus after a setback or poor review.
5c. Has exhibited professional attitude and demeanor with colleagues and students. (Aligns with AAHE 8D).	The ST does not consistently demonstrate awareness, understanding, or some of the attributes of professionalism; this may be exhibited by habits such as coming to class late, missing class without going through proper notification procedures, exhibiting inappropriate informality with students, or not following through on expectations with students or supervisors. The ST's words and behaviors indicate a lack of comprehension about how professional actions and decisions affect others.	The ST exhibits professional behaviors in manners of dress and deportment, timeliness, and accountability. Over time, the ST has learned to grow into the "role" of a teacher, with a respect for the boundaries and responsibilities the role entails. The cooperating teacher is comfortable with allowing the ST to take complete charge of the class and make professional decisions as appropriate. The ST's words and behaviors indicate comprehension of how professional actions and decisions affect others.	The ST fully exhibits attributes of professionalism, and has consistently behaved and comported him or herself in a professional manner with students and colleagues. The ST's words and behaviors indicate an intention to use professional actions and decisions to positively affect others.
5d. Has responded to requests for health information, exhibited resourcefulness in	The ST has not exhibited either the self-confidence or a sense of	The ST can be held accountable for meeting professional responsibilities	The ST clearly goes the extra mile to find not only solutions to problems, but

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
selecting health education materials, and self-initiative in solving problems, as well as timeliness in completing professional responsibilities such as returning student work. (Aligns with AAHE 7B & 7C).	responsibility to solve problems within his or her domain of allowed responsibilities (e.g. finds resources, adjust instruction, work with a difficult student). The ST may be overly reliant on the cooperating teacher to solve problems that occur on a daily basis. The ST has not been consistently reliable in giving student written feedback or following up on commitments made to students.	in his or her student teaching role, including problem solving, locating resources, compensating for errors, and completing assigned tasks on time (correcting student work, other responsibilities). At the same time, the ST understands when to seek help and when a problem or circumstance calls for consultation with the classroom teacher or other professional.	also to locate additional resources or offer assistance to students or teachers.
5e. Has exhibited ability and desire to collaborate with families, colleagues, school personal, and the community to develop partnerships that can maximize student opportunities for learning and emotional growth and well-being in planning and implementing health education programs. (Aligns with AAHE 6C)	The ST has not exhibited noticeable efforts or interest in collaborating with parents or colleagues as a means toward enhancing student learning or well-being.	The ST's behavior conveys his or her appreciation of the collaborative role of teaching. Within the limitations of the student teaching experience, the ST seeks to build relationships with families, colleagues, and community resources in order to increase learning opportunities for students.	The ST may have created learning activities or lessons that invite parental participation, or made efforts to get to know parents of students in her or her classroom. The ST may have taken the initiative to make or use community contacts to extend learning opportunities to students, or volunteered for a school-based activity (and followed through on the commitment).
5f. Has exhibited attributes of ethical behavior, trustworthiness, responsibility, and respect for confidentiality in his/her relationships with students and colleagues. (Aligns with AAHE 7D, 8D)	On one or more occasions, the ST has exhibited behavior that calls into question his or her knowledge or internalization of professional ethics. The ST has not sufficiently demonstrated that this mistake was a result of inexperience, and will not likely be repeated.	The ST knows the ethics and dispositions expected of teachers, and can be counted on to act in a responsible and trustworthy manner in all situations. In particular, the ST understands the responsibilities and legal requirements related to teacher-student and teacher-parent confidentiality.	In addition, the ST may have acted admirably and appropriately in a difficult situation, and made appropriate professional and ethical decisions with grace and discretion.
5g. Has treated all students fairly and with respect, and consistently strives to help all students achieve to their fullest capacity.	The ST has not, based on observation, made any real efforts to treat students equitably and respectfully. The ST may ignore students who do not participate in discussion, or allow some students to monopolize his or her attention. The ST may not consistently make wise or fair choices in terms of the assignment of resources or study groups. The ST	The ST takes seriously what is meant and required in order to treat all students with fairness, as well as his or her responsibility to help all students maximize their learning potential. The ST checks him or herself for behaviors or biases that may lead to extra attention being given to one group or type of	In addition, the ST demonstrates through his or her actions in the classroom and interactions with parents (if observed) a sense of value, respect and enjoyment of each student. It is clear that the ST has put some effort into finding ways to reach and acknowledge students who may be disengaged or have emotional or

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	may not consider or accommodate for equity issues (e.g. resources available in the home) in homework or project assignments. The ST may create a perception of valuing some students over others.	student over another.	behavioral disorders. The ST is alert to signs that any student may need additional resources or a different class placement in order to achieve to his/her fullest capacity, and is able to document and communicate those concerns appropriately.
5h. As appropriate to his/her student teaching role, has exhibited awareness of the learning and emotional needs of all students within coordinated school health programs, and advocated for additional resources or intervention for individual students and the school health education program where appropriate. (Aligns with AAHE 8C)	The ST has not exhibited awareness of or taken extra steps to respond to the learning or emotional needs of individual students. The ST may not have made appropriate efforts to plan accommodations for students with IEPs or physical disabilities. The ST may choose to ignore student behavior or signs that should be brought to the attention of the cooperating teacher, or may not seek appropriate advice when he/she has been unsuccessful in teaching a child.	The ST is knowledgeable about and aware of the range of student learning needs in his or her classroom, and consistently plans for the range of learning needs and makes accommodations for specific students as needed. The ST is also alert to signs that a child may have learning, behavioral or emotional disorders (or gifts) that may have recently developed or gone unnoticed, and takes the appropriate initiative in such circumstances.	The ST exhibits a desire and ability to get to know the "whole child" and to respond to each child in ways that communicate appreciation for the child and elicit responses from the child's "best self." The ST has put effort into finding enrichment or learning resources for students in order to help them develop their potential.
5i. Has demonstrated awareness and appreciation of the cultural diversity represented within his/her classroom and takes advantage of opportunities to explore the artistic, intellectual and/or historical contributions of various cultures.	The ST has not appeared to take notice of the cultural diversity in his/her classroom, or used the presence of diversity as a learning or teaching opportunity. The ST may not communicate an appreciation of classroom or school diversity, or may ignore or show discomfort with students who do not represent the cultural "norm" of the classroom (e.g. non-English speakers, gay or lesbian students, etc).	The ST is knowledgeable of the range of cultural and language diversity within his/her classroom, and uses that diversity as a resource and opportunity for the enrichment of learning. The ST works successfully and honestly to overcome any biases or tendency to "overlook" students whose backgrounds or language are unfamiliar.	The ST has done research into the culture or heritage of students, particularly those who may feel "marginalized" by language barriers. The ST regularly seeks to enrich instruction by demonstrating the contributions of world cultures to the arts and sciences.
5j. Has used instructional and management strategies that support democratic values within the classroom, including tolerance for a variety of opinions, and encouragement of student-centered decision making and problem solving. (Aligns with AAHE 4A).	The ST does not take advantage of opportunities to "teach democratic values," and may have demonstrated some discomfort or inability to help students explore a range of opinions on a topic. In lessons delivered by the ST, students have had few or no	The ST uses instructional or management strategies that enforce democratic values, individual freedom of thought, and collective decision-making. The ST is tolerant of and encourages tolerance of a variety of opinions, but knows ways	The ST consistently finds ways to use instruction as a teaching tool for democratic values and the development of students as responsible citizens in a multicultural society. The ST develops lessons and activities that engage students in working to improve or solve

Evaluated Item	Developing (0-1)	Acceptable (2-3)	Target (4-5)
	opportunities for making decisions or solving problems as a group, exchanging in spirited debate, etc. Instruction has been primarily teacher-centered.	to respond productively and non-judgmentally to student opinions that reflect intolerance or bias.	problems in their community, and engage students in debate and discussion of multiple viewpoints.
5k. Has demonstrated commitment to and propensity for being a lifelong learner; consistently seeks out research, resources, and advice from colleagues to support his/her teaching.	The ST has demonstrated no obvious desire to extend his or her learning -- of either pedagogy or the subject area of his or her teaching. It has not been demonstrated that the ST has availed him/herself of research, resources, or advice in order to enrich instruction.	The ST has demonstrated an ability and desire to look for new ways to expand his or her knowledge and professional growth; s/he is open and eager to seeking advice and modeling behaviors and techniques observed in the teaching practices of peers, faculty, and experienced classroom teachers.	In addition, the ST has demonstrated eagerness and ambition in terms of the desire to expand her knowledge and learning both on a day to day basis, and in terms of professional career growth.
5l. Has demonstrated a genuine enjoyment of the teaching profession and passion for comprehensive school health education.	The ST has not developed or demonstrated a sense that he or she enjoys his or her teaching role. The ST may have communicated "second thoughts" to the College Supervisor about either his or her propensity to be a good teacher, or about the choice of the age level or discipline.	It is clear that the ST enjoys working with and teaching children, looks forward to having his/her own classroom, and in spite of self-doubts that are normal at this stage, is comfortable with his or her career choice. The ST also enjoys and has a propensity for the academic disciplines he or she will teach.	The ST demonstrates a true passion for teaching, and eagerly looks forward to each new day of student teaching and beginning his or her career. The choice of teaching focus chosen by the teacher is clearly suited to the teacher's interests and talents.

3/26/11