



EDU4353 - Secondary Physical Education Student Teacher Evaluation Report - Form A-B

Introduction

Student

Date

2019-10-28

Teacher

School

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

Other

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

0

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."



IEP/ISP

Percent

504 Plan

Percent

Title I

Percent

Gifted/Talented

Percent

Please indicate the number of students in your classroom who receive free/reduced lunch. If none, enter "0."

Free/Reduced Lunch

Percent

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL

Percent

Attendance

Please indicate the days the MLC student was absent. *Click to add additional rows.*

Date absent	Reason
<input type="text"/>	<input type="text"/>

Ministry Traits

Discuss in relation to service in the school and community.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in school activities
- participates in community activities

Comments

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Standard 1: Subject Matter

1. demonstrates competence in content area subject matter

1 2 3 4 5

Comments

2. researches to enrich and update content area subject matter

1 2 3 4 5

Comments



Standard 2: Student Learning

1. modifies plans/movement opportunities to meet students' varying abilities

- 1 2 3 4 5

Comments

2. plans lessons that are developmentally appropriate

- 1 2 3 4 5

Comments

3. promotes active learning by maximizing student movement time

- 1 2 3 4 5

Comments

4. plans activities/experiences to achieve maximum participation and minimize inactivity

- 1 2 3 4 5

Comments

Standard 3: Diverse Learners

1. respects each student as a unique child of God

- 1 2 3 4 5

Comments

2. is sensitive to students' backgrounds and feelings

- 1 2 3 4 5

Comments

3. provides for differences among students by adjusting tasks based on student performance

- 1 2 3 4 5

Comments

4. Facilitates an inclusive environment for all students

- 1 2 3 4 5

Comments

Standard 4: Instructional Strategies

1. teaches lesson concepts logically and sequentially

- 1 2 3 4 5

Comments

2. utilizes teaching strategies which stimulate all levels of thinking skills

- 1 2 3 4 5

Comments

3. uses a variety of instructional resources to enhance lessons

- 1 2 3 4 5

Comments

4. uses technological resources to enhance lessons

- 1 2 3 4 5

Comments

5. uses effective teaching cues for skill instruction

- 1 2 3 4 5

Comments

6. utilizes effective and appropriate demonstration techniques

- 1 2 3 4 5

Comments

Standard 5: Learning Environment

1. creates and maintains a positive and productive learning environment

- 1 2 3 4 5

Comments

2. encourages and models Christian living among the students

- 1 2 3 4 5

Comments



3. speaks in a manner that gains the students' respect

- 1 2 3 4 5

Comments

4. uses disciplinary techniques which reflect Christian principles

- 1 2 3 4 5

Comments

5. is flexible in dealing with unexpected situations

- 1 2 3 4 5

Comments

6. is consistent and persistent in letting students know what is expected

- 1 2 3 4 5

Comments

7. manages the entire class while working with smaller groups

- 1 2 3 4 5

Comments

8. is conscious of the "little" details that contribute to good order

- 1 2 3 4 5

Comments

9. ensures a physically and emotionally safe environment

- 1 2 3 4 5

Comments

10. strong and proactive supervision using proper teacher positioning

- 1 2 3 4 5

Comments

Standard 6: Communication

1. has a strong and effective voice

- 1 2 3 4 5

Comments

2. demonstrates effective oral and written communication with students

- 1 2 3 4 5

Comments

3. demonstrates effective oral and written communication with co-workers, parents, and community

- 1 2 3 4 5

Comments

Standard 7: Planning Instruction

1. develops plans that give evidence of the components of a well-structured lesson

- 1 2 3 4 5

Comments

2. plans to integrate Christian truths into lessons when appropriate

- 1 2 3 4 5

Comments

3. integrates Christian truths into lessons when appropriate

- 1 2 3 4 5

Comments

4. connects disciplinary knowledge to other subject areas

- 1 2 3 4 5

Comments

5. plans to integrate technology into lessons when appropriate

- 1 2 3 4 5

Comments

6. plans for effective transitions and equipment distribution to maximize learning time

- 1 2 3 4 5

Comments

7. plans for student learning in the affective, cognitive and psychomotor domains

- 1 2 3 4 5

Comments



Standard 8: Assessment

1. uses valid procedures to formally assess student learning

- 1 2 3 4 5

Comments

2. provides timely positive and specific feedback to students on the quality of their performance

- 1 2 3 4 5

Comments

3. uses available technological tools to assess student learning

- 1 2 3 4 5

Comments

4. makes use of multiple strategies/ tools to assess the three learning domains both with formative and summative assessments

- 1 2 3 4 5

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

- 1 2 3 4 5

Comments

2. is punctual and dependable in attendance

- 1 2 3 4 5

Comments

3. exhibits professional dress and demeanor

- 1 2 3 4 5

Comments

4. displays leadership qualities

- 1 2 3 4 5

Comments

5. is reliable in completing assigned tasks

- 1 2 3 4 5

Comments

6. is well organized and efficient

- 1 2 3 4 5

Comments

7. displays initiative

- 1 2 3 4 5

Comments

8. is able to accept and implement constructive criticism

- 1 2 3 4 5

Comments

9. makes appropriate self-evaluations of teaching

- 1 2 3 4 5

Comments

10. makes appropriate adjustments as a result of self-evaluation

- 1 2 3 4 5

Comments

11. is passionate for the subject matter

- 1 2 3 4 5

Comments

12. strives to demonstrate a healthy active lifestyle

- 1 2 3 4 5

Comments

Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative

- 1 2 3 4 5

Comments



2. is friendly when meeting people

- 1 2 3 4 5

Comments

3. relates well to others in social situations

- 1 2 3 4 5

Comments

4. is organized and respectful in equipment usage

- 1 2 3 4 5

Comments

Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:

Identify subjects taught least effectively:

Is this student teacher recommended to teach at the secondary level?

- Yes
 No

Additional comments:

Final Ratings for Student Teaching

See "[Rubric for Final Ratings for Student Teaching](#)" for descriptions of rating choices.

Teaching:

- Superior
 Strong-Superior
 Strong
 Satisfactory-Strong
 Satisfactory
 Acceptable-Satisfactory
 Acceptable

Management:

- Superior
 Strong-Superior
 Strong
 Satisfactory-Strong
 Satisfactory
 Acceptable-Satisfactory
 Acceptable