



9. Plans indicate a respect for cultural and linguistic diversity, and instruction is differentiated for all learners (e.g., individual needs, abilities and interests). NASPE 3.5 CF1, CF5	0	0%	5	20%	20	80%	1	3.85%	25	2.8
10. Specific, meaningful and timely feedback is provided to students. NASPE 4.3 CF1, CF4	0	0%	7	26.92%	19	73.08%	0	0%	26	2.73
11. Student performance is continually assessed to guide instruction. NASPE 5.2 CF1, CF4	0	0%	6	25%	18	75%	2	7.69%	24	2.75
12. Lesson presentation is changed in response to observation of student performance and/or information from formative assessment. NASPE 4.4 CF1, CF4	0	0%	5	20%	20	80%	1	3.85%	25	2.8
13. Technology enhances instruction. NASPE 3.7 CF2	0	0%	14	58.33%	10	41.67%	2	7.69%	24	2.42
14. Lesson pace is appropriate. NASPE 4.5 CF1, CF5	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
15. Appropriate closure is provided. NASPE 5.2 CF1, CF4	0	0%	5	19.23%	21	80.77%	0	0%	26	2.81
16. Appropriate tone of voice and inflection is used throughout the lesson. NASPE 4.1 CF3	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
17. Appropriate demonstrations and explanations enhance instruction. NASPE 4.2 CF1, CF3	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
18. Provide learning experiences that allow students to form connections between the specific subject area and other disciplines. NAPSE 1.1 CF1	0	0%	11	42.31%	15	57.69%	0	0%	26	2.58
19. Students remain on task and engaged in the learning tasks or activities. NASPE 1.2 CF1	0	0%	7	26.92%	19	73.08%	0	0%	26	2.73
20. Learning tasks and activities are developmentally appropriate. NASPE 1.3 CF1	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
21. Identifies critical elements (cues) of motor skills and performance concepts. NASPE 1.5 CF1	0	0%	7	26.92%	19	73.08%	0	0%	26	2.73
22. Analyze skills and performance concepts and provide positive, specific and congruent feedback. NASPE 1.5	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
<b>Total/Percentage</b>	0	0%	129	22.79%	437	77.21%	6	1.05%	566	

<b>Evidence of Student Learning - Domain 2</b>	<b># Unacceptable</b>	<b>% Unacceptable</b>	<b># Acceptable</b>	<b>% Acceptable</b>	<b># Target</b>	<b>% Target</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
23. Assessment is based on mastery of learning expectations which are aligned with local, state and national standards. NASPE 5.1 CF1, CF4	0	0%	6	25%	18	75%	2	7.69%	24	2.75
24. Grading is based on assessment of student learning. NASPE 5.1 CF1, CF4	0	0%	3	13.04%	20	86.96%	3	11.54%	23	2.87
25. There is ongoing formal and informal assessment. NASPE 5.2 CF1, CF4	0	0%	6	24%	19	76%	1	3.85%	25	2.76
26. Assessment criteria is communicated to students. NASPE 5.2 CF1,	0	0%	5	19.23%	21	80.77%	0	0%	26	2.81

## CF4

27. Multiple assessment strategies and tools are used (formative and summative) to monitor student learning. NASPE 5.2 CF1, CF4	0	0%	6	25%	18	75%	2	7.69%	24	2.75
28. Students can self-assess and are aware of their own progress toward learning goals. NASPE 5.2 CF1, CF4	0	0%	4	16%	21	84%	1	3.85%	25	2.84
29. Uses self-reflection to evaluate instruction. NASPE 5.3	0	0%	7	28%	18	72%	1	3.85%	25	2.72
<b>Total/Percentage</b>	0	0%	37	21.51%	135	78.49%	10	5.49%	172	

<b>Management/Organization - Domain 3</b>	<b># Unacceptable</b>	<b>% Unacceptable</b>	<b># Acceptable</b>	<b>% Acceptable</b>	<b># Target</b>	<b>% Target</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
30. Instructional area is safe, orderly, and supports learning activities. NASPE 4.5 CF1, CF3	0	0%	2	7.69%	24	92.31%	0	0%	26	2.92
31. Adequate and developmentally appropriate equipment is accessible and utilized. NASPE 4.5 CF1,CF3	0	0%	3	11.54%	23	88.46%	0	0%	26	2.88
32. Students understand and adhere to class rules, routines and behavioral expectations NASPE 4.5 CF1, CF3	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
33. Class routines maximize instructional time. NASPE 4.5 CF1, CF3	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
34. There is a behavior management plan that is fair, firm, and equitable. NASPE 4.5 CF1,CF3	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
35. Appropriate behaviors are reinforced consistently. NASPE 4.5 CF1, CF3	0	0%	5	20%	20	80%	1	3.85%	25	2.8
36. Effective management strategies are used NASPE 4.5 CF1, CF3	0	0%	7	26.92%	19	73.08%	0	0%	26	2.73
37. Students are actively monitored and closely supervised. NASPE 4.5 CF1, CF3	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
38. Students are appropriately grouped. NASPE 4.5 CF1,CF3	0	0%	5	19.23%	21	80.77%	0	0%	26	2.81
39. Effective and smooth transitions are apparent. NASPE 4.5 CF1,CF3	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
40. Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations. NASPE 4.5 CF1, CF3	0	0%	5	19.23%	21	80.77%	0	0%	26	2.81
<b>Total/Percentage</b>	0	0%	53	18.6%	232	81.4%	1	0.35%	285	

<b>Learning Climate - Domain 4</b>	<b># Unacceptable</b>	<b>% Unacceptable</b>	<b># Acceptable</b>	<b>% Acceptable</b>	<b># Target</b>	<b>% Target</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
41. Lifelong physical activity and skillful movement are promoted. NASPE 6.1 CF1, CF3,CF5	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
42. There is a safe, secure, learning environment that promotes, success,	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85

appropriate risk taking, positive self-expression and enjoyment. NASPE 6.1  
CF1, CF3, CF5

43. High expectations for learning and behavior are evident. NASPE 4.6 CF1, CF5	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
44. Climate of courtesy and respect is established. NASPE 4.6 CF1, CF5	0	0%	3	11.54%	23	88.46%	0	0%	26	2.88
45. Students demonstrate respect and appreciation for individual differences. NASPE 4.6 CF1, CF5	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
46. Students accept responsibility for their learning and actions. NASPE 4.6 CF1, CF5	0	0%	7	26.92%	19	73.08%	0	0%	26	2.73
47. Students support the learning of others. NASPE 4.6 CF1, CF5	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
48. Students are recognized and praised for efforts and positive contributions. NASPE 6.1 CF1, CF3, CF5	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
49. Teacher candidate communicates in ways that demonstrate sensitivity to all students. NASPE 6.4 CF1, CF3, CF5	0	0%	2	7.69%	24	92.31%	0	0%	26	2.92
<b>Total/Percentage</b>	0	0%	40	17.09%	194	82.91%	0	0%	234	

<b>Professionalism - Domain 5</b>	<b># Unacceptable</b>	<b>% Unacceptable</b>	<b># Acceptable</b>	<b>% Acceptable</b>	<b># Target</b>	<b>% Target</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
50. Teacher candidate is an advocate for the profession. NASPE 6.2 CF1, CF5	0	0%	3	11.54%	23	88.46%	0	0%	26	2.88
51. Teacher candidate is receptive to feedback and seeks opportunities for personal growth. NASPE 6.2 CF1, CF5	0	0%	2	7.69%	24	92.31%	0	0%	26	2.92
52. Teacher candidate participates in professional organizations. NASPE 6.2 CF1, CF5	0	0%	11	47.83%	12	52.17%	3	11.54%	23	2.52
53. Teacher candidate reflects upon and incorporates new learning into practice. NASPE 5.3 CF1, CF4, CF5	0	0%	3	11.54%	23	88.46%	0	0%	26	2.88
54. Teacher candidate shares information, resources and expertise with peers. NASPE 6.2 CF1, CF5	0	0%	3	12%	22	88%	1	3.85%	25	2.88
55. Teacher candidate is collegial and interacts appropriately with staff, parents and school volunteers. NASPE 6.3 CF1, CF3, CF5	0	0%	4	15.38%	22	84.62%	0	0%	26	2.85
56. Teacher candidate collaborates with community, colleagues, staff, and resource persons. NASPE 6.2 CF1, CF5	0	0%	6	23.08%	20	76.92%	0	0%	26	2.77
57. Teacher candidate models appropriate appearance, attire, attitudes and behavior. NASPE 6.3 CF1, CF3, CF5	0	0%	2	7.69%	24	92.31%	0	0%	26	2.92
<b>Total/Percentage</b>	0	0%	34	16.67%	170	83.33%	4	1.92%	204	