

Coastal Carolina University  
Spadoni College of Education and Social Sciences  
**SPA Internship Evaluation: Physical Education**

**Intern:**

**CCU ID:**

**Program:**

**Course:**

**Semester:**

**Evaluation Type:**  Formative  
 Summative  
 Consensus

**University Supervisor:**

**Cooperating Teacher:**

**School Site:**

**Grade/Subject:**

**Date:**

**Completed by:**  University Supervisor  
 Cooperating Teacher  
 Intern

**Scoring:**

- (4) Exemplary: Far exceeds expectations of a beginning teacher.
- (3) Proficient: Meets expectations of a beginning teacher.
- (2) Developing: Beginning to meet expectations of a beginning teacher.
- (1) Unacceptable: Does not meet expectations of a beginning teacher.

**If Formative:**

- Expectation is developing or proficient.
- Exemplary rating *requires* supporting evidence.
- Developing may require an improvement plan or other assistance as deemed necessary.
- Unacceptable rating *requires* an improvement plan

**If Summative/** - Exemplary rating *requires* supporting evidence.

**Consensus:** - Unacceptable rating *requires* an improvement plan and student teaching to be extended or repeated if there is insufficient improvement in the time allotted.

*Rubric begins on next page.*

Criterion	Unacceptable (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
<b>Learning Environment (1.0)</b>					
1. Establishing the learning environment (1.1.2)	Only highly skilled or physically fit students are viewed as successful learners. Teachers and peers overlook and/ or ignore students who are not highly skilled or physically fit.	Some attention is given to low skilled or physically limited students; however, students who are highly skilled or physically fit are showcased.	The environment is supportive of <u>most</u> children and promotes developing a positive self-concept. Children are encouraged to try, free of criticism or harassment from the teacher or other students.	The environment is supportive of <u>all</u> children and promotes developing a positive self-concept. Children are encouraged to <u>repeatedly</u> try, free of criticism or harassment from the teacher or other students.	
2. Establishing the learning environment (1.1.4)	The rules are unclear and can vary from day to day.	Fair and consistent classroom-management practices are used; however, students do not take responsibility for personal behavior.	Fair and consistent classroom-management practices encourage student responsibility for positive behavior; however, students are <u>not</u> included in the process of developing class rules/agreements.	Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.	
3. Establishing the learning environment (1.1.5)	Verbal or nonverbal behavior that is hurtful to other children is overlooked and/or ignored.	Bullying, taunting and inappropriate student remarks and behaviors are dealt with inconsistently and laxly.	Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.	Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly and have lasting effects.	
4. Exercise as punishment (1.2.1)	Teachers use activities/exercises (e.g., running laps, performing pushups) to punish misbehavior.	Teachers select activities/exercises that do not elicit student interest/on-task behavior.	Teachers select activities/exercises that are fun and result in on-task behavior; however, no connections are made beyond PE.	Teachers promote exercise for its contribution to a healthy lifestyle. Children are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.	
5. Safety (1.3.2)	Human-target games (dodge ball) and/ or drills that allow aggressive behavior toward other students or unsafe use of equipment are permitted.	Games and/or drills do not result in aggressive student behavior or unsafe use of equipment.	Activities are selected carefully to ensure that they match most students' ability levels and are safe for all students, regardless of ability level.	Activities are selected carefully to ensure that they match <u>all</u> students' ability levels and are safe for all students, regardless of ability level.	
6. Safety (1.3.6)	Teachers routinely position themselves so that they don't have all children in view, or they leave classes unsupervised for periods of time.	Teachers <u>sometimes</u> position themselves so that they don't have all children in view.	Teachers are positioned to observe all children but occasionally ignore unsafe behavior or respond to it slowly.	Teachers ensure student safety by monitoring class closely and responding quickly to unsafe behavior.	
7. Diversity (1.4.2)	Teachers teach American team sports (e.g., football, basketball, softball) exclusively.	Teachers teach American team and individual/dual sports (e.g., golf, tennis) exclusively.	Teachers teach American sports but purposely make connections to those sports as played in other countries or by	Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world).	

			underrepresented groups within the U.S.		
8. Equity (1.5.1)	Highly skilled children are permitted to dominate activities (e.g., athletes or boys are always picked as team/squad leaders, are permitted to go first in team games or play the dominant positions, are selected to demonstrate).	Purposeful attempts are made to provide equitable curriculum and instruction to boys/girls and low-/high-skilled students; however, inequitable participation still results.	The teacher overcompensates attention toward girls or low-skilled students such that interactions with boys or high-skilled students are inconsistent and do not account for their curricular needs.	All children (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback).	
9. Inclusion (1.6.1-3)	Children with permanent or temporary disabling conditions are not included in the lesson as befits their limitations (i.e., excluded, included but not related to lesson, included but without appropriate adaptations)	Teachers make reactive in-lesson changes to activities in response to special needs students and most changes do not favorably impact student performance.	Teachers consciously plan for students with special needs, but their plans/actions do not meet the needs of students befitting their IEP, interests, or competency level.	Teachers implement provisions in IEP as they relate to PE, provide appropriate experiences for students with temporary disabilities, and adapt activities to suit the capabilities of disabled students.	
10. Competition & cooperation (1.7.2)	Teachers focus on producing full-scale competition and limit skill instruction. Traditional games and rules are used extensively (e.g., students play 11 v 11 soccer instead of modifying the game to 3 v 3). Highly competitive team games dominate the curriculum. Teachers focus on activities that yield “winners” and “losers.”	Balance between skill instruction and gameplay is evident, but gameplay is devoid of teaching. One or two modifications are made to enhance competitive balance and engage all students. The curriculum includes 1 or more cooperative or individual/dual games. Teacher avoids using terms such as “winners” and “losers.”	Balance between skill instruction and gameplay is evident; gameplay incorporates instructional elements. Multiple modifications are made to enhance competitive balance and engage all students. The curriculum is balanced between competitive and cooperative/individual/dual games. Redirects student hyper-competitiveness with appropriate language (e.g., “It’s just a game”).	Teachers create a mastery-learning environment that encourages students to compete against previous personal performances or against a criterion score. Children are given opportunities to choose their competitive environment. Teacher creates opportunities for students to demonstrate sportsmanship.	
<b>Instructional Strategies (2.0)</b>					
11. Expectations for student learning (2.1.1)	Students are expected to be “busy, happy, and good,” with no emphasis on learning and improvement. Teachers don’t articulate lesson goals and expectations to students.	Students are expected to learn but a one-size-fits-all approach is conveyed. Teachers don’t articulate lesson goals and expectations <u>clearly</u> to students.	Clear lesson goals and objectives for student learning and performance are communicated to students; however, students are <u>not</u> held accountable for those expectations.	Clear lesson goals and objectives for student learning and performance are communicated to students. Students are held accountable for those expectations through various strategies (e.g., goal setting, teacher monitoring, assessment, and evaluation).	
12. Class design (2.3.1)	PE classes have no identifiable structure (e.g., students start class by performing the activity of the day with no introduction or warm-up).	Multiple components are missing from the lesson: <ul style="list-style-type: none"> <li>• Introduction or anticipatory set</li> <li>• Warm-up</li> </ul>	Physical education classes include warm-up or cool-down, instructional focus and/or fitness activities; however, they do not include either an	Physical education classes begin with an instant activity or anticipatory set and activity-related warm-up; proceed to the instructional focus and/or fitness activities; and close with	

		<ul style="list-style-type: none"> <li>• Main activities have a fitness component</li> <li>• Main activities have instructional value</li> <li>• Cool-down</li> <li>• Review/reflection of objectives</li> </ul>	introduction or review/reflection.	a physiological cool-down and a review/reflection of instructional objectives.	
13. Learning time (2.4.1)	The teacher doesn't use effective time management strategies and devotes little time to developing skill or offering meaningful feedback (e.g., gameplay begins before students have the necessary skills, strategies, or tactics for competent play).	Skill progression of activities is evident; however, tasks are not performed sufficiently to allow for improvement or are not modified to adjust for rate of learning. Or tasks last too long such that they become stale and student off task behavior is seen. Feedback focuses mainly on discrete skills and not on their application in gameplay.	The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis; however, gameplay is pushed forward or not modified even when students are not ready.	The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.	
14. Maximizing participation (2.5.1)	Lessons are organized poorly, so students spend much of the class time waiting for roll call, waiting in lines and/or waiting for equipment to be distributed. The first few minutes of the class are always spent sitting, getting organized or simply waiting for the teacher to signal that the class is about to begin.	Multiple issues that interfere with maximal participation are observed: <ul style="list-style-type: none"> <li>• Waiting for lesson to start</li> <li>• Waiting in lines</li> <li>• Waiting for equipment</li> <li>• Excessive sitting</li> <li>• Excessive time to get to activity space and begin</li> <li>• Excessive time to organize into groups</li> <li>• Excessive transitions (i.e., such that the flow of activity is frequently broken)</li> </ul>	Routines are evident that minimize time lost to housekeeping procedures. Instruction is limited to what is necessary for students to participate safely and independently. Attempts are made to organize the environment to maximize participation even when equipment and/or space is not optimal. However, multiple students' participation during instructional tasks/games is off-task or minimal.	Teachers organize their classes to maximize opportunities for all children to learn and be physically active. Enough equipment is provided so that children spend virtually no time waiting for turns or standing in lines. Students regularly "touch the ball" during gameplay.	
15. Teaching/learning styles (2.6.1)	The teacher provides "one size fits all" instruction, using primarily a direct teaching style, regardless of learning style or student response. The teacher doesn't consider student needs in planning instruction.	The teacher relies almost exclusively on command and practice style. Styles do not typically accommodate student choice.	The teacher tries 2-3 teaching styles, but they do not consistently suit the lesson objective/content or students are not able to implement them.	The teacher uses a variety of direct and indirect teaching styles to provide for children's success, depending on lesson objectives and content and students' varied learning styles.	
16. Teaching/learning styles (2.6.3)	The teacher asks few to no questions during the lesson.	The teacher asks multiple questions during the lesson, but questions asked are general or focus on recall of facts (e.g., game rule, skill cue).	The teacher asks questions at multiple points in the lesson; questions are a mix of lower- and higher-order questions, but not all students get the opportunity to answer.	The teacher emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions (e.g., those that deal with similarities, differences,	

				efficiency, and effectiveness) that involve all students responding.	
17. Success rate (2.8.1)	The teacher instructs as if all children in the class have identical skill and physical fitness levels, using a single standard for all children, which leads to frustration, boredom and/or misbehavior.	Some attempts are made to modify tasks to meet the needs of individuals or groups of students; however, success rates are still below 50% for a given task.	Student success rates are above 50% for a given task; however, success rates are not uniformly high across tasks throughout the lesson.	Students practice skills at high rates of success adjusted for individual skill levels within a “Try again; mistakes are okay” learning environment.	
18. Teacher feedback (2.9.1)	Children receive either no feedback or feedback that is primarily negative or too general (e.g., “Good job,” “Way to go”) to help improve performance. The teacher is not engaged instructionally and either merely officiates or plays with the students.	The teacher is engaged instructionally and minimizes their roles as a spectator or officiant. Feedback is somewhat frequent but is mostly motivational or general and does not correct errors.	The teacher consistently provides feedback throughout the main lesson segments, but the feedback still skews heavily toward general praise and ignores specific and/or corrective feedback that would reinforce correct skill performance or contribute to students changing incorrect performance. If tactical/strategic feedback is warranted, it is not given.	The teacher consistently provides specific skill cue feedback (e.g., “Remember to step forward on your opposite foot when you’re throwing”). The teacher provides some tactical/strategic feedback (e.g., “Remember to stay goal side when defending”) during gameplay.	
19. Technology use (2.10.1)	The teacher uses technology rarely, if ever.	The teacher uses technology inconsistently. If technology is regularly used, it is typically for organizing part of a lesson (e.g., timing or showing exercises)	The teacher regularly uses technology for lesson organization, instruction, and assessment. However, most technology does not involve active student interface with it.	The teacher regularly includes advanced technology to increase the lesson’s effectiveness (e.g., quantifying activity with pedometers, using HPE apps, incorporating video capture).	
<b>Curriculum (3.0)</b>					
20. Productive motor skill learning experiences (3.1.1)	The physical education curriculum lacks age-appropriate developmental goals and objectives and is based primarily on the teacher’s interests, preferences, and background (e.g., team sports dominate). Teachers teach what they coach, or teach their favorite activities, without concern for student choices, interests, or abilities.	The physical education curriculum demonstrates scope and sequence, based on goals and objectives that are appropriate for <u>some</u> students and that are derived from national or state standards. The teacher selects curriculum within their curriculum zone of comfort.	The physical education curriculum demonstrates scope and sequence, based on goals and objectives that are appropriate for <u>some</u> students and that are derived from national or state standards. The teacher selects curriculum that extends beyond their curriculum zone of comfort.	The physical education curriculum has an <u>obvious</u> scope and sequence, based on goals and objectives that are appropriate for <u>all</u> students and that are derived from national or state standards. Curriculum reflects student input and/or physical activity opportunities in the community.	
21. Productive motor skill learning experiences (3.1.3)	Lesson activities are chosen without regard to program goals and/or with little or no planning.	Lesson activities are developmentally appropriate by themselves but do not intuitively connect to or build on each other.	Lesson activities are developmentally appropriate, intuitively connect to or build on each other, but the teacher	Instruction follows a scope and sequence that is designed to scaffold prior learning and develop mature forms of skills and strategies.	

			does not connect the lesson to prior or future lessons.		
22. Productive motor skill learning experiences (3.1.4)	The same lesson plans and activities are used for all grade levels.	Lesson plans vary by grade level but show no differentiation between classes within a grade level (i.e., no adaptations based on the unique characteristics of individuals or groups within a particular class).	Teachers adapt their lessons for different classes within and between grade levels.	Teachers adapt their lessons for different classes within and between grade levels. Adaptations are based on forethought of individual students or groups within a class or reflection on previous lessons.	
23. Concept knowledge (3.2.1)	The teacher doesn't help students learn the scientific bases of physical activity.	The teacher sporadically and briefly refers to scientific principles associated with physical activity.	The teacher intermittently teaches about 1-2 aspects of scientific principles associated with physical activity.	Strategies, tactics, exercise science, biomechanical analysis, and psychological and fitness concepts are included throughout the curriculum.	
24. Regular participation (3.3.1)	No effort is made to connect physical education instruction to community offerings, recreation opportunities, or family involvement.	Connections between physical education instruction to community offerings, recreation opportunities, or family involvement are mentioned in passing or irregularly.	Teachers extend experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle. Connections <u>are not</u> realistically actionable by most students (i.e., expensive community sport teams).	Teachers <u>regularly</u> extend experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle. Connections are realistically actionable by most students.	
25. Self-responsibility and social skills (3.5.1)	Social skills are not taught but are assumed as a byproduct (e.g., fair play as a product of sport participation). Teachers don't take advantage of strategies such as child choice of equipment, peer teaching, group work and class involvement in establishing rules.	Teachers are reactionary in teaching about personal and social responsibility (e.g., talk to the whole class when a student calls another student a derogatory name, talks to an individual student who calls themselves a loser).	Teachers plan and instruct on personal and social responsibility; however, they do not provide modeling, demonstrations/scenarios, and/or feedback that would allow for systematic learning of the skills. Assessment of these skills is either not conducted or is irregular.	Teachers design activities throughout the program that provide students with opportunities to work together, for the purpose of developing social skills (cooperative and competitive) and learning responsible behavior (e.g., "good sport" skills are encouraged instead of trash talking). Situations are designed purposefully for teaching these skills; they're not left for "teachable moments" only. Assessment of these skills occurs regularly.	
26. Valuing physical activity (3.6.1)	Negative experiences in physical education class lead students to devalue the importance and enjoyment of physical activity.	Teachers encourage some children to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity; however, class activities are frequently unenjoyable, boring, or lack value.	Teachers encourage some children to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity. Activities mostly reinforce the messaging by being enjoyable.	Teachers encourage <u>all</u> children to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity. Activities reinforce the messaging by being enjoyable.	

27. Interdisciplinary instruction (3.7.1)	Teachers do not link physical education experiences with content in mathematics, reading, science, social studies, foreign language, art, and/or music.	Teachers rarely link physical education experiences with content in mathematics, reading, science, social studies, foreign language, art, and/or music.	Teachers link physical education experiences with content in mathematics, reading, science, social studies, foreign language, art, and/or music; however, it is done in a forced manner or infrequently.	Teachers frequently and seamlessly (i.e., not forced) link physical education experiences with content in mathematics, reading, science, social studies, foreign language, art, and/or music.	
<b>Assessment (4.0)</b>					
28. Assessment use (4.1.1)	Assessment is not performed.	Assessment is rare and random and occurs only within the context of grading (e.g., dress and attendance to earn an "A").	Assessment of learning is conducted but primarily consists of teacher eyeballing without notation of formal results.	Formative and summative assessments constitute ongoing and integral parts of the learning process for all students.	
29. Variety of assessments (4.2.1)	Teachers assess only one aspect of student learning or improvement (e.g., physical fitness).	Teachers assess psychomotor learning (e.g., skill(s) performance and/or application) and one other domain.	Teachers systematically teach and assess all domains (cognitive, affective, and psychomotor); however, assessment techniques are not authentic (i.e., discrete skill performance, written knowledge test)	Teachers systematically teach and assess all domains (cognitive, affective, and psychomotor) using a variety of assessment techniques.	
30. Variety of assessments (4.2.2)	Assessments are not defined clearly and/or don't relate to unit goals and objectives.	Assessments include criteria but do not relate to unit goals	Assessments include defined criteria but are not explained to students prior to assessment.	Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., a rubric is provided and explained during instruction).	
31. Testing procedures (4.4.1)	Testing is public (e.g., students observe others completing the test while they wait for their turn to take it), with no instructions/reason given for the test.	Testing conditions are created that do not allow for optimal student performance and/or students are unsure of what/why they are being tested.	Teachers create testing conditions that safeguard students' well-being; however, testing conditions allow for academic misconduct (e.g., sharing answers, lying about one's score).	Teachers make every effort to create testing situations that are private, nonthreatening, educational, and encouraging (e.g., they explain what the test is designed to measure).	
32. Grading (4.6.2)	Teachers use subjective measures to assign grades (e.g., they're based solely on effort, participation, and/or attitude).	Teachers use a blend of objective and subjective measures to assign grades.	Teachers use primarily objective measures to assign grades.	Teachers use solely objective measures to assign grades. Students know the components of, and criteria included in their grade, and the rationale behind each.	
33. Program assessment (4.7.1)	Program evaluation is based solely on personal impressions.	Program evaluation is based mostly on personal impressions with assessment data used only to bolster impressions.	Data on student achievement are used to evaluate program effectiveness infrequently. Reflection on program effectiveness focuses mainly on areas of strength or is limited.	Data on student achievement are used to evaluate program effectiveness on a regular basis. Reflection on multiple areas of strength and areas needing improvement are intertwined.	

Professionalism (5.0)					
34. Professional growth (5.1.1)	The teacher makes no effort to stay current. The teacher relies solely on personal knowledge and/or experience.	The teacher learns new information at the request of school personnel or the university supervisor (i.e., they are not proactive).	The teacher inconsistently seeks new information to stay current (i.e., reads journals, websites, or blogs; attends conferences, workshops, or in-services).	The teacher continually seeks new information to stay current (i.e., reads journals, websites, or blogs; attends conferences, workshops, or in-services).	
35. Professional learning community (5.2.1)	The teacher only communicates with school personnel when required and/or the teacher is discourteous toward school personnel.	The teacher communicates with school personnel; however, their behavior shows unwillingness to receive and/or act on feedback.	The teacher and school personnel have a collegial relationship; however, most sharing of ideas and feelings is initiated by school personnel.	The teacher and school personnel have a collegial relationship where they regularly share their ideas and feelings about teaching and student learning.	
36. Advocacy (5.3.1)	The teacher does not communicate with parents/guardians, administrators or policymakers concerning physical education's objectives and goals or its importance to developing the whole child.	The teacher infrequently informs parents and/or guardians, administrators, and the public about the physical education program's goals and activities.	The teacher informs parents and/or guardians, administrators, and the public about the physical education program's goals and activities; however, they use a single medium to do so.	The teacher regularly informs parents and/or guardians, administrators, and the public about the physical education program's goals and activities. They use a variety of media (e.g., social media, website, newsletter, email) to do so.	
37. Participation in school culture	The teacher does not participate in extra-class activities (e.g., car/lunch duty, test proctoring, dress up days, fundraisers, clubs, sport events, back-to-school/parent/community events, or others).	The teacher participates in one event (e.g., car/lunch duty, test proctoring, dress up days, fundraisers, clubs, sport events, back-to-school/parent/community events, or others) because they are told to do so.	The teacher actively plans and participates in one event (e.g., car/lunch duty, test proctoring, dress up days, fundraisers, clubs, sport events, back-to-school/parent/community events, or others).	The teacher actively plans and participates in more than one event (e.g., car/lunch duty, test proctoring, dress up days, fundraisers, clubs, sport events, back-to-school/parent/community events, or others).	
38. Comportment	The teacher loses their temper, uses profanity/sarcasm, is frequently late, no-shows, is dressed inappropriately (i.e., wears non-athletic shoes or clothing), practices poor hygiene, and/or frequently does not submit required paperwork.	The teacher demonstrates calm temperament, uses appropriate language, and maintains healthy hygiene habits. However, they may not exhibit consistent enthusiasm, demonstrate a health-enhancing level of fitness, attend all class sessions on time, always dress professionally, and/or submit required paperwork late.	The teacher demonstrates calm temperament, uses appropriate language, attends all class sessions and is on time, is dressed professionally, and maintains healthy hygiene habits. However, they may not exhibit consistent enthusiasm, demonstrate a health-enhancing level of fitness, and/or submit required paperwork late.	The teacher demonstrates calm temperament, uses appropriate language, is genuinely enthusiastic, attends all class sessions and is on time, is dressed professionally, maintains healthy hygiene habits, demonstrates a health-enhancing level of fitness, and proactively submits required paperwork.	
SPA Items: SHAPE (Managerial)					
39. Control of student behavior (1.d(1b))	The teacher uses punitive measures to control behavior.	The teacher controls student behavior using proactive strategies inconsistently (i.e., catch them when they are good, rewarding positive behavior)	The teacher controls student behavior using proactive strategies consistently (i.e., catch them when they are good, rewarding positive behavior)	The teacher controls student behavior using proactive strategies including encouraging self-responsibility and personal reflection.	



40. Established class rules (4.d(1))	The teacher uses ineffective rules or has difficulty implementing rules and/or they lack clarity or are stated in language inappropriate for the age group.	The teacher has established rules stated in developmentally appropriate language and are enforced.	The teacher has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues, which are enforced with consistency.	The teacher has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues, which are enforced with consistency in a positive, proactive and timely manner.	
41. Managerial routines (4.d(2))	The teacher fails to create and use managerial routines to augment instruction.	The teacher's managerial routines for equipment usage, attendance and grouping patterns are inconsistently utilized.	The teacher's managerial routines are present such as multiple equipment distribution points, and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, etc.	The teacher's managerial routines are present and <u>innovative</u> such as multiple equipment distribution points, and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, etc.	
42. Spacing (4.d(3))	The teacher's arrangement of students' spacing for tasks impeded practice (too close or too far apart) and could possibly result in a lack of student safety.	The teacher's use of space is not always managed for students to excel in skill development.	Effective use of space is evident in the lesson with students occasionally participating in the organization of the space for their use.	Space is maximized through thoughtful planning and implementation with students participating in the organization of the space for their use.	
43. Signals (4.d(4))	The teacher fails to have clear stop and start signals.	The teacher is inconsistent with stop and start signals.	The teacher designates clear stop and start signals.	The teacher's stop and start signals are clear, effective, creative, and consistent.	
44. Behavior addressed (4.d(6))	The teacher addresses behavior issues insufficiently or ineffectively (with punitive measures taken frequently to control students).	The teacher ensures behavior issues are immediately, efficiently, and effectively addressed.	The teacher ensures behavior issues are immediately, efficiently, and effectively addressed with proactive strategies such as student prompts.	The teacher's students consistently self-manage their behavior during lessons.	
<b>SPA Items: SHAPE (Lesson Planning)</b>					
45. Measurable SLOs (3.a(3))	All objectives are not measurable.	Some, but not all, objectives are measurable.	All objectives are measurable.	All objectives are measurable and clearly/concisely written.	
46. Complete SLOs (3.a(8))	All SLOs are missing one or more parts (situation, task, and criteria).	One SLO is complete (situation, task, and criteria).	Two SLOs are complete (situation, task, criteria).	All SLOs are complete, clearly demonstrating situation task, and criteria.	
47. Adaptations (3.c(2))	Plan does not contain adaptations to accommodate individual differences due to ability, need, and/or interest.	Plan contains minimal adaptations and/or are inappropriate for students who need them to excel.	Plan includes formulaic (e.g., more time, assignments in language other than English)/repetitive (i.e., no changes between tasks) yet appropriate instructional adaptations to accommodate individual differences.	Plan includes appropriate instructional adaptations to accommodate individual differences with a rationale provided for each adaptation.	

48. Completeness	More than 3 items below do not appear in the lesson plan: <ul style="list-style-type: none"> <li>Materials/equipment (type and amount)</li> <li>List of multiple cues for each skill/tactic being taught</li> <li>Appropriate time increments provided for each lesson segment</li> <li>Thorough description of each activity (setup, how to perform, rules)</li> <li>Identification of demonstration components (what, who, where)</li> <li>List of transitions</li> <li>List of lesson-specific rules addressing how students are to use equipment and organize</li> <li>Script of specific questions related directly to content that include higher order questions</li> </ul>	Two to three items below do not appear in the lesson plan: <ul style="list-style-type: none"> <li>Materials/equipment (type and amount)</li> <li>List of multiple cues for each skill/tactic being taught</li> <li>Appropriate time increments provided for each lesson segment</li> <li>Thorough description of each activity (setup, how to perform, rules)</li> <li>Identification of demonstration components (what, who, where)</li> <li>List of transitions</li> <li>List of lesson-specific rules addressing how students are to use equipment and organize</li> <li>Script of specific questions related directly to content that include higher-order questions</li> </ul>	One item below does not appear in the lesson plan: Materials/equipment (type and amount) List of multiple cues for each skill/tactic being taught Appropriate time increments provided for each lesson segment Thorough description of each activity (setup, how to perform, rules) Identification of demonstration components (what, who, where) List of transitions List of lesson-specific rules addressing how students are to use equipment and organize Script of specific questions related directly to content that include higher-order questions	All items below appear in the lesson plan: <ul style="list-style-type: none"> <li>Materials/equipment (type and amount)</li> <li>List of multiple cues for each skill/tactic being taught</li> <li>Appropriate time increments provided for each lesson segment</li> <li>Thorough description of each activity (setup, how to perform, rules)</li> <li>Identification of demonstration components (what, who, where)</li> <li>List of transitions</li> <li>List of lesson-specific rules addressing how students are to use equipment and organize</li> <li>Script of specific questions related directly to content that include higher-order questions</li> </ul>	
49. Floor plan	No images are provided for showing organization of space, students, and equipment.	Any images are messy and/or do not convey sufficient information (i.e., space, equipment, and student locations and dimensions).	Neat images provided but do not convey sufficient information (i.e., space, equipment, and student locations and dimensions).	Neat images provided for all major tasks that delineate setup of space, and location of equipment and students, and specify distances/areas such that someone else could faithfully set up the space.	
<b>SPA Items: SHAPE (Unit Planning)</b>					
50. Writing quality (4.a(1))	Unit plan and/or other materials (task sheets, exit slips, etc.) contain more than 15 mistakes in grammar and spelling.	Unit plan and/or other materials (task sheets, exit slips, etc.) contain 10-15 mistakes in grammar and spelling.	Unit plan and/or other materials (task sheets, exit slips, etc.) contain 5-9 mistakes in grammar and spelling.	Unit plan and/or other materials (task sheets, exit slips, etc.) contain <5 mistakes in grammar and spelling.	
51. Assessment alignment (5.a(2))	Unit assessments do not align with unit goals.	Unit assessments are evident, but 1-2 goals do not have a matching assessment within the unit plan.	Unit assessments are evident, and all are completely aligned with stated goals in the unit plan.	Unit assessments are evident, completely aligned and developmentally appropriate with stated goals in the unit plan.	
52. Appropriate goals	Unit plan goals are too narrow and/or do not include goals representing all 3 learning domains.	Unit plan goals are broad and represent 2 or more learning domains. However, 1-2 goals are not developmentally appropriate and not likely to be	Unit plan goals are broad and represent all 3 learning domains. However, 1-2 goals are not developmentally appropriate or not likely to be	Unit plan goals are comprehensive and include goals representing all 3 learning domains. The likelihood of students achieving unit goals are high	

		achieved in the time frame devoted.	achieved in the time frame devoted.	given the time frame devoted and them being a developmentally appropriate match for most students.	
53. Connections	Activities across lessons within the unit do not naturally flow together (i.e., disconnected skills) and/or do not build from closed to dynamic application. Game play is added at the end of the unit, but there is no indication that previous lessons have prepared students to be successful.	Some activities across lessons within the unit do not naturally flow together (i.e., disconnected skills) and/or do not build from closed to dynamic application. Game play is added at the end of the unit, but there is no clear indication that previous lessons have prepared students to be successful.	Most activities across lessons within the unit naturally flow together (i.e., disconnected skills) and build from closed to dynamic application.  Game play if added at the end of the unit is unlikely to work even though previous lessons were appropriate, because necessary modifications were not made.	All activities across lessons within the unit naturally flow together (i.e., connected skills) and build from closed to dynamic application.  Modified game play if added at the end of the unit is reasonable, because previous lessons have prepared students to be successful.	

Evaluation Comments:

Intern: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

