



KSC SUMMATIVE CLINICAL EVALUATION FORM

Date 5/5/11 Teacher Candidate Sarah Titus KSC Supervisor Dr. Fitni Dastani Program Sec. Practicum

Cooperating Teacher Jean Condon School Kenne High Grade 9-12

(1, 2, 3)*	I. PLANNING AND PREPARATION FOR INSTRUCTION	Comments
3	A. Demonstrates knowledge of students and school context	Learned all Names!
3	B. Demonstrates knowledge of content and associated pedagogy	Yes!
3	C. Demonstrates planning of instructional goals / activities / assessments / learning outcomes	
(1, 2, 3)*	II. CREATING A LEARNING ENVIRONMENT	Comments
3	A. Creates an environment of respect and rapport	
2/3	B. Manages routines and procedures	3 still developing
2/3	C. Manages student behavior	
(1, 2, 3)*	III. INSTRUCTION	Comments
3	A. Activates and maintains engagement	Yes!
2	B. Demonstrates flexibility and responsiveness	Yes! tough for beginning teacher
3	C. Facilitates activities	Yes Over All
3	D. Demonstrates effective pacing and timing	
(1, 2, 3)*	IV. PROFESSIONAL RESPONSIBILITY	Comments
3	A. Demonstrates clear and accurate communication with all audiences	
3	B. Exhibits professional interactions and pursues professional development	
N/A	C. Utilizes technology	Good
3	D. Reflects on practice	

\*See rubric on reverse side of this document

Signature (Cooperating Teacher or KSC Supervisor):  
Date: 5/5/11

*[Signature]*

Final evaluation  
Student Teaching

Other: \_\_\_\_\_  
Other: \_\_\_\_\_

Signature (Student):  
Date: \_\_\_\_\_

Please circle the appropriate point of evaluation: Mid-term evaluation

Please circle the appropriate clinical setting: Methods/Practicum

### KSC Clinical Assessment Rubric

	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Planning and Preparing Instruction	<p><i>Knowledge of Students and School Context</i></p> <p>Minimal knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests &amp; cultural heritage</p>	<p>Accurate knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests &amp; cultural heritage</p>	<p>Thorough understanding of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests &amp; cultural heritage</p>
	<p><i>Knowledge of Content &amp; Associated Pedagogy</i></p> <p>Many content errors; does not clarify student errors or misconceptions</p>	<p>Basic content knowledge; basic associated pedagogical knowledge</p>	<p>Solid content knowledge; pedagogical practice reflects best practice</p>
Creating a Learning Environment	<p><i>Instructional Goals/Activities/Assessments/Learning Outcomes</i></p> <p>Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes</p>	<p>Goals clear &amp; standards-based; suitable activities; assessment congruent w/ goals; appropriate learning outcomes met</p>	<p>Clear standards-based goals; wide variety of appropriate activities; assessment congruent with goals and clear criteria for students; multiple appropriate learning outcomes met</p>
	<p><i>Respect/Rapport</i></p> <p>Allows for disrespectful environment; student-teacher or student-student interaction is negative, demeaning, or age inappropriate</p>	<p>Fosters environment of respect; appropriate student-teacher and student-student interactions evident</p>	<p>Creates pervasive environment of respect; exemplary student-teacher and student-student interactions evident</p>
Instruction	<p><i>Managing Routines &amp; Procedures</i></p> <p>Time lost due to inefficiency, unnecessary time spent on non-instructional activities</p>	<p>Efficient; minimal loss of time on non-instructional activities</p>	<p>Organized routines; systems in place for efficiently handling non-instructional activities</p>
	<p><i>Managing Student Behavior</i></p> <p>Minimal standards of conduct; student behavior not monitored; response to misbehavior inconsistent; safety of students compromised</p>	<p>Standards of conduct established; aware of and responsive to misconduct; safety of all students assured</p>	<p>Standards of conduct established with student collaboration; alert and responsive to all student behaviors; safety of all students assured</p>
Professional Responsibility	<p><i>Activating &amp; Maintaining Engagement</i></p> <p>No agenda available or inconsistent use of agenda; little or no prior knowledge activated; minimal questioning techniques; few students involved/focused; lack of enthusiasm for content</p>	<p>Agenda visible and referenced; prior knowledge activated; enthusiasm for content; variety of questioning techniques; most students involved; maintains student focus</p>	<p>Consistent use of complete &amp; clear agenda; prior knowledge of all students activated; enthusiasm for content; broad variety of questioning strategies; all students involved; commanding presence</p>
	<p><i>Flexibility/Responsiveness</i></p> <p>Rigid or unresponsive to student questions and/or needs; inadequate feedback</p>	<p>Accommodation of student needs evident; appropriate feedback offered</p>	<p>Lesson adjusted as needed to meet all student needs; high quality, consistent feedback that fosters interaction</p>
Professional Responsibility	<p><i>Activities</i></p> <p>Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality; activities not relevant to content/standards</p>	<p>Variety of activities utilizing quality instructional materials/resources; activities relevant to content/standards</p>	<p>Wide variety of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards</p>
	<p><i>Pacing &amp; Timing</i></p> <p>Untimely start of class; no planned transitions; no adjustment of lesson flow; no closure</p>	<p>Class generally begins on time; some transitions; relatively smooth lesson flow; inconsistent use of closure</p>	<p>Class begins on time; effective transitions; seamless lesson flow; consistent lesson closures</p>
Professional Responsibility	<p><i>Clear &amp; Accurate Communication with All Audiences</i></p> <p>Unclear, inappropriate or inaccurate written or oral communication that is not clearly directed to a specific audience</p>	<p>Audible, legible, appropriate language for a specific audience; clarifications readily available</p>	<p>Clear, appropriate, and accurate written and oral language directed to a specific audience</p>
	<p><i>Professional Interactions &amp; Pursuit of Professional Development</i></p> <p>Relationships w/colleagues are negative or self-serving; no involvement in school activities; little or no professional development activities; unprofessional appearance/demeanor</p>	<p>Cordial relationships w/colleagues; participates in school activities when asked; participates in some convenient professional development activities; generally professional appearance/demeanor</p>	<p>Supportive/cooperative relationships w/colleagues; volunteers for &amp; contributes to school activities; seeks opportunities for professional development; consistent professional appearance/demeanor</p>
Professional Responsibility	<p><i>Use of Technology</i></p> <p>Little or minimal use of technology in the classroom</p>	<p>Some use of technology in instruction</p>	<p>Embraces technology as an instructional tool; instructs students in the use of technology and designs activities employing technology</p>
	<p><i>Reflective Practice</i></p> <p>Effectiveness of instruction not articulated or is unclear as to changes needed in instruction</p>	<p>Generally accurate impression of lesson effectiveness; makes a few general suggestions for change</p>	<p>Accurately assesses lesson effectiveness and cites specific examples; makes specific suggestions for improvements for instruction and learning</p>

**KEENE STATE COLLEGE PHYSICAL EDUCATION  
Final Evaluation Report\* - Secondary Practicum**

Teacher: Miss Condon Practicum Student: Sarah Titus Date: 7/12/11  
 Grade: 9-12 Activity: Soccer Unit School: K. H.S.

PROFESSIONAL BEHAVIOR	observed	NASPE standard	Notes
satisfactory attendance/punctuality	✓	6.3	Great!
conduct displays professionalism	✓	6.3	
shows appropriate grooming for professional appearance	✓	6.3	
displays energy, enthusiasm, and an active lifestyle	✓	6.3	
actively participates in the professional physical education community and within the broader education field	N/A	6.2	
shows respect and sensitivity to others	✓	6.4	
is sensitive to strengths/weaknesses, multiple needs, learning styles, & experiences of learners	✓	6.1	
uses reflection to critique teaching performance, set goals, and implement change	✓	5.3	

PLANNING	observed	NASPE standard	Notes
displays satisfactory unit planning including block planning	✓	3.1	Great!
displays satisfactory lesson planning	✓	3.1	
plans reflect attention to the range of NASPE Standards	✓	3.2	
plans reflect knowledge of content and pedagogy	✓	1.5	
plans incorporate developmentally appropriate activities for the range of learners	✓	3.5	
planned activities reflect lesson objectives	✓	3.3	
planned activities provide for challenge and success for various learners	✓	3.6	
plans show use of a variety of resources to provide for active and equitable learning experiences	✓	3.4	
planning includes provision for assessment of student learning	N/A	5.1	

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT	observed	NASPE standard	Notes
uses a variety of strategies to promote respect, rapport, and communication among students	✓	4.6	Some were better than others Yes! Good work 😊
manages routines and procedures that promote an effective learning environment	✓	4.5	
management techniques promote safety, on-task behavior, and maximize learning time	✓	4.5	
transitions are smooth and contribute to maximizing learning time	✓	4.5	
organizes and manages resources to provide active and equitable learning experience	N/A	3.4	
displays enthusiasm and motivates students toward physically active lifestyles	✓	6.1	
uses a variety of means to engage students in learning in and outside the physical education class	N/A	6.1	
implements a positive discipline plan	N/A	4.6	

INSTRUCTION	observed	NASPE standard	Notes
directions are clear and brief	✓	4.1	→ challenged a bit
uses language appropriate to students' level	✓	4.1	Excellent!
projects voice adequately for learning environment	✓	4.1	
pacing of communication promotes effective learning	✓	4.1	yes & No
provides effective demonstrations/explanations of motor skills & activities	✓	2.1, 4.2	
instructional cues and prompts facilitate learning and performing skills and activities	✓	4.2	Great
nonverbal communication supports instruction	✓	4.1	
provides effective feedback	✓	1.5, 4.3	
effectively uses questions to promote student learning, critical thinking, and responsibility	✓	5.2	
is responsive to student needs	✓	4.4	

EVIDENCE OF STUDENT LEARNING	observed	NASPE standard	Notes
student learning is evident for all lesson objectives	N/A	5.2	
uses a variety of appropriate authentic and traditional assessment techniques for formative and summative assessment	N/A	5.2	

\* many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching  
 In my judgment, I recommend the following grade:

Exceeds Expectations \_\_\_\_\_ Meets Expectations \_\_\_\_\_ Does not meet expectations \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

post observation notes:

### COMMENDATIONS

- Great Voice Inflection & demanding attention!
- Good work minimizing transition/management time w/o cones
- Great Movement during activities & specific feedback, using names! 😊 "Alex"

### RECOMMENDATIONS

- Cones would eliminate lane issues
- Be clear on whether switching lines/not to avoid uneven #
- Length was a bit much, also width was challenging (overestimated skill level)
- Remember to position pinnies
- Planning groupings critical

Student Teaching Goals:

N/A

Notebook:

N/A

Final Notes:

- Did a good job overall!
- Struggled a bit in closing activity but you tried to fix the problem & persevered

**KEENE STATE COLLEGE PHYSICAL EDUCATION  
Final Evaluation Report\* - Secondary Practicum**

Teacher: Miss Condon Practicum Student: Sarah Titus Date: 4/29/11  
 Grade: 9-12 Activity: Soccer School: Keene HS

PROFESSIONAL BEHAVIOR	observed	NASPE standard	Notes
satisfactory attendance/punctuality	✓	6.3	<i>Much Better</i>
conduct displays professionalism	✓	6.3	
shows appropriate grooming for professional appearance	✓	6.3	
displays energy, enthusiasm, and an active lifestyle	✓	6.3	
actively participates in the professional physical education community and within the broader education field	N/A	6.2	
shows respect and sensitivity to others	✓	6.4	
is sensitive to strengths/weaknesses, multiple needs, learning styles, & experiences of learners	✓	6.1	
uses reflection to critique teaching performance, set goals, and implement change	✓	5.3	

PLANNING	observed	NASPE standard	Notes
displays satisfactory unit planning including block planning	✓	3.1	<i>Nice lesson plans</i>
displays satisfactory lesson planning	✓	3.1	
plans reflect attention to the range of NASPE Standards	✓	3.2	
plans reflect knowledge of content and pedagogy	✓	1.5	
plans incorporate developmentally appropriate activities for the range of learners	✓	3.5	
planned activities reflect lesson objectives	✓	3.3	
planned activities provide for challenge and success for various learners	✓	3.6	
plans show use of a variety of resources to provide for active and equitable learning experiences	✓	3.4	
planning includes provision for assessment of student learning	✓	5.1	

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT	observed	NASPE standard	Notes
uses a variety of strategies to promote respect, rapport, and communication among students	✓	4.6	<i>Good Very Professional</i>
manages routines and procedures that promote an effective learning environment	✓	4.5	
management techniques promote safety, on-task behavior, and maximize learning time	✓	4.5	
transitions are smooth and contribute to maximizing learning time	✓	4.5	
organizes and manages resources to provide active and equitable learning experience	✓	3.4	
displays enthusiasm and motivates students toward physically active lifestyles	✓	6.1	
uses a variety of means to engage students in learning in and outside the physical education class	✓	6.1	
implements a positive discipline plan	✓	4.6	

INSTRUCTION	observed	NASPE standard	Notes
directions are clear and brief	✓	4.1	<i>Be sure to have everyone's attention</i>
uses language appropriate to students' level	✓	4.1	
projects voice adequately for learning environment	✓	4.1	
pacing of communication promotes effective learning	✓	4.1	
provides effective demonstrations/explanations of motor skills & activities	✓	2.1, 4.2	
instructional cues and prompts facilitate learning and performing skills and activities	✓	4.2	
nonverbal communication supports instruction	✓	4.1	
provides effective feedback	✓	1.5, 4.3	
effectively uses questions to promote student learning, critical thinking, and responsibility	✓	5.2	
is responsive to student needs	✓	4.4	

EVIDENCE OF STUDENT LEARNING	observed	NASPE standard	Notes
student learning is evident for all lesson objectives	✓	5.2	
uses a variety of appropriate authentic and traditional assessment techniques for formative and summative assessment	N/A	5.2	

\* many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching  
 In my judgment, I recommend the following grade:

Exceeds Expectations \_\_\_\_\_ Meets Expectations \_\_\_\_\_ Does not meet expectations \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

COMMENDATIONS

- Good patience (allowed us to enjoy the warmup)
- Good Job on behavioral, skill, & strategy expectations
- Nice Job on Feedback (try to be more specific)
- Spacing was good (created a good amount of throwins)

RECOMMENDATIONS

- Make sure you gain everyone's attention first
- \* Blow whistle when out of bounds comes up (did it over all but not initially)
- "Raise your hand if you know the answer to..."

Student Teaching Goals:

Notebook:

Final Notes:

Good Overall

Nice Job this  
Semester