

Observation Record – Internship II (PHYSICAL EDUCATION)

Winthrop University – Richard W. Riley College of Education

Internship II Intern:	Mentor:	Observation date:	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced
Observer: <input type="checkbox"/> Supervisor <input type="checkbox"/> Mentor <input type="checkbox"/> Site-based	Content/Topic:	Lesson Approach: <input type="checkbox"/> Co-Teaching <input type="checkbox"/> Solo Teaching	

	ADEPT Domain (competencies below are <i>required to meet expectations</i> of Internship II)	Evaluative Comments (<i>evaluate the candidate’s performance based upon the criteria of each ADEPT domain for the observation period AND the overall experience thus far</i>)	This Observation	Overall performance in Internship II thus far
Planning	<ul style="list-style-type: none"> •Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards •Designs, selects, or modifies multiple assessments that are aligned with lesson objectives •Uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning •Plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Environment	<ul style="list-style-type: none"> •Creates and maintains a safe educational environment that is conducive to learning •Maintains a caring, fair, and inclusive educational environment •Creates environments that promote positive social interaction and collaboration in the learning environment •Implements proactive classroom management strategies that promote positive behaviors and active engagement 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	<ul style="list-style-type: none"> •Effectively communicates appropriately challenging expectations to learners •Helps learners assume responsibility for their own learning •Differentiates instruction to meet the needs of diverse learners •Demonstrates a thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content •Implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences •Measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria •Effectively uses summative assessment strategies to determine mastery of learning and communicates results to students •Implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking •Provides specific and timely instructional feedback to students pertaining to stated outcomes •Facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression •Uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction /environment effectively •Implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Content	<ul style="list-style-type: none"> •Presents content without error in both written and oral format •Provides meaningful, content-based feedback •Teaches for transfer by connecting to prior learning and other content areas •Masters content to accurately address student questions and address misconceptions 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Professionalism <ul style="list-style-type: none"> •Collaborates with caregivers and school professionals to enhance student learning •Maintains professional relationships with school personnel and students •Is a participant in school initiatives and supports school-related organizations and activities •Demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English •Adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, and FERPA requirements and acts appropriately when faced with legal issues of children •Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management) •Is receptive to and incorporates professional learning and constructive feedback from school and university professionals •Uses self-reflection to evaluate and improve professional practice 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
PETE Outcomes <ul style="list-style-type: none"> •Applies common content of developmentally appropriate motor skills, movement concepts, and movement patterns •Provides specialized content about skill cues, identifies critical elements, and predicts common errors. •Applies physiological and biomechanical concepts related to skillful movement, physical activity, and fitness to teaching •Applies motor learning and behavioral theory related to skillful movement, physical activity, and fitness to teaching •Applies motor development theory related to skillful movement, physical activity, and fitness to teaching •Plans and manages resources to provide fair, equitable, and active learning tasks •Uses appropriate demonstrations, explanations, and teaching cues/prompts aligned with lesson objectives •Uses transitions, routines, and positive behavior management to create a safe, active, and supportive environment •Analyzes motor skills and performance concepts to provide specific, congruent feedback •Uses strategies, including technology, to promote and advocate for physical education and physical activity 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Specific strengths:	Required actions for improvement:
	Suggested actions for improvement:

Teacher candidate initials the statements below:

_____ I received an explanation of the feedback from this observation during the post-observation conference.

_____ My performance in the experience thus far has been discussed and I understand both my strengths and required actions for improvement.

Date of pre-conference (required for announced observations) _____

Date of post-conference _____

Candidate signature _____ Observer signature _____