

# CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

## Subject Specific Pedagogy Fieldwork Assessment *PHYSICAL EDUCATION*

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

**Directions:** The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

**Performance Criteria:** Ratings are for performance as student teachers. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory

<b>California Teaching Performance Expectations (TPE) Part II: Teaching Physical Education</b>	<b>ST</b>	<b>MT</b>	<b>US</b>
<p><b>Physical Education Narrative</b></p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p>			

Candidates will be able to:

- Demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education (PE) and applicable ELD standards and balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity.
- Build content-rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines.
- Collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.
- Provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.
- Establish the learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education.
- Support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education.
- Teach students to write argumentative and expository text in physical education, and they understand how to teach speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education.
- Provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content
- Design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life.
- Create class environments that support students' cultural and ethnic backgrounds, assure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students' needs in learning the content.

\_\_\_\_\_ The candidate is qualified to continue in the program.

\_\_\_\_\_ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

\_\_\_\_\_ The candidate is **not** qualified to continue in the program (see attached explanation).

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Student Teacher

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Mentor Teacher

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University Supervisor