

**DEPARTMENT OF HUMAN MOVEMENT SCIENCES
PRACTICUM EVALUATION**

Teacher Candidate: _____ Clinical Faculty: _____
 School: _____ Grade: _____ Semester/Year: _____

Scale: 4 = Outstanding; 3 = Competent/Good; 2 = Improving; 1 = Unacceptable/Needs Work

PROFESSIONAL CONDUCT	4	3	2	1
1. Appropriate attire is worn				
2. Arrives at agreed upon time				
3. Notifies supervising teacher when ill or late				
4. Contacts university supervisor if not teaching as planned				
CLASSROOM MANAGEMENT	4	3	2	1
1. Start/stop signals are taught and used				
2. Student reaction to signals is within 5 seconds				
3. Positions self to see majority of students				
4. Uses perimeter movement				
5. Efficient use of space				
6. Effective organization of students				
7. Efficient distribution of equipment				
APPROPRIATE USE OF CLASS TIME	4	3	2	1
1. Appropriate instruction time				
2. Appropriate activity time				
3. Effective use of wait time				
4. Minimal transition time between tasks/stations				
LESSON PLANS (Health & PE)	4	3	2	1
1. Student objectives are complete and appropriate				
2. Teacher objectives are complete and appropriate				
3. Appropriate progression of content/tasks				
4. Content/tasks appropriate to student cognitive/motor skill level				
5. Instructional plan is complete				
6. Lesson plans are given to clinical faculty/supervisor on time				
FEEDBACK	4	3	2	1
1. Equal balance of positive and corrective feedback				
2. Specific & general feedback is provided at appropriate times				
3. Feedback is congruent to the task				
4. Feedback includes student names (minimum 50%)				
IMPLEMENTING INSTRUCTION (Physical Education)	4	3	2	1
1. Begins each lesson with a complete set induction				
2. Appropriate content development				
3. Ends each lesson with a closure				
4. Assess student learning (motor skill, cognitive, affective)				
5. Provides for safety of students				
6. "With it"; knows what students are doing				
7. Task Presentation				
IMPLEMENTING INSTRUCTION (Health)	4	3	2	1
1. Lesson objective given clearly				
2. Directions stated clearly				
3. Begins each lesson with a complete set induction				
4. End each lesson with a complete closure				
5. Relates current lesson to previous & future lessons				
6. Uses effective questioning techniques				
7. Uses a variety of methods				
8. Starts & stops class on time				
9. "With it"; knows what students are doing				

10. Uses appropriate signals for quieting class				
PROFESSIONAL ATTRIBUTES	4	3	2	1
1. Oral expression (articulate, expressive, animated, few grammatical errors)				
2. Written expression (effective communicator, clear organization of ideas, few misspellings/errors)				
3. Tact, Judgment (sensitive, diplomatic, thoughtful)				
4. Reliability/Dependability (self-starter, responsible, needs no reminders, completes all tasks on time)				
5. Self-initiative/Independence (creative, resourceful, independent, not passive)				
6. Collegiality (team member, share ideas, does not work in isolation)				
7. Interaction with students (outgoing, relates positively to students; not shy, hesitant, or antagonistic to students)				
8. Desire to improve teaching performance (continually seeks feedback for new & better ways of teaching; great effort to improve teaching performance)				
9. Responsiveness and adjustments to feedback				
10. Student learning potential (accepts responsibility for student learning; remains positive about all students' ability to learn)				
11. Professional ethics and demeanor (maintain high ethical & professional standard; is trustworthy and discreet)				
	4	3	2	1
Overall Rating				

AREAS OF STRENGTH:

AREAS TO BE DEVELOPED:

OTHER RELEVANT/BENEFICIAL INFORMATION:

Hours Student Completed: 15 ____ 30 ____ 31+ ____ (check one)

Signature of Clinical Faculty Member: _____

Date: _____