Clinical Experience Handbook
Health & Physical Education

Rowan University
COLLEGE OF EDUCATION

Department of Science, Technology, Engineering, Arts & Mathematics Education
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Contact Information

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Office of Field Experiences
856 256 4726

About This Handbook

This handbook is designed to provide guidelines and protocols specific to teacher candidates in clinical practice in health and physical education. Please carefully review all information pertaining to this culminating field experience.
Overview of Handbook

The Handbook for Clinical Experience in Health and Physical Education is designed to provide guidelines and protocols to Students for field work in Health and Physical Education. The Handbook begins with the preliminary requirements field experience students must complete prior to their first day. The subsequent sections describe each component of the experience, including general professional responsibilities; daily logs; observations of the learning community; and supplemental teaching evaluation. Every Teacher Candidate is required to develop a portfolio that provides evidence of how each section outlined in this handbook was satisfied.

Graduates of this teacher preparation program will demonstrate:

- The knowledge, performances, and dispositions as outlined in the Society of Health & Physical Educators (SHAPE) Standards for Beginning Teachers (http://www.ncate.org/LinkClick.aspx?fileticket=9jpRd%2B5aH84%3D&amp;tabid=676)
- Elements of the New Jersey Professional Standards for Teachers (http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf);
- Competence in the four domains of the Danielson Framework for Teaching (http://danielsongroup.org/framework/)

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Fall 2018 Schedule

First Meeting: Wednesday, September 5th - 9:00 am and 12 noon 
Based on class listing in Conference Room (TBA)
- Distribution of Clinical Experience Handbook and Confirmed Contract assignments
- Contractual agreements and Benchmarks
- Suggested College Supervisors

Second Meeting: Wednesday, September 12th - 9:00 am to 12 noon; Conference Room (TBA)
- Supervisor requirements and individual requirements
- Finalize Assignments to schools! Portfolio and Resume

Third Meeting: Wednesday, September 19th - 9:00 am to 12:00 pm; Conference Room (TBA)
- Finalize Rubric Evaluations
- Clarification of Contracts, Initial School Visitations
- Meet with assigned College Supervisors and Finalize
- Portfolio information along with the final evaluation responsibility

4th Wednesday: September 26th - Use this week to contact your schools and prepare for initial visitations!

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd – visit 1 A:</td>
<td>7th - visit 1 B:</td>
</tr>
<tr>
<td>10th - visit 2 A</td>
<td>14th – visit 2 B</td>
</tr>
<tr>
<td>17th – visit 3 A:</td>
<td>21st – visit 3 B:</td>
</tr>
<tr>
<td>24th - visit 4 A</td>
<td>28th – visit 4 B</td>
</tr>
<tr>
<td>31st – visit 5 A:</td>
<td>5th – visit 5 B</td>
</tr>
</tbody>
</table>

December

NOTE: Back on Campus December 12th for final supervisor reviews!
Teacher Candidate Checklist for Clinical Experience

Candidate Name: _______________________________ Date: ______________________

Assigned School: ____________________________ Phone: _______________________

College Supervisor: ____________________________

Level of Experience: ___________ Elementary ___________ Secondary

RESPONSIBILITIES

1. MAP – Before first visit ________________________

2. Cooperating Teacher (s) Assigned ________________________

3. Cooperating Teacher (s) schedule before first visit ________________________

4. Daily Logs ________________________

5. Time Analysis ________________________

6. Classroom Observations outside P.E. ________________________

7. Observations of Physical Education Classes ________________________

8. Interviews ________________________

9. Self-Analysis of lesson taught ________________________

10. Lesson Plan ________________________

11. Collaborating Teacher Evaluation ________________________

12. Notebook format ________________________
Responsibilities Of Teacher Candidate, Supervisors & Collaborating Teacher

I. Teacher Candidate Responsibilities:
   a. 5 visits (A) and 5 visits (B) assigned school
   b. Complete 5 daily log activity sheets for assigned school
   c. Complete a map, along with directions to each school
   d. Complete a time analysis for activity class and health for each school assigned
   e. Deliver letter from Coordinators’ office to Cooperating Teacher and Principal
      i. (Note that you must be observed by the College Supervisor teaching one lesson for
         visit A and one lesson for visit B)
   g. One classroom observation of area outside Physical Education from each school
   h. One observation of Physical Education class from each assigned school
   i. Two interviews from each school assigned – one for the cooperating teaching and
   j. One from a school administrator!
   k. Have cooperating teacher complete a summative evaluation and put it in the Rowan self-addressed envelope.
      i. Note: all information should be kept in a notebook format!
         ii. Note: all Clinical Experience students will be held accountable for Fitness Testing at the end of
            the semester.

II. College Supervisor Responsibilities:
   a. Will receive from .5 to 2 hours for time spent
   b. Participation in meetings with assigned group of students on assigned date
   c. Visit each assigned school once during each session
   d. (The supervisor will be required to observe you teaching one lesson per school)
   e. Collect and check the following:
   f. Student daily logs
   g. Time analysis
   h. Checklist or contents *
   i. Interviews
   j. Observations
   k. Collaborating teacher confirmation or evaluation sheet *
   l. The contents must be collected in notebook format and word processed!
   m. Students will be graded by the College Standard Grading System
   n. Each student should get Office Phone number and E-mail address for contacts
   o. Complete travel voucher as indicated by the main office

III. Collaborating Teacher Responsibilities:
   a. Mentor the teacher candidate
   b. Allow students opportunity to observe, participate and assist in teaching
   c. Follow prescribed format requested in the formal letter
   d. Assist student in completing observations, interviews, participation in activities and working with
      lessons for prospective teaching, if the opportunity occurs!
   e. Complete an evaluation on each student assigned and return to Rowan or the College supervisor
      assigned
Dear Collaborating Teacher:

The Department of Health and Exercise Science at Rowan University would like to take this opportunity to say thank you for assisting in our Clinical Field Experience. It is intended that each student complete 5 days at the elementary and secondary level and be exposed to the following experiences:

1st Visit: Meet with the cooperating teacher, receive a schedule of all visitations and make any necessary adjustments. Observe classes in Health, Physical Education and/or other academic areas.

2nd & 3rd: While in appropriate professional dress, students will observe and participate in classes as mentioned above. Students will interview one related professional person (ex: Principal, Vice-Principal, School nurse, A.D., HPE Chairperson or Coordinator). The cooperating teacher will help identify an outstanding teacher for future observation.

4th: The student will: (1) participate in a portion of one or more lessons, under the guidance of the assigned teacher(s); (2) observe one class taught by the designated outstanding teacher; and (3) submit lesson plans to be taught during the fourth visit.

5th: Student will assist in the teaching of lessons prepared by the cooperating teacher or will teach a lesson or lessons prepared by the student. The student must teach and be observed by the College Supervisor for one lesson!

It is important that each student have hands-on experience in the health class and the gymnasium. Teaching tips and suggestions you wish to give will be greatly appreciated. Students are expected to stay the full day.

Again, thank you for providing this laboratory experience to our junior professional preparation students. This experience is a prerequisite for Clinical Practice in student teaching. We appreciate any and all comments concerning the potential of the field experience students. A self-addressed envelope and final evaluation form will be provided.
CLINICAL FIELD EXPERIENCE – MAP/INFO
(DUE BEFORE FIRST VISIT)

YOUR NAME:___________________________________ DATE:________________

Your College Phone:_________________ College Address:________________________

School Assigned to:__________________________________________________________

Address & Town:______________________________________________________________

Principal:_______________________________ Phone:_______________________________

Name of Cooperating Teacher:___________________________________________________

If your supervisor needs only an address in order to In the space below, you are to draw a map from Esbjornson Gym to your assigned school for the Clinical Field Experience. Provide directions, route numbers, street names, mileage, landmarks and other information which you feel is necessary.
The following is a chart which you will fill out for each day of your Junior Field Experience. You are to note everything you do for the day, the amount of time spent in the activity, and give a brief comment about the activity. An example would be:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Spent</th>
<th>Comment (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation – Health Class</td>
<td>45 min.</td>
<td>Class discussed the proper care of teeth</td>
</tr>
</tbody>
</table>

You are also to list observations, classes in which you assist, any teaching you do, and any related activities (assisting with hall duty, lunch room observation, interviews).
# Physical Education Class Time Analysis

School____________________________________   Date________________________
Grade Level_________________   Class Size:   Males__________   Females__________
P.E._______  or  Health_______  Activity or Topic of Class_____________________________________________________

Elem. Experience: Analyze one lower grade and one upper grade. (i.e.: 2nd & 5th grade)
Secondary Experience: Analyze a Health & P.E. or two P.E. classes.

1. Determine, in minutes, the clock time from beginning to end of class period.
2. Determine, in minutes, the time on each segment as the class progresses.
3. Note the activity in one of the three blocks to the right.

Example:

<table>
<thead>
<tr>
<th>Clock Time</th>
<th>Time on Segment</th>
<th>Administrative</th>
<th>Instructional</th>
<th>Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05</td>
<td>7 min.</td>
<td>NA</td>
<td>NA</td>
<td>Warm-ups</td>
</tr>
</tbody>
</table>

Total minutes to class period:_____________

**Determine The Following:**

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Administrative Time (i.e., roll, equip., dressing, discipline, transitions, etc.)</td>
</tr>
<tr>
<td>2. Total Instructional Time (i.e., lecture, demonstration, answering questions, etc.)</td>
</tr>
<tr>
<td>3. Total Time Students Actually Participated (i.e., exercise, drills, playing, running, etc.)</td>
</tr>
</tbody>
</table>
Health Education Class Time Analysis

School______________________________________ Date____________________
Grade Level__________________ Class Size: Males________ Female________
P.E.______ or Health_______ Activity or Topic of Class____________________

Elem. Experience: Analyze one lower grade and one upper grade. (i.e.: 2nd & 5th grade)
Secondary Experience: Analyze a Health & P.E. or two P.E. classes.

1. Determine, in minutes, the clock time from beginning to end of class period.
2. Determine, in minutes, the time on each segment as the class progresses.
3. Note the activity in one of the three blocks to the right.

Example:

<table>
<thead>
<tr>
<th>Clock Time</th>
<th>Time on Segment</th>
<th>Administrative</th>
<th>Instructional</th>
<th>Student Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05</td>
<td>7 min.</td>
<td>Taking roll</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Total minutes to class period:_______________

**Determine The Following:**

1. Total Administrative Time (roll, equip., dressing, discipline, changing activities, etc.) ________
2. Total Instructional Time (lecture, demonstration, answering questions, etc.) ________
3. Total Time Students Actually Participated (exercise, drills, playing, running, etc.) ________
OBSERVATION in one Area Outside Health & Physical Education

The purpose of the classroom observation is to note methods and procedures utilized to achieve objectives.

Name Class:_________________________ Grade Level:__________     Time:_____________

Describe Your Observation (Identify the situation and describe the observed behaviors/actions, then give your opinion about the reasons for, or the importance of, the observation):
OBSERVATION in Health & Physical Education

The purpose of the classroom observation is to note methods and procedures utilized to achieve objectives.

Name Class:_________________________ Grade Level:__________ Time:____________

Describe Your Observation (Identify the situation and describe the observed behaviors/actions, then give your opinion about the reasons for, or the importance of, the observation):
Interview Form

The following form is to be used as a guide to the interviews you have with people in the schools you are assigned to as part of the Junior Field Experience. Possible people to interview would be: Principal, Vice-Principal, Secretary, School Nurse, Nurse, Physical Education Chairman, Athletic Director, Counselor, and/or others.

Class Members Name:_____________________________ Date:_________________

Person Interviewed and School:_______________________________________________

Interviewee's Position:_______________________________________________________

Years in education:____________ Years in this Position:____________

Brief description of your job, duties, and/or assignments:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Please give some of the problems associated with your position:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Please give some reasons you enjoy your job/position:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Class Member: If you use other questions, please provide paper with questions and responses.
LESSON PLAN
ROWAN UNIVERSITY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE
HEALTH & PHYSICAL EDUCATION

Teacher: _____ Unit Title: _____
Lesson # __ of ____ Title: __
Grade level: __ Duration of class: __ Number of students: __

A. Lesson Context

Rationale (Explain relevance of this lesson to overall unit):
How this lesson builds on students’ prior knowledge & abilities and/or on the previous lesson:
How this lesson prepares students for the next lesson in the sequence/unit:
Anticipated difficulties and how they will be addressed:
Resources, Equipment and Materials:

B. Learning Outcomes, CPIs & Evidence

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CPI #</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychomotor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Detailed Lesson Description

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Detailed Lesson Content, Procedures and Instructional Strategies</th>
</tr>
</thead>
</table>

D. Reflection

Student Outcomes: Describe degree to which students met each learning outcome:
Teacher Effectiveness: What went well? What needs work? What modifications are necessary?

APPENDICES (Insert or attach additional lesson documents, e.g., handouts, PowerPoints, worksheets, assessment tools, etc.)
Rowan University Health and Physical Education
Lesson Plan Writing Guide

Lesson Information (Unit Title; Lesson Title, # of Lesson in Unit)
Background Information (Grade, # of students, Length of Lesson)

Section A. (Lesson Context)
Rationale (Describe why this is an important lesson for students)
Anticipated Difficulties (Potential problems to watch out for (i.e. safety issues, discussion topic difficulties, etc.), and how they will be addressed
Describe how this lesson builds on what students learned in the previous lesson, and how the learning activities in this lesson link it to the following lesson-why lessons are sequenced
Resources and Materials needed (Identify any resources/equipment needed to conduct the lesson)

Section B. (Learning Outcomes/Objectives, CPIs & Assessment Evidence)

- Student Lesson Outcomes (Behavioral Objectives) Cognitive, Affective, Psychomotor. Use ABCD format (Audience-Behavior-Condition-degree of success)
- SHAPE Grade level learning outcome & NJ Learning Outcome Number. Include Standard-Grade-Strand-CPI), on NJ Learning Outcomes for each objective (e.g., 2.5.8.A1)
- Student Assessment (Describe how evidence will be gathered to measure the degree to which students meet objectives; e.g., written test, exit slip, discussion, demonstration, written assignment, participation, self/peer evaluation, skill/game performance, etc.)

Section C. (Learning Activities & Instructional Strategies*)
- Introductory Activities (Opening activity/Do Now, warm up, lesson focus/anticipatory set, review, etc.)
- Learning Focus Activities (New Material, Description of Activity, or Skill Development Activities – at least three different activities for P.E. skills/strategies)
- Culminating Activity (Interactive/Application Activity/Discussion; Culminating Game or Performance, Assessment Activity)
- Closure – review of key lesson points; celebration of accomplishments; preview of next lesson

* Procedure: Including timeline, classroom management, groupings, transitions, etc. Provide a step-by-step progress of entire lesson.
* Instruction: Include differentiation, modifications and/or refinements based on grade level, environment and/or students with special needs, and key learning cues

Section D. (Reflection)
Student outcomes: Using the evidence gathered in student assessment, describe student performance in terms of the degree to which they met each of the objectives (psychomotor, cognitive, affective).
Teacher Effectiveness: Analyze your instructional effectiveness [organization, instruction, supervision and feedback]. What went well? What needs work? Describe how you would modify or adapt the lesson to improve student outcomes.
Lesson Reflection

Candidate: ____________________________  Collaborating Teacher ____________________________

Signature: __________________________

NOTE: IF YOU HAVE A CHANCE TO TEACH ANY LESSON: Attach a copy of the lesson plan taught! If possible try to have another teacher observe your teaching and evaluate it based on their teacher evaluation format. Complete a reflection on your lesson. Indicate what could have been done differently/may need to be changed if given another opportunity to teach.

Lesson Plan:
- Sufficient (useable) & Complete, Objectives clear, Time estimate appropriate, Class Organization, teaching methods & equipment use well-planned

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Personal Qualifications:
- Knowledge of subject, communication with students, grammar & language, enthusiasm, appearance

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Instruction:
- Students are motivated & challenged, Directions clear, Teacher uses appropriate safety Precautions, feedback & discipline

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Instructional Strategies:
- Variety of instructional methods, visual aids & demonstrations appropriately used, students are involved & active

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Organization:
- Well thought out & flows smoothly, Equipment & space used effectively, not too much teacher talk, lesson closure completed smoothly

____________________________________________________________________________________

____________________________________________________________________________________

Comment on Positive Aspects:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Comment on Areas for Improvement:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Rowan University College Of Education
Clinical Experience Teacher Candidate Performance Evaluation by Collaborating Teacher

Signature ___________________________ Candidate Name ___________________________ Date __________

RATINGS: EE – Exceeds Expectations; ME – Meets Expectations; DN – Does Not ME
(Circle Rating and Check off Rationale only if it applies)

1. Non-Negotiable Responsibilities - Takes initiative in school and university responsibilities. Models professional leadership & ethical behavior
12.1 rating
ME Teacher Candidate must meet all of these expectations
Rationale for Rating –
1. Dispositional Attitude well done
2. Worked well with entire school community
3. Represented Rowan and the HPE program well!

2. Instructional Planning and Strategies – Teacher candidates understand instructional planning, design long and short terms plans based on knowledge of subject matter, students, community, and curriculum goals, and employ a variety of developmentally appropriate strategies to promote critical thinking, problem solving and the performance skills of all learners.
4.3 rating
EE Rationale for Rating –
1. Lessons were enjoyed by all student needs and abilities
ME 2. Lessons were well defined for all levels of students
DN 3. Terminology good for student levels

3. Subject Matter Knowledge – Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the NJCCCS, and designed developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
1.3 rating
EE Rationale for Rating -
ME 1. lessons written according to NJCCCS.
DN 2. Lesson plans based on standards.

4. Human Growth and Development – Teacher candidates understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
2.2 rating
EE Rationale for Rating –
ME 1. Used variety of resources to develop lesson.
DN 2. Prepared for lesson
3. Understood objectives needed for student level
4. Understood diverse level of student

5. Diverse Learners – Teacher candidates understand the practice of culturally responsive teaching.
3.4 rating
EE Rationale for Rating –
ME 1. Activities were meaningful and interesting to student
DN 2. Lessons based on student needs and interest level
6. Special Needs – Teacher candidates will adapt and modify instruction to accommodate the special learning needs of all students.

7.3 rating

<table>
<thead>
<tr>
<th>EE</th>
<th>Rationale for Rating</th>
<th>ME</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modified lessons based on uniqueness of class!</td>
<td>2. Discussed with Coop individual needs and interest of the class</td>
<td>3. Used a variety of activities, options and strategies to accommodate class level</td>
<td></td>
</tr>
</tbody>
</table>

7. Learning Environment – Teacher candidates understand individual and group motivation and behavior and create a learning environment that encourage positive social interaction, active engagement in learning, and self-motivation.

6.1 rating

<table>
<thead>
<tr>
<th>EE</th>
<th>Rationale for Rating</th>
<th>ME</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Variety of activities and options were available</td>
<td>2. Allowed for individual and group work</td>
<td>3. A number of strategies used to make teaching effective</td>
<td></td>
</tr>
</tbody>
</table>

8. Communication – Teacher candidates will use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

8.1 rating

<table>
<thead>
<tr>
<th>EE</th>
<th>Rationale for Rating</th>
<th>ME</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral communication was good with use of language</td>
<td>2. Good ability to get thoughts and knowledge across to students</td>
<td>3. Was easily understood</td>
<td></td>
</tr>
</tbody>
</table>

9. Assessment – Teacher candidates understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction to foster the continuous development of students.

5.1 rating

<table>
<thead>
<tr>
<th>EE</th>
<th>Rationale for Rating</th>
<th>ME</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was able to evaluate lesson effectiveness by way of question/answers! Inquiry.</td>
<td>2. Evaluated and discussed options with Coop!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Collaboration and Partnerships – Teacher candidates build relationships with parents, guardians, families and agencies in the larger community to support students learning and well-being.

9.2 rating

<table>
<thead>
<tr>
<th>EE</th>
<th>Rationale for Rating</th>
<th>ME</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students, Staff and teachers accepted and had good relationship</td>
<td>2. Confident in abilities! Observed and caught on quickly</td>
<td>3. Made attempt to be involved and learn about the school community</td>
<td></td>
</tr>
</tbody>
</table>

11. Dispositions – Instructional Leadership (Views self as instructional leader more so than a manager of the class)

11.1 rating

<table>
<thead>
<tr>
<th>EE</th>
<th>Rationale for Rating</th>
<th>ME</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appearance and actions were positive</td>
<td>2. Attended all sessions promptly – on time</td>
<td>3. Fulfilled all requirements</td>
<td></td>
</tr>
</tbody>
</table>
12. Developmental Perspective (Assumes that individuals pass through dynamic stages of growth as they mature)

11.2 rating

EE Rationale for Rating – 1. Lessons were based on student needs and interest & characteristics
ME 2. Diversity of students were considered
DN 3. Used resources to accommodate for students abilities

13. Cooperative Disposition (Sees cooperation as critical to enhancing learning and growth for all members of a community.)

11.3 rating

EE Rationale for Rating – 1. Lessons and activities took into consideration the diversity of groups and community
ME 2. Sought out background and uniqueness of each class involved
DN

14. Reflective Orientation (Values reflection as a process of making sense of complex classroom events and not a single set of guidelines for problem solving)

11.4 rating

EE Rationale for Rating – 1. Was able to reflect on lessons
ME 2. Made adjustments when necessary based on student abilities and developmental level
DN 3. Evaluated lessons and class reaction
4. Modified lessons according to class and Coop’s input

15. Professional Development – Teacher candidate participate as active, responsible member of professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process.

10.3 rating

EE Rationale for Rating – 1. Develop rapport with staff, departments throughout building
ME 2. Behavior and professionalism well developed
DN 3. Good demeanor and personality