

# Internship: Physical Education

<p><b>PEDAGOGY 1. PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 A1, A2; INTASC 7 KNOWLEDGE, NASPE 3.1; AAHE II)</b></p>	<p>Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.</p>	<p>Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.</p>	<p>Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.</p>
<p><b>PEDAGOGY 2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A2; INTASC 1, KNOWLEDGE, NASPE 3.5; AAHE III)</b></p>	<p>Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.</p>	<p>Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners but is inconsistent in doing so.</p>	<p>Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.</p>

<p><b>PEDAGOGY 3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 C1,2,3; INTASC 1,2,8; KNOWLEDGE, NASPE 3.3: AAHE II)</b></p>	<p>Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.</p>	<p>Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.</p>	<p>Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.</p>
<p><b>PEDAGOGY 4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C1; INTASC 3 HOLISM, NASPE 4.5; AAHE III)</b></p>	<p>Does not meet Target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.</p>	<p>Approaching Target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests but may miss opportunities to do this more regularly.</p>	<p>Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.</p>

<p><b>PEDAGOGY 5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6, KNOWLEDGE, NASPE 5.1; AAHE I)</b></p>	<p>Does not meet Target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.</p>	<p>Approaching Target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.</p>	<p>Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.</p>
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<p><b>PEDAGOGY 6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 A2C; INTASC 7, KNOWLEDGE, NASPE 3.7; AAHE III)</b></p>	<p>Does not meet Target: Does not use any form of technology to support teaching and learning or uses it in ways that are meaningless or ineffective.</p>	<p>Approaching Target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Internet resources, to research and prepare lessons and learning experiences.</p>	<p>Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.</p>
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<p><b>PEDAGOGY 7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 3A; INTASC 8, KNOWLEDGE, NASPE 4.5; AAHE III)</b></p>	<p>Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive "down time" or social time. Ends class or lesson early or does not complete lesson.</p>	<p>Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.</p>	<p>Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning.</p>
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<p><b>PEDAGOGY 8. POSITIVELY AFFECTS STUDENTS' LEARNING. (ED 610.02 C1; INTASC 6, KNOWLEDGE, NASPE 6.1; AAHE III)</b></p>	<p>Does not meet Target: Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.</p>	<p>Approaching Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.</p>	<p>Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.</p>
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<p><b>CLASSROOM ATMOSPHERE 1. CREATES A CLASSROOM COMMUNITY THAT FOSTERS STUDENTS' INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT. (ED 610.02 A1; INTASC 3, HOLISM, NASPE 4.6; AAHE III)</b></p>	<p>Does not meet Target: Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.</p>	<p>Approaching Target: Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.</p>	<p>Target: Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.</p>
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<p><b>CLASSROOM ATMOSPHERE</b>  <b>2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A1; INTASC 3, KNOWLEDGE, HOLISM, NASPE 4.5; AAHE II)</b></p>	<p>Does not meet Target:  Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.</p>	<p>Approaching Target:  Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.</p>	<p>Target:  Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.</p>
<p><b>CLASSROOM ATMOSPHERE 3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. (ED 610.02 A3; INTASC 8, HOLISM, NASPE 4.5' AAHE III)</b></p>	<p>Does not meet Target:  Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.</p>	<p>Approaching Target:  Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.</p>	<p>Target:  Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.</p>

<p><b>REFLECTIVE PRACTICE 1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1,2; INTASC 9, 10 KNOWLEDGE, NASPE 5.3; AAHE III)</b></p>	<p>Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.</p>	<p>Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.</p>	<p>Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.</p>
<p><b>REFLECTIVE PRACTICE 2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 D1; INTASC 6, 9, KNOWLEDGE, NASPE 5.3; AAHE I)</b></p>	<p>Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.</p>	<p>Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.</p>	<p>Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction: Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).</p>
<p><b>PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 8, KNOWLEDGE, NASPE 4.1; AAHE VI)</b></p>	<p>Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.</p>	<p>Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience but may sometimes require additional explanations or revisions.</p>	<p>Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.</p>

<p><b>PROFESSIONALISM 2. PARTNERSHIPS (ED 610.02 D2; INTASC 10, COLLABORATION, NASPE 6.2; AAHE VI)</b></p>	<p>Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.</p>	<p>Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.</p>	<p>Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.</p>
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<p><b>PROFESSIONALISM 3. PROFESSIONAL DEVELOPMENT (ED 610.02 D2; INTASC 9, COMMITMENT, NASPE 6.2; AAHE V)</b></p>	<p>Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals</p>	<p>Approaching Target: Accepts feedback but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.</p>	<p>Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.</p>
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<p><b>PROFESSIONALISM 4. PROFESSIONAL PRESENTATION (ED 610.02 D1 ; INTASC 9, COMMITMENT, NASPE 6.3; AAHE V)</b></p>	<p>Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.</p>	<p>Approaching Target: Is usually well-prepared and organized. Is punctual and dependable but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.</p>	<p>Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.</p>
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<p><b>PROFESSIONALISM 5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1;INTASC 9, COMMITMENT, NASPE 6.3; AAHE VI)</b></p>	<p>Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.</p>	<p>Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting but may need reminding. Complies with school policies and encourages students to comply with school policies.</p>	<p>Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.</p>
<p><b>PROFESSIONALISM 6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D; INTASC 9, COMMITMENT, HOLISM, NASPE 6.3; AAHE VI)</b></p>	<p>Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.</p>	<p>Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues but needs guidance from Mentor or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.</p>	<p>Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.</p>



<p><b>PHYSICAL EDUCATION CONTENT KNOWLEDGE 1. PLANNING AND INSTRUCTION DEMONSTRATES AN UNDERSTANDING OF THE CRITICAL ELEMENTS OF MOTOR SKILL PERFORMANCE (NASPE 4.2)</b></p>	<p>Does not meet: Teacher Interns' demonstration of knowledge of critical elements across a wide range of physical activities is limited or inaccurate in one or more of the following: 1. unit plans (block plan), lesson plans, and content analysis; 2. verbal cueing and/or feedback; 3. demonstrations</p>	<p>Acceptable: Teacher Interns demonstrate knowledge of critical elements across a wide range of physical activities, through: 1. unit plans (block plan), lesson plans, and content analysis; 2. verbal cueing and feedback is provided, but at times might not be congruent with lesson objectives; 3. demonstrations are accurate but only done during beginning of lesson.</p>	<p>Target: Teacher Interns demonstrate in-depth knowledge of critical elements across a wide range of physical activities, through: 1. unit plans (block plan), lesson plans, and content analysis; 2. provide consistent and congruent verbal cueing and feedback aligned with lesson objectives; 3. accurate demonstrations during instruction</p>
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<p><b>PHYSICAL EDUCATION CONTENT KNOWLEDGE 2. LESSON PRESENTATION DEMONSTRATES PERFORMANCE CONCEPTS AND STRATEGIES RELATED TO MOVEMENT AND PHYSICAL ACTIVITY (E.G. FITNESS PRINCIPLES, GAME TACTICS, AND SKILL IMPROVEMENT PRINCIPLES) (ED 610.02 B1,2; 612.14 A. 2D, G; NASPE 2.3)</b></p>	<p>Does not meet: Teacher Intern rarely demonstrates an understanding of fitness principles, game tactics or skill improvement. Inappropriate or inaccurate use of three areas often observed (fitness principles, game tactics, skill improvement principles).</p>	<p>Acceptable: Teacher Interns demonstrate a understanding of 1. Fitness principles by the use of activities that include appropriate Health Related Components which are developmentally appropriate (e.g. instant activities; fitness activities) 2. Game tactics by demonstrating some of strategies and concepts used in territorial, net and wall, and striking and fielding games (use of small, modified and/or mini-games and activities) in a progressive and developmentally appropriate manner 3. Skill improvement principles through the appropriate and consistent use of cueing, rehearsing, and feedback; adequate practice time and appropriate practice type (massed vs. distributive); transfer of learning and motivation principles</p>	<p>Target: Teacher Interns demonstrate a sound understanding of 1. Fitness principles by the consistent use of activities that include appropriate Health Related Components which are developmentally appropriate (e.g. instant activities; fitness activities) and innovative/creative. 2. Game tactics by consistently developing the strategies and concepts used in territorial, net and wall, and striking and fielding games (use of small, modified and mini-games and activities) in a progressive and developmentally appropriate manner. 3. Skill improvement principles through the appropriate and consistent use of cueing, rehearsing, and feedback; adequate practice time and appropriate practice type (massed vs. distributive); transfer of learning; motivation principles; and reinforcement of learning.</p>
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<p><b>PHYSICAL EDUCATION CONTENT KNOWLEDGE 3. PLANNING AND INSTRUCTION DEMONSTRATES THE ABILITY TO APPLY BIOSCIENCE (ANATOMICAL, PHYSIOLOGICAL, BIOMECHANICAL) AND SOCIAL-PSYCHOLOGICAL CONCEPTS TO SKILLFUL MOVEMENT, PHYSICAL ACTIVITY, AND FITNESS (ED 610.02 B1,2; 612.14 A3; NASPE 1.1)</b></p>	<p>Does not meet: Teacher Interns demonstrate lack of knowledge concerning bioscience concepts and lack of reference to these concepts in lesson planning and implementation.</p>	<p>Approaching Target: Teacher Interns demonstrate bioscience knowledge and use this knowledge appropriately to plan and teach for skillful movement, physical activity, and fitness.</p>	<p>Target: Teacher Interns demonstrate, through written analysis an advanced understanding of bioscience concepts and the application of these concepts to physical activity. Bioscience concepts are strongly considered in planning and implementation of physical education content.</p>
<p><b>PHYSICAL EDUCATION CONTENT KNOWLEDGE 4. DEMONSTRATE KNOWLEDGE OF APPROVED STATE AND NATIONAL CONTENT STANDARDS AND LOCAL PROGRAM GOALS (ED 610.02 C2; 612.14 A6,D; NASPE 3.2)</b></p>	<p>Does not meet: Limited or no evidence</p>	<p>Approaching Target: Teacher Interns demonstrate, through verbal and written documentation, knowledge of approved standards including the NASPE content standards for physical education and the NHDOE Physical Education Guidelines. Teacher Interns are able to use these standards for instructional planning purposes: aligning and linking (appropriate) standards/guidelines on all unit plans, lesson plans, assessments, objectives, learning activities, and closure</p>	<p>Target: Teacher Interns consistently demonstrate, through verbal and written documentation, knowledge of approved standards including the NASPE content standards for physical education and the NHDOE Physical Education Guidelines. Teacher Interns consistently use these standards for all instructional planning purposes: aligning and linking (appropriate) standards/guidelines on all unit plans, lesson plans, assessments, objectives, learning activities and closure</p>
<p><b>PHYSICAL EDUCATION PEDAGOGY SECTION VI: (ED610.02 C1; 612.14, G2 NASPE STANDARD 4) 1. DEMONSTRATE USE OF APPROPRIATE FEEDBACK (NASPE 4.3)</b></p>	<p>Does not meet: Teacher Intern does not use appropriate feedback.</p>	<p>Approaching Target: Teacher Interns consistently uses various types of appropriate feedback (verbal, non-verbal; to individual/groups; per-trial; faded summary); provides ample specific, neutral, positive feedback; provides feedback at various times in the learning process; provides knowledge of results; knowledge of performance; and augmented feedback at appropriate times.</p>	<p>Target: Teacher Interns consistently uses various types of appropriate feedback linked to lesson objectives (verbal, non-verbal; to individual/groups; per-trial; faded summary); provides ample specific, neutral, positive feedback; provides feedback at various times in the learning process; provides knowledge of results; knowledge of performance; and augmented feedback at appropriate times.</p>

<p><b>PHYSICAL EDUCATION PEDAGOGY 2. DEMONSTRATE APPROPRIATE METHOD OF SUPERVISION AND CLASS CONTROL (ED 610.02 C2; 612.14 C; NASPE 4.5)</b></p>	<p>Does not meet: Teacher Intern does not use appropriate supervision and class control.</p>	<p>Approaching Target: Teacher Interns demonstrate appropriate supervision and control in order to enhance learning (moves around area, positions self where a majority of students can be seen (Back to Wall)); is aware of all students; prevents misbehavior by using appropriate management; identifies behavior plan/rubric; praises appropriate behavior.</p>	<p>Target: Teacher Interns consistently demonstrate appropriate supervision and control in order to enhance learning (moves around area, positions self where a majority of students can be seen (Back to Wall)); is aware of all students; prevents misbehavior by using appropriate management; identifies behavior plan/rubric; praises appropriate behavior.</p>
<p><b>PHYSICAL EDUCATION PEDAGOGY 3. DEMONSTRATE ADJUSTMENT OF INSTRUCTION BASED ON CHANGING DYNAMICS OF CLASSROOM ENVIRONMENT (ED 610.02, C2; 612.14 C; NASPE 4.4)</b></p>	<p>Does not meet: teacher intern does not recognize that students are not on task or engaged in learning objectives and continue teaching lesson as planned.</p>	<p>Approaching target: Teacher intern recognizes when students are not engaged or on task. Adjustments emphasize behavior or activities specific to lesson objectives regarding student performance.</p>	<p>Target: Teacher intern recognizes when students are not engaged in activities aligned with lesson objectives. Adjustments are made to challenge students or assist students in meeting lesson objectives as well as changing learning activities to enhance the development of skills or concept being taught.</p>
<p><b>SECTION VII: PHYSICAL EDUCATION PROFESSIONALISM (ED 610.02 D1; NASPE 6) 1. DEMONSTRATE RESPONSIBLE BEHAVIOR (NASPE 6.3)</b></p>	<p>Does not meet: Teacher Intern does not carry out responsibilities associated with the written requirements for the physical education Internship in Teaching experience.</p>	<p>Approaching Target: Teacher Intern consistently carries out responsibilities associated with the written requirements for the physical education Internship in Teaching experience. Most requirements are submitted in a timely manner and /or demonstrate a competent level of performance.</p>	<p>Target: Teacher Intern consistently carries out responsibilities associated with the written requirements for the physical education Internship in Teaching experience. All requirements are submitted in a timely manner and demonstrate a proficient level of performance.</p>