

**CURRICULUM MAP**  
**ADVANCED PHYSICAL EDUCATION PROGRAM**  
Alignment of Student Learning Outcomes, Standards, and Assessments

**NASPE** = National Association for Sport and Physical Education (see below for specific content)

**Attributes:** K=Knowledge; S=Skills/Abilities; D=Dispositions; I=Impact on Student Learning

**Titles of Assessments**

Assessments are centered on the following: Knowledge (K), Skills (S), and Dispositions (D).

- (1) Knowledge: KRS 643 Course Assignment and KRS 640 Course assignment
- (2) Knowledge: Research proposal with review of literature and methodology section
- (3) Knowledge: Leadership and Professionalism: Vitae
- (4) Skills: Field Experiences evaluation and observational assessments
- (5) Skills: Oral Defense/Public Presentation
- (6) Skills: Completed research proposal with IRB approval
- (7) Dispositions: Interview Candidates' Responsiveness

List of Program Standards (from national or state organization, or developed by program): 2001 National Association for Sport and Physical Education [NASPE] Advanced Program in Physical Education Teacher Education.

**STANDARD 1: Content Knowledge**

*Accomplished physical education candidates1 have a command of the subject matter of physical education that reflects both breadth and depth. They establish and promote lifetime physical activity habits of all students2. As well, they can articulate the relevance of the underlying sub-disciplines of physical education, integrating appropriate concepts into the physical education program that encourages lifetime physical activity.*

**Outcomes**

- 1.1 Analyze, diagnose, and provide appropriate cues for physical activity performance to maximize student practice and learning on a regular basis.

- 1.2 Apply a variety of concepts from disciplinary knowledge (motor development and learning; exercise science; sociology and psychology of movement; history and philosophy; pedagogy) when planning and implementing instruction.
- 1.3 Demonstrate expertise in multiple forms<sup>5</sup> of physical activity including, but not limited to adventure activities, aquatics, fitness activities, dance, games, sports, gymnastic activities, and martial arts.

## **STANDARD 2: Curricular Knowledge**

*Accomplished physical education candidates consistently articulate a value system base for selecting, planning and evaluating their curriculum to meet student needs and promote student learning.*

### **Outcomes**

- 2.1 Produce materials that articulate a sound vision and align with NASPE standards including written documentation that is shared with constituents.
- 2.2 Use program evaluation data and relevant technologies continuously to inform revision of curriculum.
- 2.3 Differentiate the merits of several curricular models and select the most appropriate model to match learners' needs and contextual variables (e.g., climate, region, facilities).
- 2.4 Explain and demonstrate connections between disciplinary and pedagogical knowledge when selected.

## **STANDARD 3: Equity/Fairness/Diversity**

*Accomplished physical education candidates model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.*

### **Outcomes**

- 3.1 Encourage and model equity and fairness for all students.
- 3.2 Critique and implement curricula that challenge students to value and respect individual and cultural differences and hold them accountable for demonstrating respect.
- 3.3 Promote expectations that students will demonstrate ethical, moral, and fair relationships with others within and beyond the school's context.
- 3.4 Assess students' understanding of the consequences of inappropriate language and behavior related to issues of equity, fairness, and diversity.

**STANDARD 4: Sound Teaching Practices**

*Accomplished physical education candidates thoroughly comprehend the fundamental goals of physical education (refer to NASPE, 1995). They carefully orchestrate the blending of relevant principles of pedagogical practice with the complex nature of the physical education content. This gives their teaching actions purpose and allows them to implement a flexible yet effective instructional program responsive to students' interests, needs, and developmental levels.*

**Outcomes**

- 4.1 Consistently arrange activities that engage all students in meaningful learning tasks.
- 4.2 Create learning environments, using relevant technologies, that promote interest and foster persistence in a variety of physical activities (e.g., games, gymnastics, dance, aquatics, etc.) to encourage students to become competent members of these movement cultures beyond the school setting.
- 4.3 Create learning opportunities that are adapted to diverse students.
- 4.4 Understand how social and cultural relationships among family, peer group, school, and community can influence students' learning and engagement in physical activities.

**STANDARD 5: Assessment**

*Accomplished physical education candidates consistently use a variety of authentic assessments aligned with national, state standards, state and local program goals, and student outcomes goals to provide feedback to students, report student progress, shape instruction, and evaluate curriculum and program goals.*

**Outcomes**

- 5.1 Use authentic assessments regularly, and interpret results to inform teaching and learning.
- 5.2 Apply authentic assessment techniques that are aligned with program philosophy, goals, learning experiences, and student learning outcomes.
- 5.3 Communicate assessment results effectively to relevant constituents and use the results to guide program revisions

**STANDARD 6: High Expectations for a Physically Active Lifestyle**

*Accomplished physical education candidates maintain a stimulating, productive learning environment that holds all students to the highest expectations for adopting a physically active lifestyle.*

**Outcomes**

- 6.1 Plan and implement lessons that promote student responsibility, decision-making, problem solving and cooperation in their own and others' learning and encourage the adoption of a physically active lifestyle.

- 6.2 Consistently demonstrate high levels of student engagement in meaningful learning tasks that lead to student competence in fundamental skills and proficiency in a few movement forms.
- 6.3 Promote high expectations for student involvement in regular physical activity beyond the school setting.

### **STANDARD 7: Methods of Inquiry**

*Accomplished physical education candidates know, understand, interpret, critique, and consistently use research to improve practice.*

#### **Outcomes**

- 7.1 Examine and apply research on teaching and learning in physical education.
- 7.2 Conduct and facilitate teacher- and classroom-based research regularly
- 7.3 Employ relevant technologies when seeking, analyzing and disseminating information.

### **STANDARD 8: Collaboration, Reflection, Leadership, and Professionalism**

*Accomplished physical education candidates are lifelong learners who collaborate as members of a larger learning community to improve school physical education for all students and enhance the professional culture of their field.*

#### **Outcomes**

- 8.1 Collaborate with members of the learning community to advocate and promote sound educational philosophies and practices aligned with national and state standards, and local program goals.
- 8.2 Demonstrate consistent commitment to learning and reflection that informs practice.
- 8.3 Model professionalism and leadership aimed at securing physical education as a central subject matter in all students' school experiences.
- 8.4 Identify relevant public policies and actively advocate for more enlightened policies and guidelines that directly affect physical education programs (e.g., national and state standards, and local program goals).

### **STANDARD 9: Mentoring**

*Accomplished physical education candidates contribute to the professional development and support of other current and/or future educators.*

#### **Outcomes**

- 9.1 Provide professional development and support for other teachers that encourage them to be reflective and improve their practice and development as contributing members of the profession.

The following advanced level courses are used to assessment competencies and standards.

<b>Courses (Number and Title) and Other Program Requirements</b>	<b>Credits</b>
KRS 623: Administration in Kinesiology	3.0
KRS 634: Inclusive Physical Education	3.0
KRS 635: Elementary Physical Education	3.0
KRS 640: Seminar in Physical Education	3.0
KRS 643: Public School Curriculum	3.0
KRS 696: Promoting Physical Activity	3.0
KRS 673: Research Methods	3.0
KRS 674: Assessment in Physical Education	3.0
KRS 699/700: Direct Reading/Thesis [includes credit for field experiences]	3.0
EDEP 601: Intro to Quantitative Methods <b>or</b> EDCS 632: Qualitative Research Methods	3.0
<b>TOTAL</b>	<b>30</b>

<b>Program Standards/Outcomes</b> What candidates should know, do, and care about	1 Knowledge #1 <i>Courses: KRS 640 &amp; 643</i>	2 Knowledge #2 <i>(Research Proposal)</i>	3 Knowledge #3 <i>(Leadership/ Professional Ism) - VITAE</i>	4 Skills #1 <i>Oral Defense</i>	5 Skills #2 <i>Methods of Inquiry</i>	6 Dispositions <i>Interview</i>
Standard 1: Content Knowledge	√	√		√		
Standard 2: Curricular Knowledge	√					
Standard 3: Equity, Fairness, Diversity		√	√			√
Standard 4: Sound Teaching Practices	√					
Standard 5: Assessment	√				√	
Standard 6: Hold High Expectations for a Physically Active Lifestyle	√					

Standard 7: Methods of Inquiry		√		√	√	
Standard 8: Collaboration, Reflection, Leadership, Professionalism			√	√		√
Standard 9: Mentoring			√		√	

<b>NASPE Standards/Outcomes</b> What candidates should know, do, and care about:	Conceptual Framework (K, E, C)	<b>KRS 640:</b> Seminar in Physical Education	<b>KRS 643:</b> Public School Curriculum	<b>KRS 674:</b> Assess in Physical Activity	<b>KRS 634:</b> Inclusive Physical Education	<b>KRS 673:</b> Research Methods	<b>KRS 696:</b> Promoting Physical Activity	<b>KRS 699/700:</b> Research/Directed Reading	Other requirement
<b>Standard 1: Content Knowledge</b> Candidates <sup>1</sup> have a command of the subject matter of physical education that reflects both breadth and depth. They establish and promote lifetime physical activity habits of all students <sup>2</sup> . As well, they can articulate the relevance of the underlying sub-disciplines of physical education, integrating appropriate concepts into the physical education program that encourages lifetime physical activity.	<b>K</b>	√	√						
<b>Standard 2: Curricular Knowledge</b> Accomplished physical education candidates consistently articulate a value system base for selecting, planning and evaluating their curriculum to meet student needs and promote student learning.	<b>K</b>		√						
<b>Standard 3: Equity, Fairness, Diversity</b> Accomplished physical education candidates model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.	<b>C</b>				√				

<b>Standard 4: Sound Teaching Practices</b> Accomplished physical education candidates thoroughly comprehend the fundamental goals of physical education (NASPE, 1995). They carefully orchestrate the blending of relevant principles of pedagogical practice with the complex nature of the physical education content. This gives their teaching actions purpose and allows them to implement a flexible yet effective instructional program responsive to students' interests, needs, and developmental levels.	<b>E</b>				√				
<b>Standard 5: Assessment</b> Accomplished physical education candidates consistently use a variety of authentic assessments aligned with national, state stds., state and local program goals, and student outcomes goals to provide feedback to students, report student progress, shape instruction, and evaluate curriculum and program goals.	<b>K</b>			√					
<b>Standard 6: Hold High Expectations for a Physically Active Lifestyle</b> Accomplished physical education candidates maintain a stimulating, productive learning environment that holds all students to the highest expectations for adopting a physically active lifestyle.	<b>E</b>						√		
<b>Standard 7: Methods of Inquiry</b> Accomplished physical education candidates know, understand, interpret, critique, and consistently use research to improve practice.	<b>K</b>					√		√	



<b>Standard 8: Collaboration, Reflection, Leadership, Professionalism</b> Accomplished physical education candidates are lifelong learners who collaborate as members of a larger learning community to improve school physical education for all students and enhance the professional culture of their field.	<b>E</b>	√							
<b>Standard 9: Mentoring</b> Accomplished physical education candidates contribute to the professional development and support of other current and/or future educators.	<b>C</b>	√							

## ASSESSMENT #1

Content Knowledge (Assessment #1) Scoring Guide Disciplinary Content Knowledge (KRS 640: Seminar and KRS 643: Public School Curriculum)		Course	
		Instructor	
		Semester	
STUDENT:			
Criteria	Does Not Meet	Meets	Exceeds
Disciplinary Content STANDARDS	1	2	3
Demonstrate command of subject matter as it pertains to physical activity across the lifespan. <b>STANDARDS 1.2; 4.3; 4.4; 6.1; 6.3;</b>	In-service teacher demonstrates <u>inadequate</u> command of subject matter as it pertains to course assignments.	In-service teacher demonstrates <u>good</u> command of subject matter as it pertains to course assignments.	In-service teacher candidate demonstrates a <u>strong</u> command of subject matter as it pertains to course assignments.
Demonstrate knowledge of current issues associated with physical education and physical activity, including technology. <b>STANDARDS 1.2; 1.3; 4.2; 4.3; 5.1; 5.2</b>	In-service teacher demonstrates <u>limited</u> knowledge of current issues associated with physical education and physical activity as determined by course assignments.	In-service teacher demonstrates a <u>sufficient</u> knowledge of current issues associated with physical education and physical activity as determined by course assignments.	In-service teacher demonstrates a <u>strong</u> knowledge of current issues associated with physical education and physical activity as determined by course assignments.
Demonstrate knowledge in various curricular paradigms related to physical education or physical activity <b>STANDARDS 2.1; 2.2; 2.3; 2.4; 5.2</b>	In-service teacher has <u>limited</u> knowledge in various curricular paradigms related to physical education or physical activity as determined by course assignments.	In-service teacher demonstrates <u>sufficient</u> knowledge in various curricular paradigms related to physical education or physical activity as determined by course assignments.	In-service teacher demonstrates <u>strong</u> knowledge in various curricular paradigms related to physical education or physical activity as determined by course assignments.
Demonstrate knowledge of curriculum evaluation: revisions <b>STANDARDS 5.3</b>	In-service teacher has <u>limited</u> knowledge in curriculum evaluation and methods for continued revisions.	In-service teacher demonstrates <u>sufficient</u> knowledge in curriculum evaluation and methods for continued revisions.	In-service teacher demonstrates a <u>strong</u> knowledge in curriculum evaluation and methods for continued revisions.

## ASSESSMENT #2

Content Knowledge (Assessment #2) Scoring Guide Research Proposal (paper)		Course	
		Instructor	
		Semester	
<b>STUDENT:</b>			
Criteria	Does Not Meet	Meets	Exceeds
Disciplinary Content	1	2	3
Able to support purpose and need for the study <b>STANDARDS 1.2</b>	Teacher candidate demonstrates <u>limited</u> awareness in addressing the purpose and need for the study.	Teacher candidate demonstrates a <u>sufficient</u> awareness in addressing the purpose and need for the study.	Teacher candidate demonstrates a <u>strong</u> awareness in addressing the purpose and need for the study.
Able to complete a thorough review of lit. <b>STANDARDS 7.1</b>	Teacher candidate demonstrates <u>limited</u> ability in completing a review of lit.	Teacher candidate demonstrates <u>sufficient</u> ability in completing a review of lit.	Teacher candidate demonstrates <u>strong</u> ability in completing a review of lit.
Able to interpret, analyze and critically evaluate current trends and practices <b>STANDARDS</b>	Teacher candidate <u>does not</u> articulate interpret, analyze or critically evaluate current trends and practices.	Teacher candidate demonstrates <u>sufficient</u> ability to articulate interpret, analyze or critically evaluate current trends and practices.	Teacher candidate demonstrates <u>strong</u> ability to articulate interpret, analyze or critically evaluate current trends and practices.
Demonstrate ability to select appropriate research design to the posed topic or questions <b>STANDARDS</b>	Teacher candidate <u>does not</u> demonstrate appropriate selection of research design to the posed topic or questions.	Teacher candidate demonstrates <u>sufficient</u> ability to select appropriate research design to the posed topic or questions.	Teacher candidate demonstrates <u>strong</u> ability to select appropriate research design to the posed topic or questions.
Utilize appropriate data collection methods for the proposed topic or questions <b>STANDARDS 7.2; 7.3</b>	Teacher candidate <u>does not</u> demonstrate utilizing appropriate data collection methods for the proposed topic or questions.	Teacher candidate demonstrates <u>sufficient</u> ability to utilize appropriate data collection methods for the proposed topic or questions.	Teacher candidate demonstrates a <u>strong</u> ability to utilizing appropriate data collection methods for the proposed topic or questions.
Seek Institutional Review Board for approval prior to conducting any research <b>STANDARDS 3.1;</b>	Teacher candidate demonstrates <u>limited</u> understanding of the IRB process in conducting any research.	Teacher candidate demonstrates <u>sufficient</u> understanding of the IRB process in conducting any research.	Teacher candidate demonstrates <u>strong</u> understanding of the IRB process in conducting any research.
Able to select appropriate data analysis methods appropriate to study <b>STANDARDS 7.3</b>	Teacher candidate demonstrates an <u>inadequate</u> ability in selecting appropriate data analysis methods for the study.	Teacher candidate demonstrates <u>sufficient</u> ability in selecting appropriate data analysis methods for the study	Teacher candidate demonstrates a <u>strong</u> ability in selecting appropriate data analysis methods for the study

### ASSESSMENT #3

Content Knowledge (Assessment #3) Scoring Guide Leadership and Professionalism via VITAE		Course	
		Instructor	
		Semester	
<b>STUDENT:</b>			
Criteria	Does Not Meet	Meets	Exceeds
Leadership and Professionalism	1	2	3
Demonstrate leadership qualities through committee, pertaining to curriculum, assessment, best practices <b>STANDARDS 3.1; 3.3</b>	Teacher candidate demonstrates <u>inadequate</u> leadership qualities as these pertain to committee responsibilities, assessment and best practices as determined by his/her vitae.	Teacher candidate demonstrates <u>good</u> leadership qualities as these pertain to committee responsibilities, assessment and best practices as determined by his/her vitae..	Teacher candidate demonstrates <u>strong</u> leadership qualities as these pertain to committee responsibilities, assessment and best practices as determined by his/her vitae..
Demonstrate leadership qualities by chairing committees at the school level, district, local or national levels <b>STANDARDS 8.1;</b>	Teacher candidate demonstrates <u>limited</u> qualities by not chairing committees at the school level, district, local or national levels as determined by his/her vitae.	Teacher candidate demonstrates a <u>sufficient</u> qualities by not chairing committees at the school level, district, local or national levels as determined by his/her vitae.	Teacher candidate demonstrates a <u>strong</u> qualities by not chairing committees at the school level, district, local or national levels as determined by his/her vitae.
Model professionalism and leadership by advocating for quality physical education or physical activity programs <b>STANDARDS 8.3; 8.4</b>	Teacher candidate models <u>limited</u> professionalism and leadership by advocating for quality physical education or physical activity programs as determined by his/her vitae.	Teacher candidate demonstrates <u>sufficient</u> professionalism and leadership by advocating for quality physical education or physical activity programs as determined by his/her vitae.	Teacher candidate demonstrates <u>strong</u> professionalism and leadership by advocating for quality physical education or physical activity programs as determined by his/her vitae.
Demonstrate professionalism by attending professional conferences and workshop to stay abreast of current trends <b>STANDARDS 8.1</b>	Teacher candidate demonstrates <u>limited</u> professionalism by not attending any professional conferences or workshops to stay current as determined by his/her vitae.	Teacher candidate demonstrates <u>sufficient</u> professionalism by attending any professional conferences or workshops to stay current at least within state as determined by his/her vitae.	Teacher candidate demonstrates <u>strong</u> professionalism by attending any professional conferences or workshops to stay current locally and nationally as determined by his/her vitae.
Demonstrate leadership by mentoring others within the profession <b>STANDARDS 9.1</b>	Teacher candidate demonstrates <u>limited</u> leadership qualities by not offering to mentor others within the profession as determined by his/her vitae.	Teacher candidate demonstrates <u>sufficient</u> leadership qualities by offering to mentor others within the profession as determined by his/her vitae.	Teacher candidate demonstrates <u>strong</u> leadership qualities by offering to mentor others within the profession and community as determined by his/her vitae.

## ASSESSMENT #4

Professional Skill Assessment (Assessment #1) Scoring Guide Methods of Inquiry		Course	
		Instructor	
		Semester	
<b>STUDENT:</b>			
Criteria	Does Not Meet	Meets	Exceeds
Methods of Inquiry	1	2	3
Examine and apply research on teaching and learning in physical education <b>STANDARDS 5.3</b>	Teacher candidate demonstrates an <u>inadequate</u> ability to examine and apply research on teaching and learning in physical education as determined by oral defense and review of literature.	Teacher candidate demonstrates a <u>sufficient</u> ability to examine and apply research on teaching and learning in physical education as determined by oral defense and review of literature.	Teacher candidate demonstrates a <u>strong</u> ability to examine and apply research on teaching and learning in physical education as determined by oral defense and review of literature. He/she takes the <u>initiative</u> to answer his/her own research topic based on a review of literature.
Demonstrate ability in completing a thorough review of literature <b>STANDARDS 7</b>	Teacher candidate <u>does not</u> complete a thorough review of literature on topic.	Teacher candidate <u>adequately</u> completes a review of literature on topic.	Teacher candidate completes a thorough review of literature on topic.
Employ relevant technologies when seeking and disseminating information <b>STANDARDS 7.3</b>	Teacher candidate demonstrates an <u>inadequate</u> knowledge base in employing relevant technologies such as using power point, end notes, and on-line search engines.	Teacher candidate demonstrates a <u>sufficient</u> knowledge base in employing relevant technologies such as using power point, end notes, and on-line search engines.	Teacher candidate demonstrates a <u>strong</u> knowledge base in employing relevant technologies such as using power point, end notes, and on-line search engines.
Demonstrate a clear project description, purpose, and strong need statement for inquiry <b>STANDARDS 7.1</b>	Teacher candidate <u>does not</u> demonstrate an ability to provide a clear project description, purpose and need statement as determined by their research proposal.	Teacher candidate demonstrates an ability to provide a clear project description, purpose and need statement as determined by their research proposal.	Teacher candidate demonstrates a strong ability to provide a clear project description, purpose and need statement as determined by their research proposal.
Utilizes a variety of sources that provide a detailed and thorough review of relevant literature <b>STANDARDS 5.2</b>	Teacher candidate demonstrates an <u>inadequate</u> ability to utilize a variety of sources that provide a detailed and thorough review of literature as determined by their research proposal.	Teacher candidate demonstrates <u>sufficient</u> ability to utilize a variety of sources that provide a detailed and thorough review of literature as determined by their research proposal.	Teacher candidate demonstrates a <u>strong</u> ability to utilize a variety of sources that provide a detailed and thorough review of literature as determined by their research proposal.
Demonstrate an understanding of research design, data collection and analysis <b>STANDARDS 5.3</b>	Teacher candidate demonstrates <u>limited</u> understanding of research design, data collection and analysis as determined by their research proposal.	Teacher candidate demonstrates <u>sufficient</u> understanding of research design, data collection and analysis as determined by their research proposal.	Teacher candidate demonstrates <u>strong</u> understanding of research design, data collection and analysis as determined by their research proposal.
Demonstrates APA 5 <sup>th</sup> edition writing style	Teacher candidate demonstrates an <u>inadequate</u> ability to use APA 5 <sup>th</sup> edition writing as determine by their research proposal.	Teacher candidate demonstrates <u>sufficient</u> ability to APA 5 <sup>th</sup> edition writing as determine by their research proposal.	Teacher candidate demonstrates a <u>strong</u> ability to APA 5 <sup>th</sup> edition writing as determine by their research proposal..

## ASSESSMENT #5

Professional Skill Assessment (Assessment #2) Scoring Guide Oral Defense/Presentation		Course	
		Instructor	
		Semester	
<b>STUDENT:</b>			
Criteria	Does Not Meet	Meets	Exceeds
Oral Defense/Presentation	1	2	3
Demonstrate a professional impression before, during and after an oral defense or presentation <b>STANDARDS 1.2; 7.3; 8.3</b>	Teacher candidate demonstrates an <u>inadequate</u> professional impression before, during, or after an oral defense or presentation.	Teacher candidate demonstrates a <u>good</u> professional impression before, during, or after an oral defense or presentation.	Teacher candidate demonstrates a <u>strong</u> professional impression before, during, or after an oral defense or presentation.
Demonstrate enthusiasm and a positive demeanor during an oral defense <b>STANDARDS 8.4</b>	Teacher candidate demonstrates <u>limited</u> enthusiasm and negative demeanor during an oral defense.	Teacher candidate demonstrates a <u>sufficient</u> enthusiasm and neutral demeanor during an oral defense.	Teacher candidate demonstrates a <u>strong</u> enthusiasm and positive demeanor during an oral defense.
Articulate research content with clarity; appears rehearsed and polished <b>STANDARDS 7.2</b>	Teacher candidate <u>does not</u> articulate research content and presentation appears not rehearsed or polished.	Teacher candidate demonstrates <u>sufficient</u> articulation of research content and presentation appears rehearsed or polished.	Teacher candidate demonstrates <u>strong</u> articulation of research content and clarity, presentation appears rehearsed or polished.
Demonstrate confidence, makes good eye-contact, and excellent voice. <b>STANDARDS 8.1</b>	Teacher candidate <u>does not</u> demonstrate confidence, makes limited eye-contact, and voice is difficult to hear	Teacher candidate demonstrates <u>sufficient</u> confidence, makes good eye-contact, and voice is sufficient for all to hear.	Teacher candidate demonstrates <u>strong</u> confidence, makes excellent eye-contact, and voice is excellent with strong articulation.
Utilize a variety of sources for delivery of presentation or oral defense <b>STANDARDS 7.3</b>	Teacher candidate demonstrates <u>inadequate</u> sources for delivery of presentation or oral defense	Teacher candidate demonstrates <u>sufficient</u> sources for delivery of presentation or oral defense	Teacher candidate demonstrates <u>strong</u> sources for delivery of presentation or oral defense
Present a clear explanation of methodology, data collection and analysis <b>STANDARDS 7.3</b>	Teacher candidate demonstrates <u>limited</u> understanding of methodology, data collection and analysis as determined by their research proposal.	Teacher candidate demonstrates <u>sufficient</u> understanding of methodology, data collection and analysis as determined by their research proposal.	Teacher candidate demonstrates <u>strong</u> understanding of methodology, data collection and analysis as determined by their research proposal.
Address questions thoroughly, and able to take constructive criticism. <b>STANDARDS 8.3</b>	Teacher candidate demonstrates an <u>inadequate</u> ability to answer questions, and does not take constructive criticism.	Teacher candidate demonstrates <u>sufficient</u> ability to answer questions, and does take constructive criticism	Teacher candidate demonstrates a <u>strong</u> ability to answer questions, and does take constructive criticism. He/She responds' with more questions, and points.

## ASSESSMENT #6

Professional Disposition Assessment (Assessment #1) Scoring Guide Interview and Candidates' Responsiveness		Course	
		Instructor	
		Semester	
<b>STUDENT:</b>			
Criteria	Does Not Meet	Meets	Exceeds
Interview and Candidates Responsiveness	1	2	3
Demonstrate and model <u>equity and fairness</u> for all students and constituencies <b>STANDARDS 3.1; 3.3; 3.4</b>	In-service teacher encourages and models <u>inadequate</u> equity and fairness for all students and constituencies as determined by entry interview.	In-service teacher encourages <u>good</u> equity and fairness for all students and constituencies as determined by entry interview.	In-service teacher candidate encourages <u>strong</u> equity and fairness for all students and constituencies as determined by entry interview.
Demonstrate ethnic and cultural sensitivity towards others, including those with disabilities <b>STANDARDS 3.1; 3.4</b>	In-service teacher demonstrates <u>limited</u> ethnic and cultural sensitivity towards others as determined by entry interview.	In-service teacher demonstrates a <u>sufficient</u> enthusiasm and neutral demeanor during an oral defense as determined by entry interview.	In-service teacher demonstrates a <u>strong</u> enthusiasm and positive demeanor during an oral defense as determined by entry interview.
Demonstrate ability to turn in assigned work on time, and being present for classes <b>STANDARDS 8.3</b>	In-service teacher <u>does not</u> turn in assigned tasks on time, is always late for classes, and is not prepared for class as measured by instructors input.	In-service teacher demonstrates <u>sufficient</u> ability by turning in assigned tasks on time, is punctual for classes, and is prepared for class as measured by instructors input.	In-service teacher demonstrates <u>strong</u> ability by turning in assigned tasks on time, is early for classes, and is more than prepared for class as measured by instructors input.
Demonstrate ability to clearly communicate with learners, care givers, and community members with respect and dignity <b>STANDARDS 8.1; 8.3</b>	In-service teacher demonstrates an <u>inadequate</u> ability to communicate with learners, care givers, and community members with respect and dignity during his/her research study.	In-service teacher demonstrates <u>sufficient</u> ability to communicate with learners, care givers, and community members with respect and dignity during his/her research study.	In-service teacher demonstrates a <u>strong</u> ability to communicate with learners, care givers, and community members with respect and dignity during his/her research study.