FOCUSED CONTENT EVALUATION - EC-12 PHYSICAL EDUCATION (ACTIVE SPRING 13)

General Information	Custom Form	**Preview**

OBSERVATION

What class / grade was observed?*

Please enter the school or campus name*

PLEASE ASSESS

TC = Teacher Candidate

Planning and Instruction - Domain 1*

	Unacceptable	Acceptable	Target	Score
1. Instruction is based on local, state and/or national physical education standards. NASPE 3.2 CF1, CF5 ☐ NA	○ 1 Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives only contain performance. Objectives are appropriate, but TC fails to align objectives with local, state, and/or national standards.	○ 2 Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards (TEKS, NASPE), and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.	○ 3 Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards (TEKS, NASPE) and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of ...reas.	*Score*

Skip Navigation

	measurable and each contains criteria for student mastery.

2. Lesson objectives are developmentally appropriate and clearly articulated. NASPE 3.2 CF3, CF5 ☐ NA	○ 1 Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives only contain performance. Objectives are appropriate, but TC fails to align objectives with local, state, and/or national standards.	○ 2 Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards (TEKS, NASPE), and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.	○ 3 Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards (TEKS, NASPE), and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.	*Score*
3. Lesson objectives are readily apparent in the choice of the activity. NASPE 3.3 CF3, CF5 ☐ NA	○ 1 Students participating in the learning activities fail to achieve the lesson objectives.	○ 2 Learning activities allow students to achieve objectives in the psychomotor domain, but fail in the cognitive and affective domains.	○ 3 Learning activities allow students to achieve objectives in all learning domains (psychomotor, cognitive, and affective).	*Score*
4. Lesson introduction is appropriate. NASPE 4.2 CF3, CF5 ☐ NA	○ 1 TC provides an introduction that is inappropriate for the lesson focus. The focus is developmentally	○ 2 TC provides an introduction that is appropriate for the lesson focus and/or developmental levels of	○ 3 TC provides an introduction that is appropriate for the lesson ental . The	*Score*

Skip Navigation

	inappropriate. TC does not demonstrate/model the skill or concept during the introduction of the lesson.	the students. TC provides an effective demonstration/model of the skill or concept during the introduction of the lesson.	introduction is provided in the form of an instant activity relating skill, concept, and/or health-related fitness or verbally. TC provides an effective and appropriate demonstration/model of the skill or concept during the introduction of the lesson.	

5. Learning expectations/objectives/instructional goals are clearly communicated to students. NASPE 4.1 CF3 ☐ NA	○ 1 ___ TC does not state the skill or concept the students are to learn. Students are not clear about what is expected. TC□s verbal interactions have an occasional mistake in grammar, poor diction, and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. All communication is verbal with no other form of communication used.	○ 2 ___ TC states the skill or concept the students are to learn. TC□s verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate a regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. Verbal and nonverbal communication is used throughout the lesson. TC uses alternative forms of communication such as tasks sheets, bulletin boards, etc. to communicate content.	○ 3 ___ TC clearly states the skill or concept the students are to learn. The skill or concept might also be posted or written on the board. Students know the learning expectations. TC uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication such as tasks sheets, bulletin boards, etc. are used throughout the lesson.	*Score*

6. Content and learning tasks are developmentally appropriate and properly sequenced. NASPE 3.6 CF1, CF5 ☐ NA	○ 1 ___ Learning tasks are inappropriate for the developmental levels of	○ 2 ___ Learning tasks are appropriate for the developmental levels of	○ 3 ___ Learning objectives and _for_ _vel of_	*Score*

Skip Navigation

	students by being either too difficult or too easy. TC fails to make adjustments to tasks to accommodate students☐ developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery.	students by providing appropriate challenges for students (task are neither too easy nor too difficult for students). TC makes some adjustments to tasks to accommodate students☐ developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning.	students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). TC makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge.	
7. Content and tasks are presented concisely and clearly, emphasizing key elements. NASPE 4.2 CF1, CF3 ☐ NA	○ 1 TC either provides no demonstration or an incorrect demonstration during the instructional episode. Learning tasks/activities, drills, lead-ups are not understood by the students. TC provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional	○ 2 TC provides an effective demonstration/model during the instructional episode. TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson.	○ 3 TC provides an effective demonstration/model during the instructional episode. Learning tasks/activities, drills, lead-ups are clearly understood by the students. TC creates innovative instructional cues/prompts to facilitate learning including such	*Score*

Skip Navigation

	cues are incorrect or do not identify key elements of the skill/strategies. Students are inactive for more than brief periods of time to listen to information.	Students are not inactive for more than brief periods of time to listen to information.	abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson. Students are not inactive for more than brief periods of time to listen to information.	
8. Engages students in learning by enabling all learners to participate through multiple modalities. NASPE 3.4 CF1, CF5 ☐ NA	○ 1 Instruction is not individualized and a ☐one size fits all☐ approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.	○ 2 TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student few choices in equipment, space, or level of practice tasks based on individual differences.	○ 3 TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences.	*Score*
9. Plans indicate a respect for cultural and linguistic diversity, and instruction is differentiated for all learners (e.g., individual needs, abilities and interests). NASPE 3.5 CF1, CF5 ☐ NA	○ 1 TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for	○ 2 TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. TC demonstrates teaching behaviors that reflect	○ 3 TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC☐s behaviors that components such as the selection of units of	*Score*

Skip Navigation

exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play.

thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate, and grouping students for instruction and play.

selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision making.

10. Specific, meaningful and timely feedback is provided to students. NASPE 4.3 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole.	TC provides both generalized and corrective feedback that is well timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given.	TC provides positive, specific, corrective feedback that is well timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given. Feedback is provided in ways (verbal, visual, tactile, etc.) that facilitate success.	

11. Student performance is continually assessed to guide instruction. NASPE 5.2 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC does not monitor during the lesson to assess understanding of the skill or concept. TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only	TC monitors during the lesson to assess understanding of the skill or concept. TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Planned assessments are	TC actively monitors during the lesson to assess understanding of the skill or concept. TC uses multiple assessments. On-going assessments as well as summative and formative _ d in ests,	

Skip Navigation

occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning tasks/activities are not based on pre-assessments. Instruction is informed by instructional plan with no regard for pre assessments or formative assessments. Grades are determined by ☐effort☐ or ☐participation.☐

appropriate for the lesson and/or standards. Learning tasks/activities are based on pre-assessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades. Record keeping provides information on student learning.

peer observation checklists, self-assessments, portfolio assignments, event-task projects, fitness concept application assignments and scores). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Formative assessments are used which allow students to achieve mastery on summative assessments. Learning tasks/activities are based on pre-assessments. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators).

12. Lesson presentation is changed in response to observation of student performance and/or information from formative assessment. NASPE 4.4 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC does not monitor student progress throughout the lesson and does not change lesson presentation based on current levels of performance and content understanding. TC delivers lessons by remaining on script without regard to student responses. TC fails to recognize changes in the	TC monitors student progress throughout the lesson, (through observation of student performance, checking for understanding, etc.), and changes lesson presentation based on current levels of performance and content understanding. TC makes adjustments to planned lesson based on student	TC actively monitors student progress throughout the lesson, (through observation of student performance, checking for understanding, etc.), and changes lesson presentation based on current levels of performance and content		

Skip Navigation

	teaching environment or fails to make adjustments based on changes in the environment. TC fails to make adjustments to tasks to accommodate students☐ developmental levels by increasing or decreasing task complexity.	responses and/or formative assessment. TC demonstrates flexibility in the lesson or with students by adjusting lesson based on student responses and/or formative assessment. TC makes some adjustments to tasks to accommodate students☐ developmental levels, but adjustments are across the entire class and not individualized.	and creativity when adjusting the lesson based on student responses and formative assessment. TC appropriately responds to teachable moments during the lesson. TC makes adjustments to tasks based on student performance and formative assessment (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized.	
13. Technology enhances instruction. NASPE 3.7 CF2 ☐ NA	○ 1 TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC☐s use of technology does not align with lesson objectives.	○ 2 TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC☐s use of technology is aligned with lesson objectives.	○ 3 TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, heart-rate monitors, video, music, computer-based fitness assessments, etc. to provide feedback to students. TC☐s use of technology is aligned with lesson objectives.	*Score*
	○ 1	○ 2		

Skip Navigation

14. Lesson pace is appropriate. NASPE 4.5 CF1, CF5 ☐ NA	TC paces the learning tasks/activities, routines, and transitions inappropriately. The pace is too fast or too slow such that students go off task and become disruptive.	TC paces the learning tasks/activities, routines, and transitions appropriately to keep students engaged. The pace is too fast or too slow in occasions. Few students go off task and become disruptive.	TC paces the learning tasks/activities, routines, and transitions appropriately to keep students engaged. The pace is not too fast or too slow such that students go off task and become disruptive.	*Score*
15. Appropriate closure is provided. NASPE 5.2 CF1, CF4 ☐ NA	○ 1 TC fails to finish the lesson with a closure.	○ 2 TC finishes the lesson with a closure. The closure includes a review of the skills or concepts learned in the lesson.	○ 3 TC finishes the lesson with an appropriate (brief, 2-3 minutes long) closure. The closure includes a review, demonstrations, discussion, or summary of the skills or concepts learned in the lesson.	*Score*
16. Appropriate tone of voice and inflection is used throughout the lesson. NASPE 4.1 CF3 ☐ NA	○ 1 TC verbal interactions have an occasional mistake in grammar, poor diction, and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection.	○ 2 TC verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate a regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection.	○ 3 TC uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection.	*Score*
17. Appropriate demonstrations and explanations enhance instruction. NASPE 4.2 CF1, CF3 ☐ NA	○ 1 TC either provides no demonstration or an incorrect demonstration	○ 2 TC provides an effective demonstration/model during the instructional	○ 3 TC provides an effective ...el ...nal	*Score*

Skip Navigation

	during the instructional episode. TC provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies.	episode. TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson.	episode. Directions for each activity are explained and modeled. Skills are explained and demonstrated with proficiency. TC creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson.	

18. Provide learning experiences that allow students to form connections between the specific subject area and other disciplines. NAPSE 1.1 CF1 ☐ NA	○ 1 Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson. TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the ☐how☐ of the movement, physical activity, or fitness.	○ 2 Skill cues identified in the plan are used during the lesson. TC instruction for skillful movement, physical activities, or fitness includes the ☐how☐ and ☐why☐ of the movement, physical activity, or fitness.	○ 3 Skill cues are consistently identified in the plan and are consistently used during the lesson. TC instruction for skillful movement, physical activity, or fitness consistently includes the ☐how☐ and ☐why☐ of the movement, physical activity, or fitness.	*Score*
19. Students remain on task and engaged in the learning tasks or activities. NASPE 1.2 CF1 ☐ NA	○ 1 Practice conditions used for skill acquisition do not allow for individual differences. TC uses punitive measures to control behavior.	○ 2 Practice conditions allow for individual differences. TC controls student behavior through the use of proactive strategies (i.e.	○ 3 Practice conditions allow for individual differences and practice conditions are adjusted based on student responses. TC avior	*Score*

Skip Navigation

	catch them when they are good, awarding positive behavior, etc.).	using proactive strategies including encouraging student self responsibility.	
20. Learning tasks and activities are developmentally appropriate. NASPE 1.3 CF1 ☐ NA	○ 1 TC applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities.	○ 2 TC appropriately applies motor development theory and principles in planning for and delivering instruction. TC plans and implement lessons that are developmentally appropriate (neither too hard nor too easy) TC demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities.	○ 3 TC appropriately and consistently applies motor development theory and principles in planning for and delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities, and personal fitness.	*Score*
21. Identifies critical elements (cues) of motor skills and performance concepts. NASPE 1.5 CF1 ☐ NA	○ 1 TC can analyze, detect, and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. TC can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the	○ 2 TC analyzes, detects, and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are	○ 3 TC analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for both motor skills and tactics. TC identifies objectives aking of	*Score*

Skip Navigation

context in which skills are executed. TC provides limited feedback to students on the effective use of tactics and strategies.

executed. TC identifies objectives related to decision making and the use of strategies and tactics. TC provides feedback to students on the effective use of strategies and tactics.

strategies and tactics and plans practice activities congruent to objectives. TC provides specific, corrective feedback to students on the effective use of strategies and tactics.

22. Analyze skills and performance concepts and provide positive, specific and congruent feedback. NASPE 1.5 ☐ NA	○ 1 TC can analyze, detect, and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. TC can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the context in which skills are executed. TC provides limited feedback to students on the effective use of tactics and strategies.	○ 2 TC analyzes, detects, and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are executed. TC identifies objectives related to decision making and the use of strategies and tactics. TC provides feedback to students on the effective use of strategies and tactics.	○ 3 TC analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for both motor skills and tactics. TC identifies objectives related to decision making and the effective use of strategies and tactics and plans practice activities congruent to objectives. TC provides specific, corrective feedback to students on the effective use of strategies and tactics.	*Score*
			Rubric Score:	
			Rubric Mean:	

Evidence of Student Learning - Domain 2*

	Unacceptable	Acceptable		Score

Skip Navigation

23. Assessment is based on mastery of learning expectations which are aligned with local, state and national standards. NASPE 5.1 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC shows no evidence (or minimal evidence) of planning for formal or informal assessment. Assessments are not aligned with TEKS and/or NASPE standards. There is no plan for record keeping or analysis of data. Assessments do not match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Assessments are aligned with TEKS and/or NASPE standards. TC has a plan for record keeping and analysis of data. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded.	TC uses assessments to plan future lessons. On-going assessments as well as summative and formative assessments are used in many contexts. Assessments are aligned with TEKS and NASPE standards. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g., parents/administrators).	

24. Grading is based on assessment of student learning. NASPE 5.1 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC does not base grading on mastery criteria for skills and concepts. Grading is based only on attendance and class participation. TC shows no evidence (or minimal evidence) of planning for formal or informal assessment. There is no plan for record keeping or analysis of data. Some of the objectives are not assessed.	TC bases grading on mastery criteria for skills and concepts. TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. TC has a plan for record keeping and analysis of data. Student progress is recorded.	TC bases grading on mastery criteria for skills and concepts. TC uses assessments to plan future lessons. On-going assessments as well as summative and formative assessments are used in many contexts (skill tests, peer observation checklists, self-assessments, portfolio assignments, event-task projects, fitness concept application assignments and scores). Record keeping provides detailed information on students and can be transformed	

Skip Navigation

into a format that is accessible to others (e.g. parents/administrators).

25. There is ongoing formal and informal assessment. NASPE 5.2 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	Score
	TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs after instruction. Learning tasks/activities are not based on pre-assessments. Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments.	TC monitors students☐ performance and re-teaches and provides reinforcement. TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning tasks/activities are based on pre-assessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	TC consistently monitors students☐ performance and re-teaches and provides reinforcement. TC uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts (skill tests, peer observation checklists, self-assessments, portfolio assignments, event-task projects, fitness concept application assignments and scores). Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning tasks/activities are based on pre-assessments. Formative assessments are used which allow students to achieve mastery on summative assessments.	

○ 1   ○ 2

Skip Navigation

26. Assessment criteria is communicated to students. NASPE 5.2 CF1, CF4 ☐ NA	TC fails to provide an explanation of what is expected for mastery of the skill or concept. Demonstrations are not provided for skills and expectations for quality and/or quantity of performance is not explained. Students do not understand what is expected for mastery of the skill or concept.	TC provides an explanation of what is expected for mastery of the skill or concept. Demonstrations are provided for skills and/or expectations for quality and/or quantity of performance is explained. The majority of the students understand what is expected for mastery of the skill or concept.	TC provides a clear explanation of what is expected for mastery of the skill or concept. Demonstrations are provided for skills and expectations for quality and quantity of performance is clearly explained. Students clearly understand what is expected for mastery of the skill or concept.	*Score*
27. Multiple assessment strategies and tools are used (formative and summative) to monitor student learning. NASPE 5.2 CF1, CF4 ☐ NA	○ 1 _____ TC does not monitor and document students☐ progress toward mastery of the skills and concepts. TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning tasks/activities are not based on pre-assessments. Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments. Grades are determined by ☐effort☐ or ☐participation.☐	○ 2 _____ TC monitors and documents students☐ progress toward mastery of the skills and concepts. TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning tasks/activities are based on pre-assessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	○ 3 _____ TC actively monitors and documents students☐ progress toward mastery of the skills and concepts. TC uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts (skill tests, peer observation checklists, self-assessments, portfolio assignments, event-task projects, fitness concept application assignments and scores). Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators).	*Score*

Skip Navigation

		feedback, communicate progress and determine grades. Learning tasks/activities are based on pre-assessments. Formative assessments are used which allow students to achieve mastery on summative assessments.	

28. Students can self-assess and are aware of their own progress toward learning goals. NASPE 5.2 CF1, CF4 ☐ NA	○ 1	○ 2	○ 3	*Score*
	Students are not familiar with skill expectations and are not provided accurate and timely feedback such that they can self-assess as appropriate.	Students are familiar with skill expectations and/or are provided accurate and timely feedback such that they can self-assess as appropriate.	Students are familiar with skill expectations and are provided accurate and timely feedback such that they can self-assess as appropriate. TC uses student self-checklists so that students can document their progress.	

29. Uses self-reflection to evaluate instruction. NASPE 5.3 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC plans lessons without considering previous accomplishments. Plans lessons according to teaching preferences vs. student needs. Learning/practice opportunities are not based on pre-assessments and students☐ developmental levels.	TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection. Changes based on reflection are placed into action in lessons.	TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short and long term goals are modified based on the reflective cycle.	

Skip Navigation

	Rubric Mean:

Management/Organization - Domain 3*

	Unacceptable	Acceptable	Target	Score
30. Instructional area is safe, orderly, and supports learning activities. NASPE 4.5 CF1, CF3 ☐ NA	○ 1 TC makes inappropriate decisions regarding selection and arrangement of instructional area. Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart). There is not a clear stop and start signal in place.	○ 2 TC makes appropriate decisions regarding selection and/or arrangement of instructional area. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop and start signal in place. Effective use of space is evident in the lesson (students are neither too far or too close together). TC creates a supportive environment that invites student participation.	○ 3 TC makes appropriate decisions regarding selection and arrangement of instructional area. Instructional area is properly prepared for the lesson. There is adequate safe space to facilitate the learning of the skill or concept. Activities are structured and oriented in a way for safe, maximum participation and success. Equipment is ready and accessible, and equipment not in use is stored. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. Space use is maximized through careful planning with students participating in the organization of the space for their use. Students consistently self-manage their behavior during	*Score*

Skip Navigation

	1	2	3	Score
31. Adequate and developmentally appropriate equipment is accessible and utilized. NASPE 4.5 CF1,CF3 ☐ NA	TC fails to provide enough equipment for maximum participation. Managerial routines are not present and no systems are in place for distribution/return of equipment. TC uses equipment that does not coincide with the developmental levels of the learners.	TC provides enough equipment for maximum participation. Managerial routines are present and a system is in place for distribution/return of equipment. Equipment coincides with the developmental levels of the learners.	TC provides enough equipment for maximum participation and students do not wait for a turn to use equipment. Equipment is easily accessible such that time is not wasted retrieving it or readying it for activity. TC uses equipment that coincides with the developmental levels of the learners.	
32. Students understand and adhere to class rules, routines and behavioral expectations NASPE 4.5 CF1, CF3 ☐ NA	TC has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. Students do not understand behavior expectations and consequences for misbehaviors. Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is not a clear stop and start signal in place. Behavior issues are addressed insufficiently or ineffectively.	TC has established rules for the classroom and consistently enforced these rules. Rules are stated in developmentally appropriate language. Students understand behavior expectations and consequences for misbehaviors. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop and start signal in place. Behavior issues are immediately, efficiently, and effectively addressed by such proactive strategies as student prompts. TC	TC has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced and posted in the gymnasium. Students clearly understand behavior expectations and consequences for misbehaviors. TC uses positive reinforcement to acknowledge appropriate behavior and performance. Students are motivated to follow rules. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and	

Skip Navigation

creates a supportive environment that invites student participation.

their behavior during lessons. TC creates a supportive environment where students are encouraged and supported. There are few, if any, instances of off-task or disruptive behavior.

| 33. Class routines maximize instructional time. NASPE 4.5 CF1, CF3

☐ NA | ○ 1

Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is not a clear stop and start signal in place. | ○ 2

TC effectively uses class routines and protocols to maximize instructional time. Managerial routines are present such as multiple equipment distribution points. There is a clear stop and start signal in place. | ○ 3

TC effectively uses class routines and protocols to maximize instructional time. Students are familiar with the routines. There is orderly entry to the gymnasium, distribution and collection of equipment, grouping, locker room procedures, attendance taking, and dismissal. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Stop and start signals are clear and creative. TC consistently reinforces class routines. | *Score* |
| 34. There is a behavior management plan that is fair, firm, and equitable. NASPE 4.5 CF1,CF3

☐ NA | ○ 1

TC has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or | ○ 2

TC establishes rules and behavior expectations, which are understood by the students. There are | ○ 3

TC establishes rules and behavior expectations,

Skip Navigation | *Score* |

are stated in language inappropriate for the age group. Behavior issues are addressed insufficiently or ineffectively.	defined consequences for misbehaviors. Positive reinforcement is issued to those following rules. Students are handled in a compassionate and equitable, yet firm way. TC creates a supportive environment that invites student participation.	students. There are clearly defined consequences for misbehaviors. Behavior problems are dealt with immediately and on a personal level. TC consistently provides positive reinforcement to those following rules. Students are handled in a compassionate and equitable, yet firm way. Students consistently self-manage their behavior during lessons. TC creates a supportive environment where students are encouraged and supported.

| 35. Appropriate behaviors are reinforced consistently. NASPE 4.5 CF1, CF3 ☐ NA | ○ 1 — TC fails to acknowledge appropriate behavior. Students are not motivated to follow rules and instructions. TC does not use reinforcements for appropriate behavior. | ○ 2 — TC recognizes appropriate behavior. Students appear motivated to follow rules and instructions. TC occasionally uses reinforcements of appropriate behavior. | ○ 3 — TC consistently recognizes and acknowledges appropriate behavior. Students are motivated to follow rules and instructions. TC consistently uses reinforcements such as allowing students to begin activity, allowing students to assist with equipment, or allowing students to select equipment for appropriate behavior. TC creates a supportive environment where students are encouraged and supported. | *Score* |

○ 1	○ 2	Skip Navigation	*Score*

36. Effective management strategies are used NASPE 4.5 CF1, CF3 ☐ NA	TC is not aware of and ineffectively responds to all situations in class. TC relies on proximity control to manage entire class. TC does not use back-to-the wall technique and creates a home based. The students do not perceive that the teacher has eyes in the back of his/her head. TC does not indicate when before what.	TC is aware of and responds to most situations in class. TC does not rely on proximity control to manage entire class. TC regularly uses back-to-the wall technique and/or walk around the perimeter of the activity area without creating a home based. TC rarely indicates when before what (e.g., when I say go, you have 10 seconds to find a partner).	TC is aware of and effectively responds to all situations in class. TC does not rely on proximity control to manage entire class. TC effectively uses back-to-the wall technique (e.g., individual or groups of students should not be behind the teacher) and purposeful walk around the perimeter of the activity area without creating a home based. The students perceive that the teacher has eyes in the back of his/her head and is aware of everything being said and done in class. TC consistently and effectively indicates when before what (e.g., when I say go, you have 10 seconds to find a partner).	
37. Students are actively monitored and closely supervised. NASPE 4.5 CF1, CF3 ☐ NA	○ 1 TC passively observes each student□s performance of the skill to facilitate maximum success. TC relies only on proximity control to monitor student performance and behavior. TC passively monitors students across the gymnasium/field/teaching area to enforce and	○ 2 TC observes each student□s performance of the skill to facilitate maximum success. TC does not rely only on proximity control to monitor student performance and behavior. TC monitors students across the gymnasium/field/teaching area to enforce and reinforce behavior and skill expectations.	○ 3 TC actively observes each student□s performance of the skill to facilitate maximum success. TC does not rely only on proximity control to monitor student performance and behavior. TC actively monitors students across the gymnasium/field/teaching area to enforce and ...form behavior and skill	*Score*

Skip Navigation

	reinforce behavior. TC is just a referee or score keeper in the lesson.		expectations. TC is not just a referee or score keeper in the lesson.	
38. Students are appropriately grouped. NASPE 4.5 CF1,CF3 ☐ NA	○ 1 TC inappropriately groups students. Grouping practices does not maximize student participation. TC allows students to form groups and select captains.	○ 2 TC groups students to facilitate maximum participation. Students work individually, in partners, in small groups, or in larger groups appropriate to the learning. Students are pre-grouped by the teacher.	○ 3 TC efficiently and appropriately groups students to facilitate maximum participation and maximum success. Students work individually, in partners, in small groups, or in larger groups appropriate to the learning. In skill learning, the grouping allows for maximum practice trials. For example, students throw individually to a wall or with a partner instead of having only one ball for a large group, which minimizes practice trials for each student. Students are pre-grouped by the teacher.	*Score*
39. Effective and smooth transitions are apparent. NASPE 4.5 CF1,CF3 ☐ NA	○ 1 Transitions from activity to activity are inefficient. Students are confused and time is wasted. Equipment is not situated in ways to facilitate smooth transitions. Changes in grouping and organization are inefficient.	○ 2 TC moves students from one activity to another or from one area to another smoothly. Transitions from activity to activity are efficient. Students rarely are confused and/or rarely time is wasted. Equipment is situated in ways to facilitate smooth transitions. Changes in grouping and/or organization are efficient.	○ 3 TC effectively and efficiently moves students from one activity to another or from one area to another smoothly. Transitions from activity to activity are purposeful and efficient. Students are not confused and time is not wasted. Equipment is situated in	*Score*

Skip Navigation

| | | | transitions. Changes in grouping and organization are efficient. | |

	Unacceptable	Acceptable	Target	Score
40. Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations. NASPE 4.5 CF1, CF3 ☐ NA	○ 1 TC does not begin class promptly. Class is dismissed early. There is wasted or ☐free☐ time. Students are made to wait for the teacher to set up activities or get out equipment. Students wait in line or wait for a turn. TC uses elimination activities.	○ 2 TC begins class promptly. Class is not dismissed early. There is no wasted or ☐free☐ time. Students rarely are made to wait for the teacher to set up activities or get out equipment. TC maximizes instruction time reflecting the lesson focus and/or task expectations. Students rarely wait in line or wait for a turn. TC does not use elimination activities.	○ 3 TC begins class promptly. Class is not dismissed early. There is no wasted or ☐free☐ time. Students are not made to wait for the teacher to set up activities or get out equipment. Every minute is used for instruction reflecting the lesson focus and task expectations. Students do not wait in line or wait for a turn. TC does not use elimination activities.	*Score*
			Rubric Score:	
			Rubric Mean:	

Learning Climate - Domain 4*

	Unacceptable	Acceptable	Target	Score
41. Lifelong physical activity and skillful movement are promoted. NASPE 6.1 CF1, CF3,CF5 ☐ NA	○ 1 TC does not establish a learning environment that promotes physical activity. TC fails to use positive motivational strategies to encourage physical activity. TC does not encourage lifelong physical activity and does not make students	○ 2 TC establishes a learning environment that promotes physical activity. TC uses positive motivational strategies to encourage physical activity. TC encourages lifelong physical activity. TC never use exercise as a punishment.	○ 3 TC establishes a learning environment that promotes physical activity through the display of posters, pictures, bulletin boards and student work. TC consistently and effectively uses positive e.g.,	*Score*

Skip Navigation

aware of activity opportunities outside of class. TC uses exercise as a punishment. Timeout is a primary form of punishment. TC uses elimination activities.	Timeout is not a primary form of punishment. TC rarely uses elimination activities.	strategies, provide choices, use a variety of learning activities, help the students set goals) to encourage physical activity. TC encourages lifelong physical activity and makes students aware of activity opportunities outside of class. TC never use exercise as a punishment. Timeout is not a primary form of punishment. There are no elimination activities.	

42. There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment. NASPE 6.1 CF1, CF3, CF5 ☐ NA	○ 1 TC fails to provide provide a teaching space that is free from clutter, unused equipment, and other safety hazards. TC does not organize and does not structure learning tasks/activities to minimize the chance of injury from collision with people or objects, moving equipment, or immovable obstacles (e.g., walls, posts). There is not adequate space for the activities selected. Students appear unmotivated to participate and are unwilling to take appropriate risks in attempting new skills or incorporating skills into activities. TC uses inappropriate music.	○ 2 TC provides an adequate teaching space. There is adequate space for the activities selected. Students appear motivated to participate and are willing to take appropriate risks in attempting new skills or incorporating skills into activities. Students appear to accept mistakes as part of learning and appear eagerly to accept teacher feedback. Appropriate music is used to motivate students.	○ 3 TC provides a teaching space that is free from clutter, unused equipment, and other safety hazards. TC organizes and structures learning tasks/activities to minimize the chance of injury from collision with people or objects, moving equipment, or immovable obstacles (e.g., walls, posts). There is ample space for the activities selected. Students are motivated to participate and are willing to take appropriate risks in attempting new skills or incorporating skills into activities. Students accept mistakes as part of learning and eagerly accept teacher feedback. Appropriate	*Score*

Skip Navigation

music is used to motivate students and enhance the lesson.

43. High expectations for learning and behavior are evident. NASPE 4.6 CF1, CF5 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC fails to establish expectations and activities that challenge students. Students do not work hard and seem unmotivated throughout the lesson. Students become bored at the lack of challenge or frustrated by too much challenge. TC only acknowledges the work of those who are talented or need remediation.	TC establishes expectations that challenge students. Students work hard throughout the lesson. Some students seem bored at the lack of challenge or frustrated by too much challenge. TC regularly acknowledges the work of all students, not only those who are talented or need remediation.	TC establishes expectations and activities that challenge students. All students work hard and remain motivated throughout the lesson. Students do not become bored at the lack of challenge or frustrated by too much challenge. TC consistently and effectively acknowledges the work of all students, not only those who are talented or need remediation.	

44. Climate of courtesy and respect is established. NASPE 4.6 CF1, CF5 ☐ NA	○ 1	○ 2	○ 3	*Score*
	TC fails to establish a conducive learning environment. Interactions during the lesson (teacher to student, student to teacher, student to student, teacher to teacher) are disrespectful and inappropriate.	TC establishes a conducive learning environment. Most interactions during the lesson (teacher to student, student to teacher, student to student, teacher to teacher) are respectful and courteous. TC regularly interacts verbally and with proximity, and uses positive reinforcement to acknowledge appropriate behavior and performance.	TC establishes a learning environment of mutual respect, support for others, safety, and cooperation. All interactions during the lesson (teacher to student, student to teacher, student to student, teacher to teacher) are respectful and courteous. TC consistently interacts verbally and with proximity, and uses positive reinforcement to acknowledge appropriate behavior and performance. When negative interaction	

Skip Navigation   a

45. Students demonstrate respect and appreciation for individual differences. NASPE 4.6 CF1, CF5 ☐ NA	○ 1 TC fails to adjust teaching and expectations based on individual differences and needs. Accommodations and modifications are not made for students with disabilities or varied learning styles. Individual and cultural differences are not taken into account. Learning task/activities are ☐one size fits all☐.	○ 2 TC adjusts teaching based on individual differences and needs. Accommodations are made for students with disabilities. TC makes an effort to include all students. TC is respectful of cultural differences and backgrounds.	○ 3 TC adjusts teaching and expectations based on individual differences and needs. Accommodations and modifications are made for students with disabilities or varied learning styles. All students are included. TC is respectful, welcoming and appreciative of cultural differences and backgrounds. TC incorporates cues and frequently used commands (e.g., ☐stop,☐ ☐go,☐ etc.) in different languages and teaches activities/dances from different cultures.	Score
46. Students accept responsibility for their learning and actions. NASPE 4.6 CF1, CF5 ☐ NA	○ 1 TC fails to create a feeling of trust and openness with students. Students do not exhibit responsibility for the safety of self and others. Students have low expectations of their own behavior. Students give minimum effort.	○ 2 TC creates a feeling of trust with students. Students exhibit responsibility for the safety of self and/or others. Students have expectations of their own behavior. Students give effort.	○ 3 TC teaches good manners and self-discipline by example. TC creates a feeling of trust and openness with students. Students exhibit responsibility for the safety of self and others. Students have high expectations of their own behavior. Students give maximum effort.	Score
47. Students support the learning of others. NASPE 4.6 CF1, CF5 ☐ NA	○ 1	○ 2	○ 3	Score

Skip Navigation

	TC fails to establish an environment in which students are accepting of others. Students do not foster others□ self-esteem and do not encourage others. TC allows bullying and put-downs. Students use minimum effort when working with others.	TC establishes an environment in which students are accepting of others. Students refrain from bullying and put-downs. Students put effort when working with others.	TC establishes an environment in which students are accepting of others and celebrate others. Students foster others□ self-esteem and regularly encourage others. TC does not tolerate bullying and put-downs. Students use maximum effort when working with others.

48. Students are recognized and praised for efforts and positive contributions. NASPE 6.1 CF1, CF3, CF5 ☐ NA	◯ 1 TC does not reinforce students□ effort, skill performance, correct responses, and appropriate behavior. TC does not promote good sportsmanship and cooperative behaviors. TC rarely corrects inappropriate comments and behaviors.	◯ 2 TC regularly reinforces students□ effort, skill performance, correct responses, and appropriate behavior. TC promotes good sportsmanship. TC regularly corrects inappropriate comments and behaviors.	◯ 3 TC consistently reinforces students□ effort, skill performance, correct responses, and appropriate behavior. TC consistently promotes good sportsmanship and cooperative behaviors. TC consistently corrects inappropriate comments and behaviors.	*Score*
49. Teacher candidate communicates in ways that demonstrate sensitivity to all students. NASPE 6.4 CF1, CF3, CF5 ☐ NA	◯ 1 TC interacts with others in a professional manner, but sometimes resorts to the use of □slang□ terms during conversations with students. TC sometimes □puts down□ students in front of classmates. TC occasionally demonstrates behaviors or language that is insensitive to culturally differences.	◯ 2 TC attempts to teach in a culturally responsive way. TC demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. TC avoids sarcasm and □put downs□ while interacting with students.	◯ 3 TC teaches using culturally responsive approaches. TC demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. TC never uses □put downs□ or sarcasm while teaching.	*Score*

Skip Navigation

			Rubric Score:
			Rubric Mean:

Professionalism - Domain 5*

	Unacceptable	Acceptable	Target	Score
50. Teacher candidate is an advocate for the profession. NASPE 6.2 CF1, CF5 ☐ NA	○ 1 TC fails to convey knowledge of and enthusiasm for the discipline of physical education to students, parents, administrators, colleagues, and other constituents. TC rarely communicates the value and importance of the discipline. TC is not perceived as an ambassador for physical education and its impact on a healthy lifestyle.	○ 2 TC conveys knowledge of and/or enthusiasm for the discipline of physical education to students. TC communicates the value of the discipline. TC is perceived as an ambassador for physical education.	○ 3 TC conveys knowledge of and enthusiasm for the discipline of physical education to students, parents, administrators, colleagues, and other constituents. TC consistently communicates the value and importance of the discipline. TC is perceived as an ambassador for physical education and its impact on a healthy lifestyle.	*Score*
51. Teacher candidate is receptive to feedback and seeks opportunities for personal growth. NASPE 6.2 CF1, CF5 ☐ NA	○ 1 TC does not embrace feedback as an opportunity to improve. TC does not welcome the opportunity to be a better teacher for his/her students. TC is not receptive to constructive criticism and suggestions.	○ 2 TC embraces feedback as an opportunity to improve. TC is receptive to constructive criticism and suggestions.	○ 3 TC embraces feedback as an opportunity to improve and personal grow. TC welcomes and embraces the opportunity to be a better teacher for his/her students. TC is receptive to constructive criticism and suggestions.	*Score*
	○ 1	○ 2	Skip Navigation	*Score*

52. Teacher candidate participates in professional organizations. NASPE 6.2 CF1, CF5 ☐ NA	TC participates in professional growth and development opportunities when directed to do so. TC meets the minimum professional development requirements for the program.	TC participates in professional growth and development opportunities when they are offered. TC participates in professional opportunities beyond the program requirements, such as major□s club, attendance at state conventions, health fairs, and Jump/Hoop for Hearts activities.	TC takes every opportunity to participate in professional development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leaderships in student groups, and planning activities. TC is a member of professional organizations (e.g., TAHPERD, AAHPERD), subscribes to professional journals, and is knowledgeable of current trends. TC sets goals for his/her teaching and professional development and monitors progress toward these goals.	
53. Teacher candidate reflects upon and incorporates new learning into practice. NASPE 5.3 CF1, CF4, CF5 ☐ NA	○ 1 TC plans lessons without considering previous accomplishments. Plans lessons according to teaching preferences vs. student needs. Learning/practice opportunities are not based on pre-assessments and students□ developmental levels.	○ 2 TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection. Changes based on reflection are placed into action in lessons.	○ 3 TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, and implement change based on reflection. Changes based on reflection are placed into action in	*Score*

Skip Navigation

based on the reflective cycle. As the TC learns new content, activities, concepts, strategies, etc. he/she integrates them into his/her teaching. TC is familiar with the newest trends and research in the physical education profession and adjusts his/her teaching to reflect them.

54. Teacher candidate shares information, resources and expertise with peers. NASPE 6.2 CF1, CF5 ☐ NA	○ 1 TC shares limited health, fitness and physical education information with colleagues, staff, and interested parties.	○ 2 TC regularly shares health, fitness and physical education information with colleagues, staff, and interested parties.	○ 3 TC willingly and enthusiastically shares health, fitness and physical education information with colleagues, staff, and interested parties.	*Score*
55. Teacher candidate is collegial and interacts appropriately with staff, parents and school volunteers. NASPE 6.3 CF1, CF3, CF5 ☐ NA	○ 1 TC does not solicit interactions and/or assistance from parents and volunteers. TC fails to maintain confidentiality regarding colleagues, students, or families. TC fails to maintain professional relationships with students in and out of the school setting.	○ 2 TC solicits interactions and/or assistance from parents and volunteer. TC maintains confidentiality regarding colleagues, students, or families. TC maintains professional relationships with students in and out of the school setting.	○ 3 TC regularly solicits and encourages interactions and assistance from parents and volunteers (e.g., parents and volunteers can assist with Field Days, fitness assessments, etc.). TC maintains confidentiality regarding colleagues, students, or families. TC maintains professional relationships with students in and out of the school setting.	*Score*
	○ 1	○ 2	**Skip Navigation**	*Score*

56. Teacher candidate collaborates with community, colleagues, staff, and resource persons. NASPE 6.2 CF1, CF5 ☐ NA	TC fails to establish collegial relationships with peers, school staff, parents, and community members to meet school goals.	TC establishes collegial relationships with peers, school staff, parents, and community members to meet school goals.	TC establishes collegial relationships with peers, school staff, parents, and community members to meet school goals, enhance his/her teaching, and facilitate student learning. TC participates in school-wide activities.	
57. Teacher candidate models appropriate appearance, attire, attitudes and behavior. NASPE 6.3 CF1, CF3, CF5 ☐ NA	○ 1 TC dresses inappropriately for school setting in violation of school and university dress codes. TC fails to maintain confidentiality regarding colleagues, students, or families. TC demonstrates favoritism for specific students or groups of students. TC has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students. TC exhibits behaviors that are indicative of gender or racial bias.	○ 2 TC dress is consistent with school and university guidelines. TC regularly models behavior expectations, a physically active lifestyle, healthful practices, and correct oral and written expression. TC understands his/her legal responsibilities.	○ 3 TC☐s dress exceeds the requirements of the school and university guidelines. TC consistently models behavior expectations, a physically active lifestyle, healthful practices, and correct oral and written expression. TC understands his/her legal responsibilities. TC understands legal and ethical issues as they apply to responsible and acceptable use of internet resources. TC exercises good judgment in all aspects of teaching and professional activities. TC interprets and complies with school policies.	*Score*
			Rubric Score:	
			Rubric Mean:	

GRADE

Skip Navigation

Total Score:

Total Mean:

0.0

Update   Cancel

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation

Skip Navigation