

**National Standards for Initial Physical Education Teacher Education, 2017
Rubrics**

Standard 1: Content and Foundational Knowledge

Physical education teacher candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective physical education program.

Component Statements	Unacceptable	Acceptable	Target
<p>1.a Describe and apply common content knowledge for teaching PreK-12 physical education.</p>	<p>Candidate fails to meet the criterion score established by the program on standardized subject-specific content knowledge test.</p>	<p>Candidate meets the criterion score established by the program on standardized subject-specific content knowledge test.</p>	<p>Candidate exceeds the criterion score established by the program on standardized subject-specific content knowledge test.</p>
	<p>Candidate describes and applies common content knowledge of motor skills, movement concepts, and movement patterns that may contain errors or are not age and developmentally appropriate. Candidate incorrectly describes and applies situation-specific tactics and/or strategies and techniques of skill-based performances. Rules and etiquette described and applied in accordance with the activity/game/sport contain errors and/or inappropriate etiquette.</p>	<p>Candidate correctly describes and applies common content knowledge of developmentally appropriate motor skills, movement concepts, and movement patterns. Candidate describes and applies situation-specific tactics and/or strategies and correct technique of skill-based performances in a developmentally appropriate manner. Rules and etiquette are described and applied in accordance with the activity/game/sport.</p>	<p>Candidate correctly describes and applies common content knowledge of developmentally appropriate motor skills, movement concepts, and movement patterns. Candidate describes and applies situation-specific tactics and/or strategies and correct technique of skill-based performances in an age and developmentally appropriate manner. Rules and etiquette are described and applied in accordance with the activity/game/sport. Candidate can synthesize and integrate concepts and techniques from multiple content areas when planning for physical education content.</p>

<p>1.b. Describe and apply specialized content knowledge for teaching PreK-12 physical education.</p>	<p>Candidate fails to meet the criterion score established by the program on standardized subject-specific content knowledge test.</p>	<p>Candidate meets the criterion score established by the program on standardized subject-specific content knowledge test.</p>	<p>Candidate exceeds the criterion score established by the program on standardized subject-specific content knowledge test.</p>
	<p>Candidate describes and applies specialized content knowledge by providing skill cues, identifying critical elements and common errors that may contain errors and/or are developmentally inappropriate. Task progressions may not follow a logical sequence and/or are not developmentally or age appropriate.</p>	<p>Candidate describes and applies specialized content knowledge by providing skill cues, identifying critical elements, and predicting common errors. Candidate describes and applies planned and developmentally appropriate task progressions; and uses observed performance as the basis for adjusting learning task(s).</p>	<p>Candidate describes and applies specialized content knowledge by providing skill cues, identifying critical elements, and predicting common errors that are age and developmentally appropriate. Candidate describes and applies planned and developmentally appropriate task progressions; uses observed performance as the basis for adjusting learning task(s); and provides accommodations for varying skill levels.</p>

<p>1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.</p>	<p>Candidate fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics.</p>	<p>Candidate meets the criterion score established by the program on selected assessments in physiology and biomechanics.</p>	<p>Candidate exceeds the criterion score established by the program on selected assessments in physiology and biomechanics.</p>
	<p>Candidate applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues are appropriate in plan, but candidate fails to use the identified skill cues during the lesson. Candidate's 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.</p>	<p>Candidate appropriately applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. Candidate's instruction for skillful movement, physical activities, or fitness includes the "how" and "why" of the movement, physical activity, or fitness.</p>	<p>Candidate appropriately applies physiological and biomechanical concepts in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are consistently used during the lesson. Candidate's instruction for skillful movement, physical activity, or fitness includes the "how" and "why" of the movement, physical activity, or fitness.</p>

<p>1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.</p>	<p>Candidate fails to meet the criterion score established by the program on assessments in motor learning and/or behavior-change/psychological principles.</p>	<p>Candidate meets the criterion score established by the program on assessments in motor learning and behavior-change/psychological principles.</p>	<p>Candidate exceeds the criterion score established by the program on assessments in motor learning and behavior-change/psychological principles.</p>
	<p>Candidate demonstrates knowledge of the various theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. Candidate omits behavior-change/psychological principles in planning learning experiences and uses punitive measures to manage behavior.</p>	<p>Candidate demonstrates knowledge of motor learning and behavior-change/psychological principles and applies them to teaching. Planned progressions reflect motor learning theory and practice conditions allow for individual differences. Candidate employs behavior-change/psychological principles in planning learning experiences and teaching behavior-change strategies (e.g., self-monitoring, persistence, goal-setting). Candidate uses proactive strategies to manage student behavior (i.e. catch them when they are good, awarding positive behavior, etc.).</p>	<p>Candidate applies a variety of motor learning and behavior-change/psychological principles in planning for and delivering instruction. Planned progressions apply motor learning theory to manipulate the complexity of the learning tasks. Practice conditions allow for individual differences and are adjusted based on student responses. Candidate employs behavior-change/psychological principles in planning learning experiences and reinforces student use of behavior-change strategies (e.g., self-monitoring, persistence, goal-setting). Candidate uses proactive behavior-management strategies to guide student behavior, including self-responsibility.</p>

<p>1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.</p>	<p>Candidate fails to meet the criterion score established by the program on assessments in motor development.</p>	<p>Candidate meets the criterion score established by the program on assessments in motor development.</p>	<p>Candidate exceeds the criterion score established by the program on assessments of motor development.</p>
	<p>Candidate applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities.</p>	<p>Candidate applies motor development theory and principles in planning for and delivering instruction. Candidate plans and implements lessons that are developmentally appropriate (neither too hard nor too easy). Candidate demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities.</p>	<p>Candidate applies motor development theory and principles in planning for and delivering instruction for all stages of student proficiency. Candidate demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities for all stages of student proficiency.</p>

<p>1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.</p>	<p>Candidate fails to meet criterion scores established by the program on assessments in historical, philosophical, legislative and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.</p>	<p>Candidate meets criterion scores established by the program on assessments in historical, philosophical, legislative and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.</p>	<p>Candidate exceeds criterion scores established by the program on assessments in historical, philosophical, legislative and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.</p>
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Standard 2: Skillfulness and Health-Related Fitness*

Physical education teacher candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Component Statements	Unacceptable	Acceptable	Target
2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games, aquatics, dance, fitness activities, outdoor pursuits, individual-performance activities).	Candidate can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns). Candidate cannot select what to do and/or cannot execute that selection appropriately in the authentic environment. Candidate demonstrates movement skills at the control level across one or more content areas selected for reporting.	Candidate demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. Candidate demonstrates the ability to combine movement patterns into a sequence. Candidate correctly selects what to do and executes that selection appropriately in the authentic environment. Candidate demonstrates movement skills at the utilization level in at least four physical education content areas selected for reporting.	Candidate demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. Candidate demonstrates the ability to combine and adapt skills during game play or activity performance. Candidate correctly executes advanced strategies at appropriate times and/or appropriate situations. Candidate performs at the proficiency level in at least four physical education content areas selected for reporting.

<p>2.b Achieve and maintain a health-enhancing level of fitness throughout the program.</p>	<p>Candidate performs below the age- and gender-specific levels on majority health-related fitness components (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.</p>	<p>Candidate meets the age- and gender-specific levels on at least three health-related fitness components (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing throughout the program.</p>	<p>Candidate exceeds the age- and gender-specific levels on at least three health-related fitness components (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing throughout the program.</p>
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^ Skillful: A person's ability to employ techniques, tactics, strategies, rules and etiquette effectively in the context of the activity.

* To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (e.g., weight training programs, exercise logs).

Standard 3: Planning and Implementation

Physical education teacher candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Component Statements	Unacceptable	Acceptable	Target
<p>3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.</p>	<p>Candidate fails to make both long- and short term plans. Planning is limited to daily lesson plans, with no plan for long-term instructional goals for the unit. Short-term objectives are included but not aligned with identified long-term objectives. Planned learning activities are not aligned with instructional or programmatic objectives. Objectives are inappropriate for the short-term topic/developmental level of the students by being either too difficult or too easy. Learning objectives are appropriate but candidate fails to align objectives with local, state and/or national standards/grade-level outcomes.</p>	<p>Candidate designs and implements short- and long-term plans. Learning activities are congruent with short- and long-term objectives and are linked to individual student needs. Short- and long-term objectives inform instruction and learning activities. Objectives are appropriate for short-term topic, age, and developmental level of learners. Objectives identify measurable behaviors, conditions, and criteria.</p>	<p>Candidate designs and implements short- and long-term plans to ensure that learning is sequential. Short- and long-term objectives are linked directly to student learning activities. Short- and long-term objectives inform instruction and learning activities and allow for differentiated instruction. Objectives are appropriate for the short-term topic, age, and developmental level of learners. Objectives incorporate multiple domains of learning. Objectives are measurable, and each contain behaviors, conditions, and criteria for student mastery.</p>

<p>3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.</p>	<p>Learning activities are inappropriate for the age and developmental level of students by being either too difficult or too easy. Candidate fails to make modifications to planned learning activities to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the short-term plan may be illogical, with gaps in progressions. Progressions between learning activities are too difficult or too easy to facilitate skill mastery. Candidate plans without considering pre-assessment data to determine the entry level of the students. Students participating in learning activities fail to achieve short-term plan objectives.</p>	<p>Candidate considers the context of the learning environment that is reflected in the planning and implementation of the short-term plan. Multiple methods are used to convey content. Learning activities are age/developmentally appropriate and are optimally challenging (neither too easy nor too difficult). Progressions are sequential, progressive, and align with short-term plan objectives facilitating skill acquisition. Task complexity is age and developmentally appropriate. Candidate plans to use pre-assessment data to determine the entry level of the students. Learning activities allow students to achieve short-term plan objectives.</p>	<p>Learning activities are age and developmentally appropriate, and provide appropriate complexity (neither too easy nor too difficult). Candidate implements adjustments to learning activities based on student performance. Adjustments are implemented for individuals and the entire class. Candidate plans and implements a logical sequence aligned with short- and long-term objectives. Candidate provides differentiated instruction in learning activities based on student readiness as determined by pre-assessment data. Progressions are sequential, align with short- and long-term objectives, and provide students with opportunities to extend learning activities matching individual needs. Learning activities allow students to achieve short- and long-term plan objectives.</p>
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<p>3.c Plan for and manage resources to provide active, fair and equitable learning experiences.</p>	<p>Candidate does not plan or plans for short-term plan variations incongruent with individual differences (abilities/needs/interests) represented. Instruction is not individualized, and a “one size fits all” approach is taken. Candidate uses one instructional model/approach throughout the long-term plan. Candidate does not offer choices in equipment, space use or practice tasks based on individual differences.</p>	<p>Candidate plans for instructional variations for individual differences (abilities/needs/interest). Candidate varies instructional models/approaches throughout the long-term plan to account for differences in learning styles and prior experiences. Candidate provides student choice in equipment, space or level of practice tasks based on individual differences.</p>	<p>Candidate’s plans reflect age and developmentally appropriate adaptations for abilities (all levels) and needs (interests and motivations). Candidate uses multiple instructional models/approaches throughout the long-term plan to account for variations in learning styles and prior experiences. Students are given multiple choices (e.g., equipment, space) within practice tasks based on individual differences.</p>
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<p>3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.</p>	<p>Candidate fails to plan for all students within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. Candidate does not make accommodations for the diversity found within the student population. Candidate fails to plan and teach for inclusion through selection of students chosen to demonstrate, inclusive display materials, and grouping of students for instruction and learning activities. Candidate fails to collaborate with the IEP team on the planning and implementation of short-term plan that meet the needs of students with disabilities</p>	<p>Candidate plans and implements short-term plan modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status for all students within the class. Candidate plans and teaches for inclusion of diversity in displayed materials, using a variety of students to demonstrate and grouping students for instruction and learning activities. Candidate collaborates with the IEP team on the implementation of short-term plans meeting the needs of students with disabilities.</p>	<p>Candidate plans and implements short-term plan accommodations for the diversity found within the student population using differentiate planning and instruction for all students within the class. It is evident from the candidate's planning and implementation that the components (e.g., selection of long- and short-term plans, materials selected for display, and the selection of students to demonstrate) are inclusive and attend to all students' needs. Candidate plans and implements inclusive methods of grouping students by creating groups of mixed skill and abilities levels that account for the diversity found with the student population. Candidate collaborates with the IEP team on the planning and implementing of short-term plans that meet the needs of students with disabilities.</p>
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<p>3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).</p>	<p>Candidate does not plan and implement use of technology or the technology is not age and/or developmentally appropriate. Candidate demonstrates limited knowledge of current technology and its application in physical education settings. Candidate's use of technology does not align with long- or short-term objectives.</p>	<p>Candidate integrates learning experiences that involve students in the use of 1 form of technology. Candidate plans and implements age and developmentally appropriate use of technology in a physical education setting. Candidate's plan for student use of technology is aligned with long- or short-term objectives.</p>	<p>Candidate integrates learning experiences that require students to use more than 1 form of technology in a physical education setting. Candidate demonstrates age and developmentally appropriate use of current technologies and uses the technology to enhance student learning. Candidate's plan for student use of technology is aligned with long- and short-term objectives.</p>
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<p>3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.</p>	<p>Candidate does not plan or implement metacognitive knowledge activities or these activities are not age and/or developmentally appropriate. Students are not provided opportunities to analyze, plan, monitor, evaluate, or reflect on their own performance.</p>	<p>Candidate plans and implements age and developmentally appropriate metacognitive activities. Candidate provides opportunities for students to explore knowledge and beliefs on the task (purpose), person (individual variables) and strategy (What, How, Why, When). Students reflect on one's own declarative and procedural knowledge related to their own performance.</p>	<p>Candidate plans and implements age and developmentally appropriate metacognitive knowledge and strategy learning activities. Candidate allows students to analyze, reflect, and improve skillful performances. Metacognitive knowledge provides means for students to explore the knowledge and beliefs on the task (purpose), person (individual variables) and strategy (What, How, Why, When). Candidate also provides opportunities for students to engage in metacognitive strategies by raising one's awareness, monitoring, and evaluating the learning process related to skillful performance. Students reflect on declarative, procedural, and strategic knowledge related to their own performance.</p>
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Standard 4: Instructional Delivery and Management

Physical education teacher candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Component Statements	Unacceptable	Acceptable	Target
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	Candidate's verbal interactions are professional but contain occasional mistakes in grammar, poor diction, and/or inappropriate language for the age and developmental level of students. Candidate may disregard cultural differences when speaking with his/her students. Candidate uses "slang" terms at times and occasionally "puts down" students. The pacing of verbal communication is consistently too fast or too slow with little variation in tone and inflection. All communication in the short-term plan is verbal with no other form of communication used.	Candidate's verbal interactions are culturally responsive with an occasional mistake in grammar or the occasional use of a regional colloquialism. Candidate demonstrates respect for cultural differences and is inclusive in his/her teaching. Pacing of verbal communication is age and developmentally appropriate with variation in tone and inflection. Candidate utilizes verbal and nonverbal communication throughout the lesson. Alternative forms of communication such as task sheets, bulletin boards, augmented communication device, etc. are used to communicate short-term plan content.	Candidate uses age and developmentally appropriate grammar and diction in a culturally responsive way. Candidate's use of communication demonstrates respect for cultural differences and creates an inclusive atmosphere. Pacing of verbal communication is age and developmentally appropriate with variation in tone and inflection used throughout the lesson. Candidate utilizes multiple forms of communication such as task sheets, bulletin boards, augmented communication device, etc. throughout the short-term plan.

<p>4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.</p>	<p>Candidate provides no demonstration or an incorrect demonstration that is not age and/or developmentally appropriate during the instructional episode.</p> <p>Candidate provides too few or too many instructional cues for the age and developmental level of the students.</p> <p>Instructional cues are incorrect or do not identify the elements of the skill/tactic/strategy.</p> <p>Demonstrations, explanations, and instructional cues are not aligned with the short- and long-term objectives.</p>	<p>Candidate provides an age and developmentally appropriate demonstration during the instructional episode.</p> <p>Candidate implements instructional cues that identify elements of the skill/tactic/strategy.</p> <p>Instructional cues are reinforced during the instructional episode.</p> <p>Demonstrations, explanations, and instructional cues are aligned with the short- or long-term plan objectives.</p>	<p>Candidate provides age and developmentally appropriate demonstrations during the instructional episode that are aligned with short- and long-term objectives.</p> <p>Demonstrations are short in duration (60-90 seconds) allowing for maximum time-on task.</p> <p>Candidate implements developmentally appropriate instructional cues identifying elements of the skill/tactic/strategy that facilitate learning of short- and long-term objectives for all students.</p> <p>Instructional cues are reinforced throughout the instructional episode and short-term plan.</p> <p>Demonstrations, explanations, and instructional cues are aligned with the short- and long-term plan objectives.</p>
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4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	Candidate delivers lessons by remaining on script with the short-term plan despite student responses. Candidate fails to recognize changes in the teaching environment or fails to implement adjustments based on changes in the learning environment. Candidate does not make lesson adjustments for either underperforming or highly performing students.	Candidate implements adjustments to the short-term plan based on student progress and responses. Candidate is flexible in the short-term plan or with students by implementing adjustments to further student learning. Candidate makes lesson modifications for underperforming and highly skilled students alike.	Candidate is flexible and implements developmentally appropriate adjustments based on student progress and responses. Candidate responds in a developmentally appropriate manner to the teachable moments during the short-term plan to enhance student learning. Candidate makes creative lesson modifications for both underperforming and highly skilled students alike.
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<p>4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.</p>	<p>Candidate has ineffective rules or has difficulty in implementing class rules. Rules lack clarity or are stated in language inappropriate for the age of the students. 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 class routines. Students are arranged in groups/formations that does not maximize the available teaching space. Candidate does not employ a consistent start and stop signal. Behavior issues are either not addressed or not handled in a developmentally appropriate manner. Candidate does not establish a supportive learning environment for all students by demonstrating characteristics of motor elitism, excluding students from lesson activities, and/or by not providing equitable learning activities.</p>	<p>Candidate has established developmentally appropriate rules for the class and enforced the rules systematically. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner, creating groups, and other class routines. Candidate employs a clear start and stop signal. Space is used efficiently allowing all students to participate in learning activities. Behavior issues are dealt with immediately in a developmentally appropriate manner by using proactive strategies such as student prompts. Candidate creates a supportive environment by providing feedback to all students, encourages student participation, and provides equitable learning opportunities for all students.</p>	<p>Candidate has established developmentally appropriate rules for the class and enforced the rules systematically. Managerial routines are present and maximize learning opportunities by limiting time off task. Candidate employs a clear start and stop signal throughout the lesson. Space is used efficiently allowing all students equal opportunities to participate in learning activities. Behavior issues are not apparent or are dealt with immediately in a developmentally appropriate manner. Candidate creates a supportive environment by distributing feedback (providing more to underperforming and less to high performing) to students, encourages all students to participate, and provides equitable learning opportunities for all students.</p>
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<p>4.e Analyze motor skills and performance concepts through multiple means (e.g., observation, technology) in order to provide specific, congruent feedback to enhance student learning.</p>	<p>Candidate can analyze, detect, and correct critical elements for movement skills in at least one stage of proficiency. Candidate identifies key elements of motor skills, but provides non-specific feedback. Lesson focuses on skills without consideration for the context in which skills are executed. Candidate identifies key elements of motor skills, but feedback on the skills is non-specific. Feedback is general without connecting feedback to specific responses. Feedback is motivational and is provided to the group as a whole. Candidate provides limited feedback to students on the effective use of tactics and strategies. Candidate does not incorporate any form of technology as a means of providing feedback to students.</p>	<p>Candidate analyzes, detects, and corrects elements of movement skills using skill cues linked to the identified critical elements. Lesson focus is on skills with consideration of the context in which skills are performed. Candidate provides specific and corrective feedback on critical elements of skills, movement concepts, and tactics. A combination of positive, specific, and corrective feedback is used. Feedback is provided on developmentally appropriate use of tactics and strategies. Candidate provides individual and group feedback. Candidate incorporates 1 form of technology (e.g. pedometers, HR monitors, iPads, Coach's Eye, etc.) to provide feedback to enhance student learning.</p>	<p>Candidate analyzes, detects, and corrects all elements of movement skills using skill cues linked to the identified critical elements. Lesson focus is on skills and context in which skills are performed. Candidate provides specific, corrective feedback on critical elements for both motor skills and tactics. Candidate provides specific, congruent, and corrective feedback to students on the effective use of tactics and strategies. Feedback is linked directly to student responses and is provided to individuals and groups during the lesson. Candidate incorporates more than 1 form of technology (e.g. pedometers, HR monitors, iPads, Coach's Eye, etc.) to provide feedback to enhance student learning.</p>
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Standard 5: Assessment of Student Learning

Physical education teacher candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Component Statements	Unacceptable	Acceptable	Target
5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.	Candidate does not plan developmentally appropriate formal and/or informal assessments. Assessments do not align with the stated short-term objectives. Assessments are not planned for all short- and long-term learning objectives.	Candidate selects developmentally appropriate formal and/or informal assessments that directly align with short- and long-term student learning objectives. Assessments are planned for all stated short- and long-term learning objectives.	Candidate selects or creates a variety of developmentally appropriate authentic, formal and/or informal assessments that directly align with short- and long-term learning objectives. Multiple assessments are planned that allow for multiple domains to be assessed.

<p>5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.</p>	<p>Candidate does not plan for formative assessments within the short- and long-term plans. Pre assessment data are not used when making informed planning and instructional decisions. Assessments do not align with short- and long-term objectives</p>	<p>Candidate implements formative assessments that monitor student learning before and throughout the long-term plan. Summative assessments are planned that inform candidate of student learning. Data from assessments are used to inform planning and instructional decisions.</p>	<p>Candidate implements on-going formative assessments that directly aligns to student performance before and throughout the long-term plan. Assessment results are used to inform instruction, provide feedback, communicate progress, and plan for future instructional goals. Pre assessment data are used to design learning experiences that align with planned instructional activities. Summative assessments are planned and implemented that align to long-term objectives and provide evidence of student learning based on previous data collection and individualized instructional goals.</p>
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5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.	Candidate demonstrates minimal evidence to support their use of the reflective cycle to modify and plan instruction.	Candidate implements a reflective cycle (description of lesson, evaluation of candidate's performance, analysis of student learning, action plan) to guide decisions for future lessons. Candidate uses the reflective cycle to modify/adapt instruction and implement change to enhance student learning based on short- and long-term objectives.	Candidate implements a reflective cycle (description of lesson, evaluation of candidate's performance, analysis of student learning, action plan) to guide decision both during the lesson and future lessons. Candidate uses the reflective cycle to modify/adapt instruction and implement change both during the lesson and for future lessons to enhance student learning based on short- and long-term objectives.
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Standard 6: Professional Responsibility

Physical education teacher candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Component Statements	Unacceptable	Acceptable	Target
6.a Engage in behavior that reflects professional ethics, practice and cultural competence.	Candidate attempts to demonstrate ethical behaviors but may make some unprofessional verbal or written comments in private with other school professionals that are considered inappropriate (e.g., gossiping about a student or students' family). Candidate respects privacy/confidentiality laws as they pertain to students' medical records and grades. Candidate maintains professional relationships in most cases but may violate candidate-student boundaries (e.g., communicating with a student through Facebook or text messages). Candidate may demonstrate language or behavior that is insensitive to cultural differences but attempts to improve on cultural competence in subsequent opportunities.	Candidate demonstrates ethical behaviors in all aspects of practice in the school setting (e.g., classroom; duties, such as recess or bus). Candidate is respectful of privacy/confidentiality laws pertaining to students, students' families, and colleagues (e.g., teachers, principal, staff). Candidate maintains professional relationships including respect of candidate-student boundaries in and out of the school setting. Candidate demonstrates both verbal and non-verbal skills that reflect cultural competence toward all students.	Candidate demonstrates ethical behaviors in all aspects of practice in the school setting and beyond (e.g., faculty room conversations; social media). Candidate is respectful of privacy/confidentiality laws pertaining to students, students' families, and colleagues (e.g., teachers, principal, staff) and ensures students that assessment results and feedback are private information. Candidate maintains professional relationships including respect of candidate-student boundaries in and out of the school setting. Candidate helps students to demonstrate sensitivity toward one another.

<p>6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.</p>	<p>Candidate participates in professional growth opportunities (e.g., major’s club; attendance at state conventions, health fairs, and Jump/Hoops for Heart activities) required by the program when directed to do so. Candidate may or may not grow professionally through collaborative opportunities provided by education professionals (e.g., mentor teacher, university supervisor, principal) based on a defensive posture and/or verbal stance. Candidate may not take subsequent action to implement feedback or may attempt to implement feedback with little effort to improve his own professional knowledge and/or skills.</p>	<p>Candidate participates in professional growth opportunities (e.g., major’s club; attendance at state conventions, field day, and Jump/Hoops for Heart activities) when they are offered. Candidate grows professionally through collaborative opportunities as displayed by a willingness to receive constructive feedback from education professionals (e.g., mentor teacher, university supervisor, principal) and subsequent actions represent an attempt to improve based on such feedback.</p>	<p>Candidate takes initiative in seeking out opportunities to participate in professional growth opportunities (e.g., major’s club; attendance at state conventions, field day, and Jump/Hoops for Heart activities) and may take a leadership role such as presenting at a convention or serving as an officer in a student group such as a PETE major’s club. Candidate grows professionally through collaborative opportunities <i>sought out</i> to further professional knowledge and/or skills. Candidate is observed implementing new knowledge and/or skills when working with PreK-12 students in the physical education environment.</p>
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<p>6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.</p>	<p>Candidate fails to demonstrate knowledge of promotional strategies for physical education and expanded physical activity opportunities and does not encourage students to practice skills or tactics, and/or other active motor play activities, other than in physical education class. Candidate is unaware of or does not employ any strategies to make students aware of physical activity opportunities in the community. Candidate does not demonstrate knowledge of how to advocate for physical education and expanded physical activity opportunities.</p>	<p>Candidate demonstrates knowledge of promotional strategies for physical education and expanded physical activity opportunities by encouraging students to practice skills or tactics, and/or other active motor play activities, other than in physical education class. Candidate knows of community locations where students may safely participate in physical activities and communicates using either verbal or non-verbal methods (e.g., school or physical education website; social media; bulletin board; create and distribute newsletter or pamphlet). Candidate demonstrates knowledge of how to advocate for physical education and expanded physical activity opportunities while engaged in collaborative discussions with colleagues (e.g., mentor teacher, university supervisor).</p>	<p>Candidate demonstrates knowledge of promotional strategies for physical education and expanded physical activity opportunities by encouraging students to practice skills or tactics, and/or other active motor play activities, other than in physical education class. When given the opportunity, candidate implements selected expanded physical activity opportunities beyond the planned delivery of physical education lessons. Candidate encourages students to include family members when engaging in physical activity opportunities beyond the school day. Candidate knows of community locations where students may safely participate in physical activities and communicates using verbal and non-verbal methods (e.g., school website, social media, bulletin board, newsletter, pamphlet). Candidate demonstrates knowledge of how to advocate for physical education and expanded physical activity opportunities</p>
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			by creating written or visual materials and/or presentation/documents (letter to principal or school board) that provide valid, up-to-date rationale for developing or improving policies that support physical education and expanded physical activity opportunities.
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