

Impact on Student Learning - Physical Education

Overview: This *Impact on Student Learning - Physical Education* Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The *Impact on Student Learning - Physical Education* Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on *Impact on Student Learning - Physical Education* evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

NEED TO CREATE A DESCRIPTION HERE

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. *To reiterate*, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Impact on Student Learning - Physical Education
Rubric**

Note:

SECTION I: DESCRIPTION OF SCHOOL SETTING				
	UNSATISFACTORY	EMERGING	SATISFACTORY	TARGET
Characteristics & Basic Information <input type="checkbox"/> N/A	Provides incomplete information on the characteristics of the school, demographic makeup of students, community or teaching space.	Displays minimal or irrelevant information on one characteristic of the school, demographic makeup of students, community, and/or teaching space.	Displays knowledge of 2-3 characteristics of the school, demographic makeup of students, community, and/or available resources in teaching space that may impact learning.	Displays a comprehensive understanding of all the characteristics of the school, demographic makeup of students, community, and student interest and prior knowledge that might impact learning.
Implications <input type="checkbox"/> N/A	No narrative description is presented.	Narrative description provides general information but does not provide appropriate implications that will impact teaching.	Narrative description discusses general implications for instruction based on knowledge of school, students, community, and teaching space.	Narrative description discusses specific implications for instruction based on knowledge of school, students, community, and teaching space.
Visual Appeal <input type="checkbox"/> N/A	Introductory section presented no visual appeal.	Introductory section shares little thought concerning overall organization and presentation and appears to have been “thrown together” at the last minute.	Introductory section is graphically appealing with clear thought concerning overall organization and presentation.	Introductory section is graphically appealing with maps, pictures, etc., that provide evidence of significant thought concerning overall organization and presentation.
SECTION II: IDENTIFICATION OF STUDENT LEARNING GOALS				

	UNSATISFACTORY	EMERGING	SATISFACTORY	TARGET
Instructional Goals <input type="checkbox"/> N/A	No instructional goals were presented	Instructional goals reflect only one type of learning (typically only psychomotor) with plans limited to only short-term daily lessons. Lacks long-term planning.	Instructional goals reflect at least two domains of learning with both short-term and long-term plans congruent with overall student learning goals.	Goals reflect all three domains of learning with a clear sequential learning focus for both short- and long-term plans and include differentiated plan for learners of various abilities.
Alignment Between Learning Objectives & Standards <input type="checkbox"/> N/A	No alignment of learning objectives with State &/or National Standards.	At least one of the learning objectives is aligned with State &/or National Standards.	At least two of the learning objectives are aligned with State &/or National Standards.	All of the learning objectives are aligned with State &/or National Standards.
Performance Based Lesson Objectives <input type="checkbox"/> N/A	No performance-based objectives were presented	Performance-based objectives are really just activity statements rather than learning outcomes.	At least one of the performance-based objectives is clearly stated as a learning outcome.	All of the performance-based objectives are clearly stated as learning outcomes.
Developmentally Appropriate <input type="checkbox"/> N/A	No learning objectives were presented	Learning objectives are not developmentally appropriate (either too easy or too difficult) given the prerequisite skills, knowledge, and experiences needed for student success.	At least one learning objectives developmentally appropriate (match between skill level and task challenge) given the prerequisite skills, knowledge, and experiences needed for student success.	All of the learning objectives are developmentally appropriate (match between skill level and task challenge) given the prerequisite skills, knowledge, and experiences needed for student success.
Narrative <input type="checkbox"/> N/A	No narrative description is presented.	Narrative description provides little discussion of student learning. Provides no understanding of why	Narrative description discusses general implications planning and implementing instruction	Narrative description discusses specific implications for planning and implementing instruction

		learning objectives should be developmentally appropriate.	with limited understanding of developmentally appropriate instruction.	with clear understanding of developmentally appropriate instruction.
SECTION III: INSTRUCTIONAL DESIGN				
	UNSATISFACTORY	EMERGING	SATISFACTORY	TARGET
Active, Fair, And Equitable Learning Experiences <input type="checkbox"/> N/A	Learning experiences are not individualized, but rather a “one size fits all” teaching approach is taken.	Learning experiences offer limited student choice, but teaching does provide multiple approaches to meet varied learning styles.	Learning experiences offer student choice in equipment, space, etc., and teaching provides multiple approaches to meet varied learning styles.	Learning experiences offer student choices and individualized instruction based on varied learning styles.
Task Analysis <input type="checkbox"/> N/A	No task analysis is presented.	Task analysis is not presented in a graphically appealing format, but rather appears to have been “thrown together.”	Task analysis is presented in a graphically appealing format.	Task analysis is clearly presented in a graphically appealing format with a creatively and thoughtfully designed organization.
Diverse Student Needs <input type="checkbox"/> N/A	Teaching does not account for diversity of student population	Students are provided a set of learning experiences which are basically a list of lesson activities, but not provided as a sequential progression to meet diverse student needs.	Students are provided a set of learning experiences which provide a sequential progression to meet diverse student needs such that students can achieve mastery.	Students are provided a progression of sequential learning experiences meeting the diverse student needs by adjusting task challenges both for the entire class and individual students.
Content Aligned with Lesson Objectives <input type="checkbox"/> N/A	Lesson plans are not logically organized and appear, instead, to be “stand-alone” lessons that	Lesson plans are logically organized with content planned and implemented	Lesson plans are logically organized with content planned and implemented with a focus on achieving at	Lesson plans are logically organized with content planned and implemented with a focus on achieving

	will not move students toward achieving the learning objectives.	with a focus on achieving at least one learning objective.	least two learning objectives and included a variety of instructional strategies.	three or more learning objectives with engaging and effective student-centered strategies rather than “teaching to the middle.”
Narrative Reflective Cycle <input type="checkbox"/> N/A	No narrative description is presented.	Narrative description does not discuss implications for instruction. Provides no understanding of “planning-teaching-assessing” reflection cycle.	Narrative description discusses general implications for instruction based on a limited understanding of “planning-teaching-assessing” reflection cycle.	Narrative description discusses specific implications for instruction based on a clear understanding of “planning-teaching-assessing” reflection cycle.

SECTION IV: ASSESSMENT STRATEGY

	UNSATISFACTORY	EMERGING	SATISFACTORY	TARGET
Match of Assessments to Student Learning Objectives <input type="checkbox"/> N/A	No assessments were presented.	At least one assessment matches a student learning objectives and is aligned with a State SOLs &/or National Standard.	At least two assessments match student learning objectives and are aligned with State SOLs &/or National Standards.	All assessments clearly match student learning objectives and are aligned with State SOLs &/or National Standards.
Appropriate Assessments	No assessments were presented.	Presents a pre-test (baseline measure) that	Pre-test and post-test assessments match, but it is	Pre-test and post-test assessments clearly match

<input type="checkbox"/> N/A		addresses learning objective(s) but post-test assessments do not match.	still difficult to gauge impact on student learning as learning objectives are not completely clear.	so that teacher can gain clear understanding of impact on student learning.
Clear Directions <input type="checkbox"/> N/A	Neither directions nor assessments were presented.	Assessments have vague or no directions &/or scoring procedures.	Assessments have clear directions, but scoring procedures are unclear.	Assessments have clear directions and scoring procedures.
Data Collection <input type="checkbox"/> N/A	No data collection is presented.	Data collection is minimal.	Data collection is adequate, but lacks a comprehensive view of student learning.	Data collection is adequate, but lacks a comprehensive view of student learning.
Assessment Tools <input type="checkbox"/> N/A	Copies of assessment tools are missing.	Copies of assessment tools provided.		Copies of assessment tools provided with scoring rubrics clearly identified.
Narrative Reflective Cycle <input type="checkbox"/> N/A	No narrative description is presented.	Narrative description does not discuss implications for instruction. Provides no understanding of “planning-teaching-assessing” reflection cycle.	Narrative description discusses general implications for instruction based on a limited understanding of “planning-teaching-assessing” reflection cycle.	Narrative description discusses specific implications for instruction based on a clear understanding of “planning-teaching-assessing” reflection cycle.
SECTION V: DATA ANALYSIS AND REFLECTION				
	UNSATISFACTORY	EMERGING	SATISFACTORY	TARGET

<p>Presentation of Evidence (class data) to Support Student Learning (InTASC 9c)</p> <p><input type="checkbox"/> N/A</p>	<p>Presentation of class data and interpretation are incomplete or unclear.</p>	<p>Presentation of class data is provided in a simple table, but student performance data is not interpreted completely or unclear as how data shows evidence of student learning.</p>	<p>Presentation of class data is provided in table with student performance (both pre- and post-test) entered for 20+ students. Evidence of student learning is interpreted with use of supporting data and clear understanding of the meeting (or lack thereof) of learning objectives.</p>	<p>Presentation of class data is provided in both a table and accompanying chart with student performance (both pre- and post-test) entered for 20+ students. Strong evidence of student learning is correctly interpreted with use of supporting data with discussion of impact of students' prior knowledge.</p>
<p>Use of Best Practices Research to Inform Decisions (InTASC 10h)</p> <p><input type="checkbox"/> N/A</p>	<p>Description of use of any research to support instructional decision-making is incomplete.</p>	<p>Description of use of research provides indirect reference to "use of best practices."</p>	<p>Description shares specific "best practices" research to support instructional decisions.</p>	<p>Description also includes rationale for use of specific research and how "best practices" are contextual given individual teaching situations.</p>
<p>Narrative Reflective Cycle (NASPE 5.3) (InTASC 7d)</p> <p><input type="checkbox"/> N/A</p>	<p>Narrative description is incomplete and thus discussion of instructional steps is not a data-based decision.</p>	<p>Narrative description provides little discussion of the implications for instruction. Provides little understanding of "planning-teaching-assessing" reflection cycle and the use of student data.</p>	<p>Narrative description discusses general implications for instruction based on an understanding of "planning-teaching-assessing" reflection cycle relying on student data to guide instructional decision-making.</p>	<p>Narrative description discusses specific implications for instruction based on a clear understanding of "planning-teaching-assessing" reflection cycle with use of student data to base future instructional decisions. Narrative includes a self-critique regarding impact on student learning acknowledging successes and shortcomings in one's own</p>

				teaching.
OVERALL FORMAT				
	UNSATISFACTORY	EMERGING	SATISFACTORY	TARGET
Title Page and Table of Contents <input type="checkbox"/> N/A	Teacher Work Sample contains neither a title page nor a table of contents.	Teacher Work Sample has a title page, but lacks a table of contents.	Teacher Work Sample is compiled with a title page and table of contents.	Teacher Work Sample is professionally compiled with a title page and table of contents that clearly lists all major sections.
Overall Writing <input type="checkbox"/> N/A	Overall writing is poor with multiple grammar, spelling, and punctuation errors.	Overall writing is Satisfactory with 3-4 minor errors in grammar, spelling, and punctuation.	Overall writing is Satisfactory with 1-2 minor errors in grammar, spelling, and punctuation.	Overall writing is of high-quality free of grammar, spelling, and punctuation errors.