

## Physical Education: Student Teaching Final Evaluation

**Overview:** This *Physical Education: Student Teaching Final Evaluation* 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 *Physical Education: Student Teaching Final Evaluation* Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on *Physical Education: Student Teaching Final Evaluation* evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

**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).<sup>1</sup> 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 Rubric<sup>2</sup> and the CAEP Evidence Guide.

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<sup>1</sup> [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

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

<b>Physical Education: Student Teaching Final Evaluation Rubric</b>
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**Note:** Use the following scale to rate the performance of the intern in each of the assessment items:

(1) *U= Unsatisfactory: Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback*

(2) *E= Emerging: Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback*

(3) *S= Satisfactory: Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback*

(4) *P= Proficient: Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.*

<b>CATEGORY #1: CONTENT KNOWLEDGE</b>					
<b>The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</b>					
	<b>UNSATISFACTORY/ UNACCEPTABLE</b>	<b>EMERGING/ NEEDS IMPROVEMENT</b>	<b>SATISFACTORY/ ACCEPTABLE</b>	<b>PROFICIENT/ TARGET</b>	<b>NOT OBSERVED</b>
<b>1.1 Demonstrates cognitive knowledge in accuracy of information and terminology provided to students related to skillful movement, physical activity, and fitness. (NASPE 1.1)</b>  <input type="checkbox"/> <b>N/A</b>	Performs unsatisfactory on this indicator even with support.  Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.	Does perform on this indicator, but needs much support from CT and US.  Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.	Performs effectively on this indicator with reasonable support from CT and US.  Usually adjusts actions based on self-reflection and/or CT and US feedback	Performs independently on this indicator and effectively across a sustained period of time.  Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.	Does not perform this indicator, but that does not suggest he/she is not able.

<p><b>1.2 Demonstrates ability to accurately respond to student questions about principles related to skillful movement, physical activity, and fitness. (NASPE 1.3)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>1.3 Identifies critical elements (small, isolated parts of the whole skill or movement) of motor skill performance for improved motor learning. (NASPE 1.5)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>1.4 Correctly models skillful movements including fundamental motor skills, game play skills, and fitness skills to enhance student</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>understanding. (NASPE 4.2)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>action based on CT or US feedback.</p>	<p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>1.5 Skill cues are identified in the plan and used consistently throughout the lesson. (NASPE 1.1)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>1.6 Instruction includes the rationale behind the movement, activity, or fitness concept. (NASPE 1.1)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>Observations and comments addressing Category 1 strengths and areas needing improvement:</b></p>					
Empty row for observations and comments					

<b>CATEGORY #2: CONTENT PEDAGOGY.</b>					
<b>The candidate applies an understanding of how students learn the concepts and skills in the disciplines throughout various developmental stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in the disciplines.</b>					
	<b>UNSATISFACTORY/ UNACCEPTABLE</b>	<b>EMERGING/ NEEDS IMPROVEMENT</b>	<b>SATISFACTORY/ ACCEPTABLE</b>	<b>PROFICIENT/ TARGET</b>	<b>NOT OBSERVED</b>
<p><b>2.1 Engages students with the content in meaningful ways (e.g., made a game of learning, provided practice that related separate components of the content, included cognitive components of concepts, etc.).</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>2.2 Applies an understanding of how students learn the content (e.g., motor skills, game strategies, techniques, tactics, etc.), including typical challenges students</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>may encounter.</b> <b>(NASPE 3.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>					
<p><b>2.3 Uses a variety of teaching strategies appropriate for the content being taught (e.g., teaching styles such as Direct, Station, Mastery Learning, Individualized, Reciprocal, Inquiry, etc.).</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>2.4 Breaks complex skills down into smaller parts to teach. (NASPE 1.2)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>2.5 Insures that students are practicing correctly to maximize learning. (NASPE 1.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>2.6 Keeps practice sessions short and changes activities frequently. (NASPE 1.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>2.7 Within lessons and between lessons teaching is progressive and sequential (i.e., important and basic items come first and build to more difficult skills &amp; concepts with</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p>opportunities for students to extend tasks to increase or decrease the level of challenge). (NASPE 3.6)</p> <p><input type="checkbox"/> N/A</p>					
<p><b>Observations and comments addressing Category 2 strengths and areas needing improvement:</b></p>					
<p><b>CATEGORY #3 LEARNER DEVELOPMENT AND DIFFERENCES.</b></p>					
<p><b>Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences.</b></p>					
	<p><b>UNSATISFACTORY/ UNACCEPTABLE</b></p>	<p><b>EMERGING/ NEEDS IMPROVEMENT</b></p>	<p><b>SATISFACTORY/ ACCEPTABLE</b></p>	<p><b>PROFICIENT/ TARGET</b></p>	<p><b>NOT OBSERVED</b></p>
<p><b>3.1 Applies knowledge of student development (cognitive; physical/psychomotor; social/emotional/affective) affecting developmental readiness to learn and ability to refine</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>movement skills.</b> <b>(NASPE 3.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>					
<p><b>3.2 Uses teaching practices (e.g., verbal instruction, modeling, management, observation, feedback, etc.) based on an understanding of student development.</b> <b>(NASPE 1.3)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>3.3 Applies knowledge of common student exceptionalities and differences and modifies/creates instruction adapted to diverse learners.</b> <b>(NASPE 3.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>3.4 Students are provided with multiple choices (e.g., equipment, space, etc.) within practice tasks based on individual differences. (NASPE 3.4)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>3.5 Provides opportunities for students to extend tasks to increase or decrease the level of challenge. (NASPE 3.6)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>3.6 Uses games and activities that are appropriate for the developmental level of the children.</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

		US feedback.	feedback	and US feedback.	
<b>Observations and comments addressing Category 3 strengths and areas needing improvement:</b>					
<b>CATEGORY #4: CULTURE FOR LEARNING.</b>					
<b>Establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation.</b>					
	<b>UNSATISFACTORY/ UNACCEPTABLE</b>	<b>EMERGING/ NEEDS IMPROVEMENT</b>	<b>SATISFACTORY/ ACCEPTABLE</b>	<b>PROFICIENT/ TARGET</b>	<b>NOT OBSERVED</b>
<p><b>4.1 Uses managerial routines to keep management time at a minimum that creates a smoothly functioning learning experience and environment. (NASPE 4.5)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>4.2 Has equipment ready prior to student arrival with equipment spread in multiple</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>distribution points.</b> <b>(NASPE 4.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>4.3 Uses start and stop signals effectively to maintain class control and safety. (NASPE 4.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>4.4 Reinforces clear standards for behavior (i.e., class rules). (NASPE 4.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>4.5 Regularly monitors student behavior and responds to</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs</p>	<p>Performs effectively on this indicator with</p>	<p>Performs independently on this indicator and effectively across a</p>	<p>Does not perform this indicator, but that does not suggest he/she is not</p>

<p><b>inappropriate behavior effectively and decisively. (NASPE 4.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>able.</p>
<p><b>4.6 Develops and employs a fair, effective, and developmentally-responsive management technique (e.g., creates a culture for learning in physical education that that promotes a firm, but warm learning environment). (NASPE 4.5)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>4.7 Uses strategies (e.g., models acceptable behavior, offers opportunities for reflection and sharing,</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>offers leadership roles and student choices) to help students demonstrate responsible personal and social behaviors such as mutual respect, support for others, safety, and cooperation that promote a productive learning environment. (NASPE 4.6)</b></p> <p><input type="checkbox"/> N/A</p>	<p>action based on CT or US feedback.</p>	<p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>Observations and comments addressing Category 4 strengths and areas needing improvement:</b></p>					
<p><b>CATEGORY #5: PLANNING AND IMPLEMENTING INSTRUCTION</b></p>					
<p><b>The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</b></p>					
<p><b>The candidate uses a variety of evidence-based instructional strategies to promote students' deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p>					
	<p><b>UNSATISFACTORY/ UNACCEPTABLE</b></p>	<p><b>EMERGING/ NEEDS IMPROVEMENT</b></p>	<p><b>SATISFACTORY/ ACCEPTABLE</b></p>	<p><b>PROFICIENT/ TARGET</b></p>	<p><b>NOT OBSERVED</b></p>

<p><b>5.1 Develops and implements both short (daily lessons) and long (multi-lesson units) term plans in which learning activities are congruent with program goals. (NASPE 3.1)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.2 Develops and implements clearly structured instructional plans with objectives, activities, and assessments appropriately aligned with Virginia and/or National Standards. (NASPE 3.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.3 Develops and implements learning objectives appropriate</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs</p>	<p>Performs effectively on this indicator with</p>	<p>Performs independently on this indicator and</p>	<p>Does not perform this indicator, but that does</p>

<p><b>to the subject matter and developmental level of learners providing an appropriate challenge (i.e., tasks are neither too easy nor too difficult) for students. (NASPE 3.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>not suggest he/she is not able.</p>
<p><b>5.4 Develops and implements a teaching approach that maximizes student practice, maximizes space and equipment, minimizes student waiting and provides students the opportunity to achieve lesson objectives. (NASPE 3.3)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>5.5 Develops and implements learning experiences that require students to use current technology (i.e., pedometers, heart rate monitors, tablet computers, etc.) to meet lesson objectives. (NASPE 3.7)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.6 Displays effective verbal quality of voice command (i.e., “gym” voice) to enhance student learning. (NASPE 4.1)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.7 Exhibits appropriate verbal quality of language use (i.e., uses correct grammar and pacing) to enhance</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>student learning.</b> <b>(NASPE 4.1)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>action based on CT or US feedback.</p>	<p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>5.8 Demonstrates effective non-verbal (i.e., whiteboard, bulletin board, task sheets, etc.) communication skills to enhance student learning. (NASPE 4.1)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.9 Delivers effective visual demonstrations appropriate to the subject matter and developmental level of learners identifying key elements of the physical activity concept. (NASPE 4.2)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>5.10 Provides effective verbal explanations appropriate to the subject matter and developmental level of learners identifying key elements of the physical activity concept. (NASPE 4.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.11 Shares crucial learning cues appropriate to the subject matter and developmental level of learners identifying key elements of the physical activity concept. (NASPE 4.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.12 Provides effective instructional feedback which is positive, specific, and to an</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>individual student to enhance motivation, skill acquisition, and overall student learning. (NASPE 4.3)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>5.13 Delivers effective instructional feedback to individual students in a timely manner (i.e., as close as possible to the skill attempt) to help student motivation, enhance skill acquisition, and overall student learning. (NASPE 4.3)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>5.14 Demonstrates flexibility and judgment making adjustments to planned lessons based on student responses taking advantage of</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>“teachable moments” during a lesson. (NASPE 4.4)</b></p> <p><input type="checkbox"/> N/A</p>	<p>action based on CT or US feedback.</p>	<p>reluctantly adjusts actions based on CT and US feedback.</p>	<p>based on self-reflection and/or CT and US feedback</p>	<p>adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>Observations and comments addressing Category 5 strengths and areas needing improvement:</b></p>					
<p><b>CATEGORY #6: ASSESSMENT FOR STUDENT LEARNING.</b></p>					
<p><b>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</b></p>					
	<p><b>UNSATISFACTORY/ UNACCEPTABLE</b></p>	<p><b>EMERGING/ NEEDS IMPROVEMENT</b></p>	<p><b>SATISFACTORY/ ACCEPTABLE</b></p>	<p><b>PROFICIENT/ TARGET</b></p>	<p><b>NOT OBSERVED</b></p>
<p><b>6.1. Selects or creates appropriate assessments to measure student achievement in physical education that are appropriate for the topic. (NASPE 5.1)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>6.2 Selects or creates appropriate assessments to measure student achievement in physical education that meet the lesson objectives and state standards. (NASPE 5.1)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>6.3. Uses a variety of assessments to measure student achievement in physical education (e.g., paper &amp; pencil, observational checklists, rubrics, summative &amp; formative). (NASPE 5.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>6.4. Plans and uses student self-assessment or</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs much support from CT</p>	<p>Performs effectively on this indicator with reasonable support from</p>	<p>Performs independently on this indicator and effectively across a</p>	<p>Does not perform this indicator, but that does not suggest he/she is not</p>

<p><b>peer assessment students to assess physical education skills and concepts. (NASPE 5.2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>able.</p>
<p><b>6.5 Uses appropriate assessment to evaluate learning before, during and after instruction in physical education. (NASPE 5. 2)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>6.6. Maintains accurate written records of student progress overall assessment such that the information can be used in the future to evaluate effectiveness of learning. (NASPE 5.3)</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<input type="checkbox"/> <b>N/A</b>					
<p><b>6.7 Uses information from assessments to modify instruction or implement change in teaching performance. (NASPE 5.3)</b></p> <input type="checkbox"/> <b>N/A</b>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>Observations and comments addressing Category 6 strengths and areas needing improvement:</b></p>					
<p><b>CATEGORY #7: PROFESSIONALISM AND ETHICAL PRACTICE.</b></p>					
<p><b>Models professionalism and ethical practice. The candidate engages in ongoing professional development and uses evidence to continually reflect upon, evaluate and improve his/her practice, including the effects of his/her choices and action on others, and adapts practice to meet the needs of each learner.</b></p>					
	<p><b>UNSATISFACTORY/ UNACCEPTABLE</b></p>	<p><b>EMERGING/ NEEDS IMPROVEMENT</b></p>	<p><b>SATISFACTORY/ ACCEPTABLE</b></p>	<p><b>PROFICIENT/ TARGET</b></p>	<p><b>NOT OBSERVED</b></p>
<p><b>7.1 Behaves professionally by encouraging all students to participate</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>in activities. (NASPE 6.1)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	
<p><b>7.2 Behaves professionally by providing multiple ways to success at skills, drills and games even if students are underperforming. (NASPE 6.1)</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>7.3 Completes research on internet, uses books, journals, talks to professionals, and participates in other means of profession development of health and physical education professionals to enhance teaching and</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p><b>enhance student learning. (NASPE 6.2)</b></p> <p><input type="checkbox"/> N/A</p>					
<p><b>7.4 Demonstrate professional behaviors by dressing as a professional health and physical educator in all aspects of the school (during class, at meetings, at conferences, and at all related professional functions. (NASPE 6.3)</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>7.5 Behaves as a health and physical education professionals by complying with university and school district guidelines, maintaining student confidentiality, and maintains professional</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>

<p>relationships with students. (NASPE 6.3)</p> <p><input type="checkbox"/> N/A</p>					
<p><b>Observations and comments addressing Category 7 strengths and areas needing improvement:</b></p>					
<p><b>CATEGORY #8: COLLABORATION AND COMMUNICATION.</b></p>					
<p><b>The candidate maintains professional collegial relationships that encourage sharing, planning and working together toward improving student success and professional practice. Appropriate to his or her role and context, the candidate seeks opportunities to collaborate with learners, professional colleagues, other school personnel, and families and community members to ensure learner growth and to advance the profession.</b></p>					
	<p><b>UNSATISFACTORY/ UNACCEPTABLE</b></p>	<p><b>EMERGING/ NEEDS IMPROVEMENT</b></p>	<p><b>SATISFACTORY/ ACCEPTABLE</b></p>	<p><b>PROFICIENT/ TARGET</b></p>	<p><b>NOT OBSERVED</b></p>
<p><b>8.1 Communicates in ways that convey respect and sensitivity to all people regardless of culture, race, orientation, ability.</b></p> <p><b>NASPE 6.4</b></p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactory on this indicator even with support.</p> <p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>Does perform on this indicator, but needs much support from CT and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>Performs effectively on this indicator with reasonable support from CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>Performs independently on this indicator and effectively across a sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>Does not perform this indicator, but that does not suggest he/she is not able.</p>
<p><b>8.2 Participates in professional development and</b></p>	<p>Performs unsatisfactory on this indicator even with support.</p>	<p>Does perform on this indicator, but needs much support from CT</p>	<p>Performs effectively on this indicator with reasonable support from</p>	<p>Performs independently on this indicator and effectively across a</p>	<p>Does not perform this indicator, but that does not suggest he/she is not</p>

<p><b>collaborative activities at the school such as attending /participating in open houses, parent teacher conferences, faculty meetings, board meetings, IEP meetings, athletic events, and other health and physical education or service activities at the school or in the area. (NASPE 6.2 )</b></p> <p><input type="checkbox"/> <b>N/A</b></p>	<p>Lacks self-reflection and rarely or never adjusts action based on CT or US feedback.</p>	<p>and US.</p> <p>Sometimes reflects but reluctantly adjusts actions based on CT and US feedback.</p>	<p>CT and US.</p> <p>Usually adjusts actions based on self-reflection and/or CT and US feedback</p>	<p>sustained period of time.</p> <p>Consistently and fluently adjusts actions based on self-reflection and/or CT and US feedback.</p>	<p>able.</p>	
<p><b>Observations and comments addressing Category 8 strengths and areas needing improvement:</b></p>						