CURRICULUM MAP
K-12 Physical Education:
Alignment of Student Learning Outcomes, Standards, and Assessments

NASPE = National Association for Sport and Physical Education (see below for specific content)
HTPS = Hawaii Teacher Performance Standards (see below for specific content)
Attributes: K=Knowledge; S=Skills/Abilities; D=Dispositions; I=Impact on Student Learning

Titles of Assessments
1. PRAXIS II: Content Knowledge Exam
2. Sport Proficiency
3. Unit and Lesson Planning
4. Field Experiences
5. Teaching Residency
6. Project-Based Learning (see below for rubric)
7. Portfolio (see below for rubric)

STUDENT LEARNING OUTCOMES			ASSESSMENTS
NASPE Standard 1 **Content Knowledge**	HTPS Standard 5 – Demonstrates Knowledge of Content	Attributes: K, S	Assessment 1: PRAXIS II Assessment 2: Sport Proficiency Assessment 4: Field Experiences Assessment 7: Portfolio
NASPE Standard 2 **Growth and Development**	HTPS Standard 1 – Focuses on the Learner	Attributes: K, S, I	Assessment 2: Sport Proficiency Assessment 3: Unit and Lesson plans Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based
NASPE Standard 3 **Diverse Learners**	HTPS Standard 3 – Adapts to Learner Diversity	Attributes: K, S, I	Assessment 3: Unit and Lesson Plans Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based
NASPE Standard 4 **Management and Motivation**	HTPS Standard 2 – Creates and Maintains a Safe and Positive Learning Environment	Attributes: K, S	Assessment 3: Unit and Lesson Plans Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based Assessment 7: Portfolio
NASPE Standard 5 **Communication**	HTPS Standard 4: Fosters Effective Communication in the Learning Environment	Attributes: K, S, I, D	Assessment 4: Field Experience Assessment 5: Teaching Residency Assessment 6: Project-Based

			Assessment 7: Portfolio
NASPE Standard 6 **Planning and Instruction**	HTPS Standard 1 – Focuses on the Learner; HTPS 6 – Designs and Provides Meaningful Learning Experiences; HTPS – Uses Active Student learning Strategies	Attributes: K, S, I, D	Assessment 3: Unit and Lesson Plans Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based
NASPE Standard 7 **Learner Assessment**	HTPS Standard 8 – Uses Assessment Strategies	Attributes: K, S, I	Assessment 2: Sport Proficiency Assessment 3: Unit and Lesson Plans Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based Assessment 7: Portfolio
NASPE Standard 8 **Reflection**	HTPS Standard 6 – Designs and provides Meaningful Learning Experiences	Attributes: K, S, I	Assessment 3: Unit and Lesson Plans Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based Assessment 7: Portfolio
NASPE Standard 9 **Technology**		Attributes: K, S	Assessment 2: Sport Proficiency Assessment 3: Unit and Lesson Plans Assessment 5: Teaching Residency Assessment 6: Project-Based Assessment 7: Portfolio
NASPE Standard 10 **Collaboration**	HTPS Standard 10 – Fosters Parent and School Community Relationships	Attributes: K, S, I	Assessment 4: Field Experiences Assessment 5: Teaching Residency Assessment 6: Project-Based Assessment 7: Portfolio

National Association for Sport and Physical Education

Standard 1: Content Knowledge
Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge necessary to provide curriculum and instruction related to NASPE K-12 Content Standards 1-4. To meet this standard, institutions will document assessment activities that include motor skills, content knowledge in subdisciplines, and the application of disciplinary content to teaching.
Outcomes - Teacher candidates will:
1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.
1.2 Demonstrate competent motor skill performance in a variety of physical activities.
1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).
1.4 Describe and apply biophysical (anatomical, physiological, and biomechanical) and social-psychological concepts to skillful movement, physical activity, and fitness.
1.5 Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.
1.6 Demonstrate knowledge of approved state and national content standards, and local program goals.

Standard 2: Growth and Development
Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development. The focus of this standard is the application of growth and development concepts to creating learning experiences. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.
Outcomes - Teacher candidates will:
2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.
2.2 Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that influence developmental readiness to learn and refine movement skills.
2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task..

Standard 3: Diverse Students
Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.
Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse students, and that will enable students to develop qualities of respect and responsibility as defined in NASPE K-12 Content Standards 5-6.
Outcomes - Teacher candidates will:
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
3.2 Use appropriate services and resources to meet diverse learning needs.

Standard 4: Management and Motivation
Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping students develop behaviors related to respect, responsibility, and enjoyment of physical activity.
Outcomes - Teacher candidates will:
4.1 Use managerial routines that create smoothly functioning learning experiences and environments.

4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.

4.3 Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.

4.4 Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

4.5 Develop an effective behavior management plan.

Standard 5: Communication

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all students, and model appropriate behavior.

Outcomes - Teacher candidates will:

5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, nonverbal communication).

5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).

5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).

5.4 Describe and implement strategies to enhance communication among students in physical activity settings.

Standard 6: Planning and Instruction

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

Outcomes - Teacher candidates will:

6.1 Identify, develop, and implement appropriate program and instructional goals.

6.2 Develop long and short-term plans that are linked to both program and instructional goals, and student needs.

6.3 Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.

6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.

6.5 Apply disciplinarydef and pedagogical knowledge in developing and implementing effective learning environments and experiences.

6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.

6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.

6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.

6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.

6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, and facilitate factual recall).

Standard 7: Student Assessment

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

Outcomes - Teacher candidates will:

7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.

7.2 Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).

7.3 Involve students in self and peer assessment.

7.4 Interpret and use learning and performance data to make informed curricular and/or instructional decisions.

Standard 8: Reflection
Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally. This standard can be met through evidence that demonstrates effective self-reflection on the part of teacher candidates.
Outcomes - Teacher candidates will:
8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.
8.2 Use available resources (e.g., colleagues, literature, professional organizations) to develop as a reflective professional.
8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.

Standard 9: Technology
Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity. The intent of this standard is to ensure that teacher candidates develop knowledge of and ability to implement current technologies in order to enhance learning.
Outcomes – Teacher candidates will:
9.1 Demonstrate knowledge of current technologies and their application in physical education.
9.2 Design, develop, and implement student learning activities that integrate information technology.
9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Standard 10: Collaboration
Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being. This standard encompasses teacher candidates' opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate.
Outcomes - Teacher candidates will:
10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.
10.2 Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.
10.3 Identify and actively seek community resources to enhance physical activity opportunities.
10.4 Establish productive relationships with parents/guardians and school colleagues, to support student growth and well-being.

Hawaiʻi Teacher Performance Standards

Standard 1: Focuses on the Learner
The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.
• Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.
• Nurtures students' desire to learn and achieve.
• Demonstrates concern and interest by taking time to listen and respond to students.
• Uses student experiences, interests and real-life situations in instruction. Uses developmentally appropriate activities to promote student success.
• Makes instructional decisions which consider students' physical, social, emotional and cognitive development.

Standard 2: Creates and Maintains A Safe and Positive Learning Environment
The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, and active engagement in learning and self motivation.
• Promotes empathy, compassion and mutual respect among students.
• Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.
• Models a caring attitude and promotes positive interpersonal relationships.
• Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.
• Provides learning experiences which actively engage students as individuals and as members of collaborative groups.
• Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plans and organize, self-evaluate and produce quality work.

Standard 3: Adapts to Learner Diversity
The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.
• Develops rapport with all students.
• Fosters an appreciation of human and cultural differences.
• Helps every student achieve success.
• Adapts instruction to students' differences in development, learning styles, strengths and needs.
• Seeks additional resources to support student achievement.
• Fosters trust, respect and empathy among diverse learners.

Standard 4: Fosters Effective Communication in the Learning Environment
The effective teacher consistently enriches communication in the learning environment.
• Communicates openly with all students and others working in the learning environment.
• Develops communication skills for active inquiry, collaboration and supportive interaction.
• Encourages self-expression, reflection and evaluation.
• Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.
• Applies principles of language acquisition and development to the teaching of communication skills.
• Fosters sensitivity to variations in meaning in verbal and non-verbal communication.
• Engages students in different modes of communication.
• Uses the school's current technologies to enrich student literacy.

Standard 5: Demonstrates Knowledge of Content
The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.
• Keeps abreast of current developments in content area(s).
• Teaches mastery of language, complex processes, concepts and principles unique to content area(s).
• Utilizes the school's current technologies to facilitate learning in the content area(s).
• Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.
• Possesses an understanding of technology appropriate to the content area, e.g., computer-assisted instruction.

Standard 6: Designs and Provides Meaningful Learning Experiences
The effective teacher consistently plans and implements meaningful learning experiences for students.
• Plans and implements logical sequenced instruction and continually adjusts plans based on learner needs.
• Provides learning experiences and instructional materials that are developmentally appropriate and based on desired student outcomes, principles of effective
  instruction and curricular goals.
• Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.
• Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.
• Applies concepts that help students relate learning to everyday life.
• Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues,
  dealing with ambiguity and incorporating differing viewpoints.
• Teaches for mastery of complex processes, concepts and principles contained in Hawai'i's student content and performance standards.
• Provides knowledge and experiences that help students make life and career decisions.
• Organizes materials and equipment to create a media-rich environment.

Standard 7: Uses Active Student Learning Strategies
The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.
• Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.
• Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.
• Provides challenging learning experiences which develop higher order thinking skills.
• Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.
• Engages students in active, hands-on, creative, open-ended, problem-based learning experiences. Provides opportunities for students to apply and practice what is
  learned.
• Uses the school's current technologies as tools for teaching and learning.

Standard 8: Uses Assessment Strategies
*The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional
development of the learner.*
• Evaluates students' performances and products objectively and fairly.
• Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modified teaching and learning strategies.
• Involves students in developing assessment standards and criteria.
• Engages students in self-assessment activities and encourages them to set personal achievement goals.
• Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.
• Uses assessment data to monitor and evaluate students' progress toward achieving Hawai'i's student content and performance standards.
• Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.

Standard 9: Demonstrates Professionalism

The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.

• Engages in relevant opportunities to grow professionally (e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor).
• Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.
• Provides and accepts evaluative feedback in a professional manner.
• Conducts self ethically in professional matters.
• Models honesty, fairness and respect for individuals and for the laws of society.
• Demonstrates good work habits including reliability, punctuality and follow-through on commitments.
• Maintains current knowledge in issues and trends in education.
• Practices effective listening, conflict-resolution, and group-facilitation skills as a team leader.
• Works collaboratively with other professionals.
• Participates actively and responsibly in school activities.

Standard 10: Fosters Parent and School Community Relationships

The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.

• Collaborates with parents and school community members to support student learning.
• Consistently seeks opportunities to build strong partnerships with parents and community members.
• Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.
• Establishes open and active lines of communication with parents.
• Utilizes community resources to enhance student learning.

ASSESSMENT #1

Content Knowledge PRAXIS II (Assessment #1) Scoring Guide			
Criteria	**Unacceptable**	**Acceptable**	**Target**
Standard 1 (1.1.,1.3, 1.6)	**1**	**2**	**3**
Describes performance concepts and strategies related to skillful movement and physical activity	Teacher candidate inconsistently or inaccurately demonstrates or describes performance concepts and strategies related to movement and physical activities.	Teacher candidate demonstrates sufficient ability in demonstrating or describing performance concepts and strategies related to movement and physical activities.	Teacher candidate consistently demonstrates or describes performance concepts and strategies related to movement and physical activities.
Standard 1 (1.2, 1.4)	**1**	**2**	**3**
Able to identify and apply biomechanical principles, anatomical concepts, and physiological principles of movement and in a variety of physical activities	Teacher candidate inconsistently identifies and applies biomechanical principles, anatomical concepts, and physiological principles of movement in a variety of physical activities	Teacher candidate identifies and applies biomechanical principles, anatomical concepts, and physiological principles of movement in a variety of physical activities	Teacher candidate demonstrates the ability to and consistently identifies and applies biomechanical principles, anatomical concepts, and physiological principles of movement in a variety of physical activities
Standard 1 (1.5)	**1**	**2**	**3**
Demonstrates an understanding of the historical, socio-cultural, philosophical perspectives, and current laws, state and federal mandates as related to physical activity	Teacher candidate does not demonstrates an understanding of the historical, socio-cultural, philosophical perspectives and current laws, state and federal mandates as related to physical activity	Teacher candidate demonstrates sufficient understanding of the historical, socio-cultural, philosophical perspectives and current laws, state and federal mandates as related to physical activity	Teacher candidate consistently demonstrates an understanding of the historical, socio-cultural, philosophical perspectives and current laws, state and federal mandates as related to physical activity

ASSESSMENT #2

Content Knowledge: Sport Proficiency <Assessment #2>		Course	
		Instructor	
		Semester	

Criteria	Unacceptable		Acceptable		Target
Standard 1 (1.1)	**1**	**2**	**3**	**4**	**5**
Identify critical elements of specific motor skills in Invasion, Net, Field, and Target sports, and combine these skills into appropriate developmental sequences for purpose of improving learning.	Teacher candidates lack the ability to identify critical elements in the required motor skills both verbally and by written analysis. They do not combine motor skills appropriately to demonstrate sequenced movement performances.	Teacher candidates cannot demonstrate at the satisfactorily level (inadequate Level), the ability to identify critical elements in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by effective verbal and written analysis. Required motor skills are combined to facilitate motor performance.	Teacher candidates demonstrate at the Satisfactory Level the ability to identify critical elements in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by effective verbal and written analysis. Required motor skills are combined to facilitate motor performance	Teacher candidates demonstrate at the Above Average Level the ability to identify critical elements in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by effective verbal and written analysis. Required motor skills are combined to facilitate motor performance	Teacher candidates possess the Master Level (in depth) knowledge of critical elements in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by effective verbal and written analysis. They are able to combine skills from the required sport categories to demonstrate efficient movement performances.
Standard 1 (1.2)	**1**	**2**	**3**	**4**	**5**
Demonstrate competent motor skills in Invasion, Net, Field, and Target sports	Teacher candidates demonstrate only novice level proficiency in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by demonstration on skill proficiency tests, tournament rankings, and game performances	Teacher candidates demonstrate only novice level proficiency in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by demonstration on skill proficiency tests, tournament rankings, and game performances	Teacher candidates demonstrate satisfactory (competent) proficiency in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by demonstration on skill proficiency tests, tournament rankings, and game performances	Teacher candidates demonstrate above average proficiency in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by demonstration on skill proficiency tests, tournament rankings, and game performances	Teacher candidates demonstrate Master Level proficiency in the required motor skills for Invasion, Net, Field, and Target sports, as evidenced by demonstration on skill proficiency tests, tournament rankings, and game performances
Standard 1 (1.3)	**1**	**2**	**3**	**4**	**5**
Describe performance concepts and strategies related to required skill movements in Invasion, Net, Field, and Target	Teacher candidates demonstrate a lack understanding of concepts and strategies under-lying skillful movements as	Teacher candidates demonstrate inadequate understanding of concepts and strategies under-lying skillful movements as evidenced by "surface	Teacher candidates demonstrate a satisfactory understanding of concepts and strategies under-lying skillful movements as evidenced by "surface	Teacher candidates demonstrate an above average understanding of concepts and strategies under-lying skillful movements as evidenced	Teacher candidates are able to analyze performance in the required Invasion, Net, Field, and target sport-skills and can identify reasons for different performance levels-novice to

sports	evidenced by "surface level" verbal and written analyses of the required movements of Invasion, Net, Field, and Target sports	level" verbal and written analyses of the required movements of Invasion, Net, Field, and Target sports	level" verbal and written analyses of the required movements of Invasion, Net, Field, and Target sports	by "surface level" verbal and written analyses of the required movements of Invasion, Net, Field, and Target sports	expert. This analysis includes recommendations for performance improvement
Standard 2 (2.1, 2.2, 2.3)	1	2	3	4	5
Describe and develop a safe environment for teaching and learning addressing the psychological and social factors associated with readiness and skill development	Teacher candidate demonstrates a lack of understanding of developing a safe environment conducive to teaching and learning by addressing the psychological and social factors associated with readiness and skill development	Teacher candidate demonstrates an inadequate lack of understanding of developing a safe environment conducive to teaching and learning by addressing the psychological and social factors associated with readiness and skill development	Teacher candidate demonstrates a satisfactory understanding of developing a safe environment conducive to teaching and learning by addressing the psychological and social factors associated with readiness and skill development	Teacher candidate demonstrates an above average understanding of developing a safe environment conducive to teaching and learning by addressing the psychological and social factors associated with readiness and skill development	Teacher candidates are able to consistently demonstrates an understanding of developing a safe environment conducive to teaching and learning by addressing the psychological and social factors associated with readiness and skill development
Standard 1 (1.4)					
Describe and apply biomechanical concepts to required skill movements in Invasion, Net, Field, and Target sports	Teacher candidates demonstrate a lack of knowledge of bio-mechanical concepts and can't apply these concepts to the required skills in Invasion, Net, Field, and Target sports	Teacher candidates demonstrate an inadequate knowledge of bio-mechanical concepts and can't apply these concepts to the required skills in Invasion, Net, Field, and Target sports	Teacher candidates demonstrate through written analysis a satisfactory understanding of bio-mechanical concepts and apply these concepts to the required skills in Invasion, Net, Field, and Target sports	Teacher candidates demonstrate through written analysis a above average understanding of bio-mechanical concepts and apply these concepts to the required skills in Invasion, Net, Field, and Target sports	Teacher candidates demonstrate through written analysis an advanced understanding of bio-mechanical concepts and apply these concepts to the required skills in Invasion, Net, Field, and Target sports
Standard 7 (7.2, 7.3,7.4) Demonstrate knowledge and application of varied assessments to foster physical, cognitive, and emotional growth	Teacher candidates lack the ability to demonstrate and apply varied assessments to foster growth and improve teaching and learning of students.	Teacher candidates periodically demonstrates the ability to apply varied assessments to foster growth and improve teaching and learning of students	Teacher candidates demonstrate the ability to apply varied assessments to foster growth and improve teaching and learning of students	Teacher candidates frequently demonstrate the ability to apply varied assessments to foster growth and improve teaching and learning of students	Teacher candidates always demonstrate the ability to apply varied assessments to foster growth and improve teaching and learning of students such as employing peer evaluations and teaching.
Standard 9 (9.1)	1	2	3	4	5
Demonstrate the use of and application of technological applications such as	Teacher candidates possess a lack of knowledge and application of word	Teacher candidates possess an inadequate knowledge and application of word processing,	Teacher candidates possess a satis-factory knowledge and application of word processing, powerpoint, &	Teacher candidates possess an above average knowledge and application of word	Teacher candidates possess an extensive knowledge and application of word processing, powerpoint &

Microsoft Office software	processing, powerpoint, & excel for physical education writing assignments.	powerpoint, & excel for physical education writing and field assignments.	excel for physical education writing and field assignments.	processing, powerpoint & excel for physical education writing and field assignments.	excel for physical education writing and field assignments.

ASSESSMENT #3

Unit Plan (Assessment #3) Scoring Guide		Course	
		Instructor	
		Semester	

Criteria	Unacceptable	Acceptable	Target
Standard 2(2.1)	**1**	**2**	**3**
Designs curriculum units that are aligned with program goals, standards that address developmental needs of students	Teacher candidate demonstrates inconsistency in designing program goals related to developmental needs of students as determined by unit plans.	Teacher candidate demonstrates sufficient ability in designing program goals related to developmental needs of students as determined by unit plans	Teacher candidate consistently demonstrates ability in designing program goals related to developmental needs of students as determined by unit plans
Standard 2 (2.2, 2.3)	**1**	**2**	**3**
Demonstrates developmentally appropriate practices, level of readiness, environmental factors and duration of activity	Teacher candidate demonstrates inconsistency in developing appropriate practices, level of readiness, consideration for environmental factors and duration of activity as determined by unit plans	Teacher candidate demonstrates sufficient ability in developing appropriate practices, level of readiness, consideration for environmental factors and duration of activity as determined by unit plans	Teacher candidate consistently demonstrates the ability in developing appropriate practices, level of readiness, consideration for environmental factors and duration of activity as determined by unit plans
Standard 3 (3.2)	**1**	**2**	**3**
Uses appropriate strategies and resources to meet diverse learning needs	Teacher candidate demonstrates difficulty in planning for varying level of ability and learning styles as determined by unit plans.	Teacher candidate demonstrates sufficient ability to plan for diverse learners through teaching strategies and resources as determined by unit plans	Teacher candidate demonstrates the ability to plan for a diverse range of students and incorporates resources to enhance learning as determined by unit plans
Standard 4 (4.4)	**1**	**2**	**3**
Explain the positive benefits of physical education including the social and personal responsbilities	Teacher candidate demonstrates difficulty explaining the benefits of physical education including social and personal responsibilities as determined by unit plans.	Teacher candidate demonstrates sufficient ability explaining the benefits of physical education including social and personal responsibilities as determined by unit plans	Teacher candidate is able to consistently explain the benefits of physical education including social and personal responsibilities as determined by unit plans
Standard 4 (4.5)	**1**	**2**	**3**
Demonstrates the ability to develop an effective behavior management plan using a proactive approach	Teacher candidate demonstrates reactive and negative approaches to students' behavior. Little evidence of positive reinforcement and development of various strategies for management as determined by unit plans.	Teacher candidate demonstrates sufficient ability to plan an effective behavior management plan with evidence of a positive approach to management as determined by unit plans.	Teacher candidate demonstrates ability to develop and apply a variety of proactive and positive strategies for behavior management as determined by unit plans.

Standard 5 (5.1, 5.2)	1	2	3
Demonstrates effective communication skills, managerial tasks, and instructional information	Teacher candidate demonstrates ineffective communication skills, managerial tasks, and instructional information as determined by unit plans.	Teacher candidate demonstrates adequate communication skills, managerial tasks, and instructional information as determined by unit plans.	Teacher candidate demonstrates the ability to effectively utilize a variety of communication skills, managerial tasks, and instructional information as determined by unit plans.
Standard 6 (6.7)	1	2	3
Demonstrates ability to select appropriate learning materials and teaching resources	Teacher candidate demonstrates inconsistency in selecting appropriate learning materials and teaching resources as determined by unit plans	Teacher candidate demonstrates sufficient ability in selecting appropriate learning materials and teaching resources as determined by unit plans	Teacher candidate consistently demonstrates ability in selecting appropriate leaning materials and teaching resources as determined by unit plans
Standard 6 (6.8)	1	2	3
Demonstrates ability to align curriculum to program standards and outcomes in logical fashion	Teacher candidate inconsistently demonstrates curriculum alignment to program standards and outcomes in a logical progressive fashion as determined by unit plans	Teacher candidate sufficiently demonstrates curriculum alignment to program standards and outcomes in a logical progressive fashion as determined by unit plans	Teacher candidate consistently demonstrates curriculum alignment to program standards and outcomes in a logical progressive fashion as determined by unit plans.
Standard 7 (7.1; 7.2)			
Demonstrates ability to identify key components of assessment, and employ a variety of assessment strategies	Teacher candidate does not demonstrate knowledge of key assessment components and inability to employ a variety of assessments as determined by unit plans.	Teacher candidate demonstrates knowledge of key assessment components and has the ability to employ a variety of assessments as determined by unit plans.	Teacher candidate consistently demonstrates knowledge of key assessment components and the ability to employ a variety of assessments as determined by unit plans.
Standard 7 (7.4)	1	2	3
Uses assessment information to make instructional changes and curriculum decisions	Teacher candidate does not make informed decisions about instructional changes and curriculum decisions for student learning as determined by unit plans	Teacher candidate makes adequate use of assessment information for instructional and curriculum changes for student learning as determined by unit plans	Teacher candidate consistently uses assessment information to make instructional changes and curriculum decisions for student learning as determined by unit plans

ASSESSMENT #4

Field Experience Observation Form (Assessment #4) Scoring Guide		Course	
		Instructor	
		Semester	

Criteria	Unacceptable	Acceptable	Target
Standard 1 (1.1.,1.3, 1.6)	1	2	3
Describes performance concepts and strategies related to skillful movement and physical activity	Teacher candidate inconsistently or inaccurately demonstrates or describes performance concepts and strategies related to movement and physical activities. Measured through application of ALT-PE and/or field experience form	Teacher candidate demonstrates sufficient ability in demonstrating or describing performance concepts and strategies related to movement and physical activities. Measured through application of ALT-PE and/or field experience form	Teacher candidate consistently demonstrates or describes performance concepts and strategies related to movement and physical activities. Measured through application of ALT-PE and/or field experience form
Standard 2 (2.2, 2.3)			
Identify, select, and implement appropriate learning/practice opportunities based on readiness, environment, and task.	Teacher candidate inconsistently identifies and selects appropriate learning and practice opportunities for students. Measured through application of ALT-PE and/or field experience form	Teacher candidate demonstrates sufficient ability to identify, select, and implement appropriate learning and practice opportunities. Considers readiness, environment, and task in planning and teaching. Measured through application of ALT-PE and/or field experience form	Teacher candidate demonstrates the ability to and consistently implements appropriate learning and practice opportunities. Consistently considers and plans for readiness, environment, and task factors. Measured through application of ALT-PE and/or field experience form
Standard 3 (3.1, 3.2)	1	2	3
Demonstrate selection and employment of appropriate instruction and resources sensitive to student needs.	Teacher candidate demonstrates difficulty using more than one teaching strategy to meet the needs of diverse learners. Does not seek out resources to meet diverse student needs. Measured through application of ALT-PE and/or field experience form	Teacher candidate demonstrates the ability to teach students of diverse needs and learning styles. Appropriate strategies and resources for instruction are identified and used. Measured through application of ALT-PE and/or field experience form	Teacher candidate employs a variety of instructional strategies and appropriate resources to meet varying student needs. Appropriate practice is evident in instruction. Measured through application of ALT-PE and/or field experience form
Standard 4 (4.1, 4.4)	1	2	3
Demonstrates ability to create routines that promote teaching students personal and social responsibility as part of a positive learning environment	Teacher candidate demonstrates difficulty or inconsistency in developing and/or maintaining routines. Approach to teaching is very teacher directed with little to no responsibility given to students. Measured through application of ALT-PE and/or field experience form	Teacher candidate demonstrates sufficient ability to create routines to promote teaching students personal and social responsibility in a positive environment. Measured through application of ALT-PE and/or field experience form.	Teacher candidate consistently demonstrates creating and maintaining routines that clearly promote student personal and social responsibility in a positive environment. Measured through application of ALT-PE and/or field experience form
Standard 4 (4.2, 4.3)	1	2	3
Demonstrates ability to manage class, organize and	Teacher candidate demonstrates inconsistency in class management, has	Teacher candidate demonstrates sufficient class management and organization of	Teacher candidate consistently demonstrates class management, good organization and

manage resources, and employs an array of developmentally appropriate practices for active and equitable learning experiences	difficulty managing and organizing resources, and demonstrates limited knowledge in developmentally appropriate and functional practices. Measured through application of ALT-PE and/or field experience form	resources, and implements developmentally appropriate and functional practices. Measured through application of ALT-PE and/or field experience form.	management of resources, and readily implements a variety of developmentally appropriate and functional practices. Measured through application of ALT-PE and/or field experience form
Standard 5 (5.1, 5.3)	1	2	3
Demonstrates effective communication skills and sensitivity to all learners	Teacher candidate has limited communication skills (e.g., writing skills) and minimal sensitivity to all learners. Measured through application of ALT-PE and/or field experience form	Teacher candidate has adequate communication skills (e.g., writing) and sensitivity to all learners. Measured through application of ALT-PE and/or field experience form	Teacher candidate communicates effectively and consistently shows sensitivity to all learners. Measured through application of ALT-PE and/or field experience form
Standard 6 (6.1, 6.3, 6.4, 6.7, 6.8)	1	2	3
Demonstrate ability to develop appropriate instructional goals, implement appropriate strategies, learning experiences, use appropriate curricular materials, and demonstrate effective teaching techniques.	Teacher candidate has difficulty planning appropriate instructional goals and implementing related appropriate strategies and learning experiences. Inaccurate or inappropriate use of curricular materials and ineffective teaching strategies are used. Measured through application of ALT-PE and/or field experience form	Teacher candidate sufficiently demonstrates appropriate planning, instructional goals, and implements appropriate learning experiences and teaching strategies. Uses resources appropriately and demonstrates effective teaching techniques. Measured through application of ALT-PE and/or field experience form	Teacher candidate consistently demonstrates appropriate planning and instructional goals. Implementation of appropriate learning experiences occurs, use of curricular materials is evident in planning and implementation, and integrated into effective teaching techniques. Measured through application of ALT-PE and/or field experience form.
Standard 7 (7.2, 7.3)	1	2	3
Demonstrates ability to assess student learning using multiple forms of assessments	Teacher candidate inconsistently demonstrates employing multiple forms (e.g., standardized tests) of learner assessment instruments. Measured through application of ALT-PE and/or field experience form	Teacher candidate sufficiently demonstrates learner assessment by using multiple forms of assessment instruments. Measured through application of ALT-PE and/or field experience form.	Teacher candidate consistently demonstrates learner assessment by using multiple forms of assessment instruments. Measured through application of ALT-PE and/or field experience form.
Standard 8 (8.1)	1	2	3
Use reflective cycle to describe teaching, justification of decisions, critiques performance and sets goals for change	Teacher candidate has difficulty identifying teaching decisions made and supporting those decisions. Description of teaching is incomplete and critique of performance is vague and ambiguous. Measured through application of ALT-PE and/or field experience form	Teacher candidate can describe teaching and justify decisions made. Critique of performance is sufficient and general goals for change are made. Measured through application of ALT-PE and/or field experience form.	Teacher candidate clearly describes teaching and supports decisions made both good and bad. Critique of performance is specific and supported by goals for change and improvement. Measured through application of ALT-PE and/or field experience form.

ASSESSMENT #5

Teaching Residency (Assessment #5) Scoring Guide		Course	Student Teaching Residency
		Instructor	
		Semester	

Criteria	Unacceptable	Acceptable	Target
Standard 2 (2.1) Standard 7 (7.4)	**1**	**2**	**3**
Monitor individual and group performance in order to design & implement appropriate and safe instruction based on assessment data.	Teacher candidates demonstrate poor observation and monitoring skills as evidenced by an inability to describe verbally or in writing appropriate environmental and/or instructional needs of learners through the application of teaching residency.	Teacher candidates demonstrate understanding and ability to monitor, design, and implement appropriate instruction and safe environments given assessment data to meet environmental and instructional needs of learners through the application of teaching residency.	Teacher candidates demonstrate appropriate use of assessment data to monitor, design, and implement appropriate and safe instructional environments, individualized as needed, for learners through the application of teaching residency.
Standard 2 (2.3) Standard 7 (7.2, 7.3)	**1**	**2**	**3**
Design and use appropriate assessment techniques to plan and implement developmentally appropriate, sequential, and safe instruction that meets needs of learners and involves them in the process.	Teacher candidates demonstrate an inadequate knowledge of various assessment techniques and thus, are unable to design and implement appropriate and safe instruction to meet learners' needs. No involvement of learners in assessment process through the application of teaching residency.	Teacher candidates adequately use several techniques to assess student knowledge and learning to plan and implement safe, appropriate, and sequential instruction. Learners have opportunities to be involved in the process (e.g., self and peer assessments) through the application of teaching residency.	Teacher candidates demonstrate an in-depth understanding of assessment and readily use a variety of techniques to assess knowledge and learning, including involving learners in the process. Data are used to inform planning and teaching decisions to meet learner needs through the application of teaching residency.
Standard 2 (2.2, 2.3) Standard 6 (6.1, 6.2, 6.4)	**1**	**2**	**3**
Design and implement appropriate program and instructional goals (e.g., short & long term) that are linked to meeting learner needs. Learning experiences are safe, appropriate, relevance and based on principles of effective instruction.	Teacher candidates demonstrate difficulty in designing and implementing developmentally appropriate program and instructional goals. Plans are often incomplete and not learner centered through the application of teaching residency.	Teacher candidates design and implement developmentally appropriate program and instructional goals. Plans are complete and progressive in scope and sequence (e.g., simple to complex) to meet learner needs through the application of teaching residency.	Teacher candidates design and implement developmentally appropriate program and instructional goals. Planning and instruction is learner centered, appropriately sequenced, and various strategies are used through the application of teaching residency.
Standards 5, (5.2)	**1**	**2**	**3**

Standard 6 (6.8) Standard 9 (9.2)			
Communicate managerial and instructional information in a variety of ways (e.g., power point, music, task cards, dry erase boards, posters, video, Internet). Effective use of demonstrations.	Teacher candidates demonstrate a <u>limited repertoire</u> of communication strategies to convey managerial and instructional information. Limited motivation and creativity are also demonstrated through the application of teaching residency.	Teacher candidates <u>satisfactorily communicate</u> managerial and instructional information in a variety of ways (e.g., power point, music, task cards, dry erase boards, posters, video, Internet; clear demonstrations) through the application of teaching residency	Teacher candidates <u>use many</u> appropriate, innovative, and varied communication strategies to convey instructional and managerial information through the application of teaching residency.
Standard 3 (3.1, 3.2) **Standard 5 (5.3)**	**1**	**2**	**3**
Identify and apply appropriate instructional strategies that are sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	Teacher candidates demonstrate a <u>single way</u> to teach all students and are <u>unable</u> to provide appropriate instruction to meet individual learner needs through the application of teaching residency.	Teacher candidates <u>demonstrate the ability</u> to design and provide appropriate instruction to meet multiple learners' needs through the application of teaching residency.	Teacher candidates <u>strongly demonstrate</u> knowledge and understanding in designing and presenting instructional information that meets learner needs. An appreciation for learners as individuals is also evident in their planning and instruction through the application of teaching residency.
Standard 4 (4.1, 4.3)	**1**	**2**	**3**
Use managerial routines and a variety of developmentally appropriate practices for smooth learning experiences that motivate learners to be physically active inside and outside of school.	Teacher candidates have <u>difficulty</u> managing resources (e.g., students, equipment, use of space) to provide active learning experiences. Flow of lesson is often interrupted. Routines are not developed or used effectively through the application of teaching residency.	Teacher candidates <u>adequately</u> organize and manage resources effectively with routines and appropriate practices that provide active, motivating, and equitable learning experiences through the application of teaching residency.	Teacher candidates demonstrate <u>effective</u> use of managerial routines, organization skills, and a variety of appropriate practices to maximize equitable student motivation, engagement, and learning through the application of teaching residency.
Standards 5 (5.1)& 6 **Standard 6 (6.4)**	**1**	**2**	**3**
Use effective communication skills and teaching behaviors to convey managerial and instructional information.	Teacher candidates have <u>difficulty</u> clearly communicating managerial and instructional information. A <u>limited repertoire</u> in communication strategies is evident through the application of teaching residency.	Teacher candidates <u>use</u> effective communication strategies to teach, reinforce, and maintain appropriate on-task behaviors through the application of teaching residency.	Teacher candidates <u>effectively use a variety</u> of strategies to effectively communicate managerial and instructional information to maintain a safe and appropriate environment through the application of teaching residency.
Standards 10 (10.3)			
Identify and seek community resources to	Teacher candidates demonstrate <u>little knowledge</u> of community events or	Teacher candidates demonstrate <u>adequate knowledge</u> and <u>use some</u> community	Teacher candidates have a <u>strong grasp</u> of community resources and <u>regularly</u> infuse

inform and enhance physical activity opportunities for learners.	resources to enhance opportunities outside of school through the application of teaching residency.	resources to enhance learner opportunities in physical activity through the application of teaching residency	related information into lessons to enhance opportunities for learners through the application of teaching residency.
Standard 5 (5.2) Standard 6 (6.8)	**1**	**2**	**3**
Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, demonstrations, dry erase boards, posters, video, Internet).	Teacher candidates demonstrate a <u>limited repertoire</u> of communication strategies to convey managerial and instructional information. Limited motivation and creativity are also demonstrated through the application of teaching residency.	Teacher candidates <u>satisfactorily communicate</u> managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, dry erase boards, posters, video, Internet; clear demonstrations) through the application of teaching residency.	Teacher candidates <u>use a variety</u> of appropriate, innovative, and varied communication strategies to convey instructional and managerial information through the application of teaching residency.
Standard 7 (7.4) Standard 8 (8.1)	**1**	**2**	**3**
Use reflective thinking to analyze data from assessment of lesson and critique teaching performance to address and suggest strategies to address specific issues.	Teacher candidates <u>inconsistently or superficially</u> reflect on lesson as evidenced by incompletely evaluating teaching performance, having little to no data from lesson, and/or is unable to identify issues through the application of teaching residency.	Teacher candidates <u>demonstrate a sufficient ability</u> to use reflective thinking as evidenced by support form data and critiques of teaching performance by identifying areas of strength and those in need of improvement through the application of teaching residency.	Teacher candidates <u>consistently demonstrate</u> use of reflective thinking which is evidenced in post conferencing, in written reflections, and adjustments seen in subsequent classes. Data from assessment of learning influences adjustments through the application of teaching residency.
Standard 8 (8.2, 8.3) Standard 9 (9.3)	**1**	**2**	**3**
Use a variety of resources to improve teaching performance and demonstrate professionalism (e.g., video of teaching, solicits feedback from others, networks with colleagues).	Teacher candidates <u>use a single means</u> to critique and evaluate teaching performance and do not voluntarily participate in professional development opportunities through the application of teaching residency.	Teacher candidates <u>use several resources</u> to improve teaching performance and <u>develop a plan</u> for improvement. Attends professional development opportunities voluntarily through the application of teaching residency.	Teacher candidates <u>consistently use</u> varied resources to improve teaching performance and identify strategies to improve. <u>Regularly attends</u> professional development opportunities through the application of teaching residency.
Standard 10 (10.4)	**1**	**2**	**3**
Establish relationships with parents/guardians and school colleagues to support learning, professional development, and well-being.	Teacher candidates make <u>little effort</u> to establish relationships with parents/guardians and school colleagues through the application of teaching residency.	Teacher candidates establish <u>adequate relationships</u> with parents/guardians and school colleagues through the application of teaching residency.	Teacher candidates establish <u>adequate relationships</u> with parents/guardians and <u>strong relationships</u> with school colleagues to help learners, professional development, and well-being through the application of teaching residency.

ASSESSMENT #6

Project Based Learning (Assessment #6) Scoring Guide		Course	
		Instructor	
		Semester	

Criteria	Unacceptable	Acceptable	Target
Standard 2 (2.3)	**1**	**2**	**3**
Selects and implements appropriate learning practices based on contextual (e.g., school, student, environment) factors	Teacher candidate demonstrates inconsistency in selecting learning practices based on contextual factors through the application of the case study report	Teacher candidate demonstrates sufficient ability in selecting learning practices based on contextual factors through the application of the case study report	Teacher candidate consistently demonstrates ability in selecting learning practices based on contextual factors as determined by the case study report
Standard 3 (3.1)	**1**	**2**	**3**
Identify, select, and implement appropriate instruction that is sensitive to students strengths and weaknesses, multiple needs, learning styles, and prior experiences	Teacher candidate demonstrates inconsistency in implementing appropriate instruction that is sensitive to the students strengths and weaknesses, multiple needs, learning styles, and prior experience through the application of the case study report	Teacher candidate demonstrates sufficient ability in implementing appropriate instruction that is sensitive to the students strengths and weaknesses, multiple needs, learning styles, and prior experience through the application of the case study report	Teacher candidate consistently demonstrates ability in implementing appropriate instruction that is sensitive to the students strengths and weaknesses, multiple needs, learning styles, and prior experience through the application of the case study report
Standard 3 (3.2)	**1**	**2**	**3**
Use appropriate strategies, services, and resources to meet the diverse learning needs	Teacher candidates demonstrates inconsistency in using strategies, services, and resources to meet the diverse learning needs through the application of the case study report	Teacher candidates demonstrates sufficient ability in using strategies, services, and resources to meet the diverse learning needs through the application of the case study report	Teacher candidates consistently demonstrates ability in using strategies, services, and resources to meet the diverse learning needs through the application of the case study report
Standard 4 (4.1)	**1**	**2**	**3**
Use managerial routines that create smoothly functioning learning experiences	Teacher candidates demonstrate inconsistency in applying managerial routines that create smoothly functioning learning experiences through the application of the case study report	Teacher candidates demonstrate sufficient ability in applying managerial routines that create smoothly functioning learning experiences through the application of the case study report	Teacher candidates consistently demonstrate ability in applying managerial routines that create smoothly functioning learning experiences through the application of the case study report
Standard 4 (4.2)	**1**	**2**	**3**

Organize, allocate, and manage resources to provide active and equitable learning experiences	Teacher candidates demonstrate inconsistency in organizing, allocating, and managing resources to provide active and equitable learning experiences through the application of the case study report	Teacher candidates demonstrate sufficient ability in organizing, allocating, and managing resources to provide active and equitable learning experiences through the application of the case study report	Teacher candidates consistently demonstrate ability in organizing, allocating, and managing resources to provide active and equitable learning experiences through the application of the case study report
Standard 5 (5.1)	1	2	3
Describe and demonstrate effective communication skills	Teacher candidates demonstrate inconsistency in effective communication skills such as use of language, clarity, pacing, giving and receiving feedback, and non-verbal communication through the application of the case study report	Teacher candidates demonstrate sufficient ability in effective communication skills such as use of language, clarity, pacing, giving and receiving feedback, and non-verbal communication through the application of the case study report	Teacher candidates consistently demonstrate ability in effective communication skills such as use of language, clarity, pacing, giving and receiving feedback, and non-verbal communication through the application of the case study report
Standard 5 (5.2)	1	2	3
Demonstrates effective managerial and instructional information in a variety of ways	Teacher candidate demonstrates inconsistency in developing managerial and instructional information in a variety of ways through the application of the case study report	Teacher candidate demonstrates sufficient ability in developing managerial and instructional information in a variety of ways through the application of the case study report	Teacher candidate consistently demonstrates the ability in developing managerial and instructional information in a variety of ways through the application of the case study report
Standard 6 (6.1)	1	2	3
Identify, develop, and implement appropriate program and instructional goals	Teacher candidates demonstrate inconsistency in identifying, developing, and implementing appropriate program and instructional goals through the application of the case study report	Teacher candidates demonstrate sufficient ability in identifying, developing, and implementing appropriate program and instructional goals through the application of the case study report	Teacher candidates consistently demonstrate the ability in identifying, developing, and implementing appropriate program and instructional goals through the application of the case study report
Standard 6 (6.2)	1	2	3
Develop short and long term plans that are linked to both program and instructional goals	Teacher candidates demonstrate inconsistency in developing short and long term plans aligned with program and instructional goals through the application of the case study report	Teacher candidates demonstrate sufficient ability in developing short and long term plans aligned with program and instructional goals through the application of the case study report	Teacher candidates consistently demonstrate the ability in developing short and long term plans aligned with program and instructional goals through the application of the case study report
Standard 6 (6.7)	1	2	3
Demonstrates ability to select appropriate learning materials and teaching resources	Teacher candidate demonstrates inconsistency in selecting appropriate learning materials and teaching resources through the application of the case study report	Teacher candidate demonstrates sufficient ability in selecting appropriate learning materials and teaching resources through the application of the case study report	Teacher candidate consistently demonstrates ability in selecting appropriate leaning materials and teaching resources through the application of the case study report
Standard 6 (6.8)	1	2	3
Demonstrates ability to align curriculum to program standards and outcomes in	Teacher candidate inconsistently demonstrates curriculum alignment to program standards and outcomes in a	Teacher candidate sufficiently demonstrates curriculum alignment to program standards and outcomes in a logical progressive fashion	Teacher candidate consistently demonstrates curriculum alignment to program standards and outcomes in a logical progressive fashion

logical fashion	logical progressive fashion through the application of the case study report	through the application of the case study report	through the application of the case study report.
Standard 7 (7.1)	**1**	**2**	**3**
Identify key components of various types of assessments, describe their appropriate and inappropriate use, and address issues related to validity, reliability, and bias	Teacher candidates demonstrate inconsistency in identifying components of assessments, appropriate and inappropriate uses, and issues related to validity, reliability, and bias through the application of the case study report	Teacher candidates demonstrate sufficient ability in identifying components of assessments, appropriate and inappropriate uses, and issues related to validity, reliability, and bias through the application of the case study report	Teacher candidates consistently demonstrate the ability in identifying components of assessments, appropriate and inappropriate uses, and issues related to validity, reliability, and bias through the application of the case study report
Standard 7 (7.2)	**1**	**2**	**3**
Use a variety of appropriate authentic and traditional assessment techniques to assess student understanding, performance, feedback and progress	Teacher candidates demonstrate inconsistency in using a variety of authentic and traditional assessment techniques to assess student understanding, performance, feedback and progress through the application of the case study report	Teacher candidates demonstrate sufficient ability in using a variety of authentic and traditional assessment techniques to assess student understanding, performance, feedback and progress through the application of the case study report	Teacher candidates consistently demonstrate the ability in using a variety of authentic and traditional assessment techniques to assess student understanding, performance, feedback and progress through the application of the case study report
Standard 7 (7.3)	**1**	**2**	**3**
Involve students in self and peer assessments	Teacher candidates demonstrate inconsistency in involving students in self and peer assessments through the application of the case study report	Teacher candidates demonstrate sufficient ability in involving students in self and peer assessments through the application of the case study report	Teacher candidates consistently demonstrate the ability in involving students in self and peer assessments through the application of the case study report
Standard 7 (7.4)	**1**	**2**	**3**
Uses assessment information to make instructional changes and curriculum decisions	Teacher candidate does not make informed decisions about instructional changes and curriculum decisions for student learning through the application of the case study report	Teacher candidate makes adequate use of assessment information for instructional and curriculum changes for student learning through the application of the case study report	Teacher candidate consistently uses assessment information to make instructional changes and curriculum decisions for student learning through the application of the case study report
Standard 8 (8.1)	**1**	**2**	**3**
Use a reflective cycle involving descriptions of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change	Teacher candidates demonstrate inconsistency in employing reflective cycle involving teaching descriptions and critique of performance, setting of teaching goals and recommendations for change through the case study report	Teacher candidates demonstrate sufficient ability in employing reflective cycle involving teaching descriptions and critique of performance, setting of teaching goals and recommendations for change through the case study report	Teacher candidates consistently demonstrate the ability in employing reflective cycle involving teaching descriptions and critique of performance, setting of teaching goals and recommendations for change through the case study report
Standard 8 (8.3)	**1**	**2**	**3**

Construct a plan for continued professional growth based on the assessment of personal teaching performance	Teacher candidates demonstrate inconsistency in planning for continued professional growth based on their own assessment of teaching through the application of the case study report	Teacher candidates demonstrate sufficient ability in planning for continued professional growth based on their own assessment of teaching through the application of the case study report	Teacher candidates consistently demonstrate the ability in planning for continued professional growth based on their own assessment of teaching through the application of the case study report
Standard 9 (9.1, 9.2, 9.3)	**1**	**2**	**3**
Demonstrates knowledge of current technologies, applications and resources in physical education	Teacher candidate inconsistently demonstrates knowledge of current technologies, application and resources in physical education through the application of the case study report	Teacher candidate sufficiently demonstrates knowledge of current technologies, application and resources in physical education through the application of the case study report	Teacher candidate consistently demonstrates knowledge of current technologies, application and resources in physical education through the application of the case study report
Use technologies to communicate, network, locate resources, and enhance continuing professional development	Teacher candidate inconsistently demonstrates use of technology for communicating, networking, and enhancing continued professional develop through the application of the case study report	Teacher candidate sufficiently demonstrates use of technology for communicating, networking, and enhancing continued professional develop through the application of the case study report	Teacher candidate consistently demonstrates use of technology for communicating, networking, and enhancing continued professional develop through the application of the case study report
Standard 10 (10.1)	**1**	**2**	**3**
Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities	Teacher candidates demonstrate inconsistency in identifying strategies to an advocate in the school and community to promote physical activity opportunities through the application of the case study report	Teacher candidates demonstrate sufficient ability in identifying strategies to an advocate in the school and community to promote physical activity opportunities through the application of the case study report	Teacher candidates consistently demonstrate the ability in identifying strategies to an advocate in the school and community to promote physical activity opportunities through the application of the case study report
Standard 10 (10.4)			
Establish productive relationships with parents/guardians and school colleagues to support student learning and growth	Teacher candidates demonstrate inconsistency in establishing relationships with parents/guardians and colleges to support student learning and growth through the application of the case study report	Teacher candidates demonstrate sufficient ability in establishing relationships with parents/guardians and colleges to support student learning and growth through the application of the case study report	Teacher candidates consistently demonstrate the ability in establishing relationships with parents/guardians and colleges to support student learning and growth through the application of the case study report

ASSESSMENT #7

Portfolio Assessment (Assessment #7) Scoring Guide		Course	
		Instructor	
		Semester	

Criteria	Unacceptable	Acceptable	Target
Standard 1 (1.5, 1.6) Standard 10 (10.1, 10.3)	1	2	3
Demonstrates ability to dialogue and debate issues related to physical activity, using relevant literature	Teacher candidate demonstrates an inadequate knowledge of current issues related to the profession and promotion of physical activity and is unsure as to where to locate information through the application of the portfolio.	Teacher candidate demonstrates a sufficient knowledge of current issues & resources associated to the profession and promotion of physical activity, and are able to locate information through the application of the portfolio.	Teacher candidate demonstrates a strong knowledge base of National and state content standards. He/she takes the initiative to promote a variety of physical activities for all through the application of the portfolio.
Articulates National and state content standards, benchmarks, performance indicators and GLOs.	Teacher candidate demonstrates an inadequate knowledge of National and state content standards through the application of the portfolio.	Teacher candidate demonstrates a sufficient knowledge of issues & resources associated with the profession and willingly advocates for the profession through the application of the portfolio.	Teacher candidate demonstrates a strong knowledge base of National and state content standards. He/she takes the initiative to advocate whenever possible and readily promotes a variety of physical activities for all through the application of the portfolio.
Identify strategies and resources to advocate in the school and community to promote & enhance a variety of physical activity opportunities.	Teacher candidate demonstrates an inadequate knowledge of issues and resources related to the profession and promotion of physical activity is limited. Does not take initiative to be an advocate through the application of the portfolio.	Teacher candidate demonstrates a sufficient knowledge of issues & resources associated with the profession and willingly advocates for the profession through the application of the portfolio.	Teacher candidate demonstrates a strong knowledge base of issues and resources associated with the profession. He/she takes the initiative to advocate whenever possible and readily promotes a variety of physical activities for all through the application of the portfolio.
Standard 4 (4.1, 4.2)	1	2	3
Demonstrates managerial and motivational techniques to create a safe learning environment, encourage social interaction and self motivation	Teacher candidate demonstrates an inadequate ability to effectively manage and motivate learners to create a safe learning environment, and social interaction. Self-motivation is limited through the application of the portfolio.	Teacher candidate demonstrates sufficient ability to effectively manage and motivate learners to create a safe learning environment, and social interaction. Self-motivation is adequate through the application of the portfolio.	Teacher candidate demonstrates a strong ability to effectively manage and motivate learners to create a safe learning environment, and social interaction. Self-motivation is strong through the application of the portfolio.
Demonstrates organization and allocation of resources	Teacher candidate demonstrates an inadequate ability to organize and allocate resources effectively for learners, which impedes their ability for active participation through the application of the portfolio.	Teacher candidate demonstrates sufficient ability to organize and allocate resources effectively for learners, which promotes their ability for active participation through the application of the portfolio.	Teacher candidate demonstrates a strong ability to organize and allocate resources effectively for learners, promoting their ability for active participation through the application of the portfolio

Standard 8 (8.3) Standard 10 (10.2)	1	2	3
Demonstrates the ability to be reflective in their teaching, professional growth and development	Teacher candidate demonstrates limited reflective approaches toward teaching and professional growth and development. Limited on-going self reflection through the application of the portfolio.	Teacher candidate demonstrates sufficient reflective approaches toward teaching and professional growth and development. Adequate on-going self reflection through the application of the portfolio.	Teacher candidate demonstrates strong reflective approaches toward teaching and professional growth and development. Strong on-going self reflection through the application of the portfolio.
Demonstrates collaboration between all parties associated with being physically active	Teacher candidate demonstrates an inadequate ability to collaborate between parties and learners being physically active through the application of the portfolio.	Teacher candidate demonstrates sufficient ability to collaborate between parties and learners being physically active through the application of the portfolio.	Teacher candidate demonstrates a strong ability to collaborate between parties and learners being physically active through the application of the portfolio.
Construct a plan to participate in physical education and education communities' professional events.	Teacher candidate demonstrates limited participation in professional events and in the physical education community through the application of the portfolio.	Teacher candidate willingly participates in professional events in the physical education and education communities. Plans participation around assessment of teaching performance and professional interests through the application of the portfolio.	Teacher candidate regularly participates in professional events in the physical education and education communities. Seeks out and takes the initiative to attend events based on assessment of teaching performance and personal interests through the application of the portfolio.
Seeks community resources to improve physical activities opportunities for learners	Teacher candidate demonstrates limited ability to seek resources to improve physical activities opportunities for learners through the application of the portfolio.	Teacher candidate demonstrates sufficient ability to seek resources to improve physical activities opportunities for learners through the application of the portfolio.	Teacher candidate demonstrates a strong ability to seek resources to improve physical activities opportunities for learners through the application of the portfolio.
Standard 5 (5.2) Standard 9 (9.1)	1	2	3
Demonstrates the ability to communicate effectively using a variety of sources	Teacher candidate demonstrates an inadequate ability to communicate with others. Employs one source for communicating through the application of the portfolio.	Teacher candidate demonstrates sufficient ability to communicate with others. Employs two or more source for communicating through the application of the portfolio.	Teacher candidate demonstrates a strong ability to communicate with others. Employs mulitple sources for communicating depending on learners through the application of the portfolio.
Demonstrates the use of informational technology for professional use	Teacher candidate demonstrates an inadequate ability to employ informational technology for professional use.	Teacher candidate demonstrates sufficient ability to employ informational technology for professional use.	Teacher candidate demonstrates strong and consistent ability to employ informational technology for professional use.
Design, develop, and implement learning activities & materials that communicate information in a variety of ways and integrate information technology.	Teacher candidate demonstrates difficulty and inadequate skill to design, develop, and implement learning activities and materials that communicate information and integrates technology through the application of the portfolio.	Teacher candidate demonstrates sufficient ability to design, develop, and implement learning activities and material that communicates information and integrates technology through the application of the portfolio.	Teacher candidate consistently demonstrates strong skills in designing, developing, and implementing learning activities and material that efficiently communicates information and integrates technology through the application of the portfolio.