HES 490 Secondary TPA Summer 2019

by COE Administrator

Assessment

Text and Image

Teacher Candidate	**School**
Cooperating Teacher	**Grade Level**
College Supervisor	**Subject Area**
Semester Fall Spring Summer Year:	**Date / /**

Instructions:

Please check the box for the statement that best describes the Teacher Candidate's (TC) performance to date in each of the following areas. If you feel you cannot fairly rate the TC on any item, please select "not applicable."

Please note the evaluation system below includes:

Student Teaching Experience	Sophomore/Junior Field Experience
Target: Teacher candidate meets outlined criteria or consistently meets expectations. **Acceptable:** Teacher candidate meets outlined criteria or typically meets expectations. **Unacceptable:** Teacher candidate meets outlined criteria or inconsistently meets program expectations/does not typically meet ALL criteria of the acceptable indicator. **"NA" Not Applicable" or not observed**	**Target:** Teacher candidate meets outlined criteria or typically meets expectations without support. **Acceptable:** Teacher candidate meets outlined criteria or typically meets expectations with minimal support. **Unacceptable:** Teacher candidate meets outlined criteria or does not typically meet ALL criteria/program expectations (with or without support) of the acceptable indicator.

Standards

SHAPE-2017.1.a Describe and apply common content knowledge for teaching preK-12 physical education.

SHAPE-2017.1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.

SHAPE-2017.3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.

SHAPE-2017.3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.

SHAPE-2017.3.c Plan for and manage resources to provide active, fair and equitable learning experiences.

SHAPE-2017.3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

SHAPE-2017.3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).

SHAPE-2017.3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

SHAPE-2017.4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

SHAPE-2017.4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.

SHAPE-2017.4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

SHAPE-2017.4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

SHAPE-2017.4.e Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.

SHAPE-2017.5.a Select or create authentic, formal assessments that measure student attainment of shortand long-term objectives.

SHAPE-2017.5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

SHAPE-2017.5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Rubric

	Target (2.000 pts)	Acceptable (1.000 pt)	Unacceptable (0.000 pt)	N/A (0.000 pt)
Written Lesson Planning and Common Content (1.000, 4.3%) SHAPE-2017.1.a	Lesson plans are detailed and clear. • Have a logical flow, are developmentally appropriate and build on student prior knowledge. • Skill cue/Rules/Strategies//How & Why of movement activities are thoroughly addressed	Lesson plans are typically detailed and clear. • Have a logical flow, are developmentally appropriate and attempt to build on student prior knowledge. • Skill cue/Rules/Strategies//How & Why of movement activities are addressed	Lesson plans are not detailed or clear. • Do not have a logical flow, are not developmentally appropriate or do not attempt to build on student prior knowledge. • Skill cue/Rules/Strategies//How & Why of movement activities are not addressed	
Short & Long Term Planning (1.000, 4.3%) SHAPE-2017.3.a	Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs. • Designs and implements short and long term plans using strategies to ensure learning is sequential. • Goals inform instruction, are linked to student learning activities, allow for differentiate instruction, and multiple means of teaching sequences.	Typically designs and implements short & long term plans. • Learning activities are congruent with lesson objectives and unit goals and linked to student needs. • Uses strategies in planning short- & long-term goals.	Fails to make both long- & short-term plans. • Planning limited to daily lesson plans, no long-term planning. • Lesson objectives not aligned with unit goals • Planned learning activities are out of alignment with instructional or programmatic goals	
Lesson Plan Goals & Objectives (1.000, 4.3%) SHAPE-2017.3.a	Develop and implement clear, appropriate (e.g. measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards. • Objectives are appropriate for the subject area/developmental level of learners, are explicitly connect content/skills to the standards, and provide appropriate challenges for students. • Objectives incorporate multiple domains of learning/content areas. • Objectives are measurable and contain criteria for student mastery.	Typically develops and implements clear, goals and objectives aligned with local, state, and/or national standards. • Objectives are appropriate for subject area/developmental levels of learners, are connected appropriately to the standards and provide appropriate challenges for students (neither too easy or difficult) • Objectives are measurable and most objectives identify criteria	Cannot develop and implement clear, goals and objectives aligned with local, state, and/or national standards • Objectives are inappropriate for subject area/developmental levels of learners by being either too easy or difficult • Objectives address only performance • Objectives not aligned with state/national standards	
Lesson Plan Specialized	Design and implement content that is aligned	Typically design and implement content that	Does not design and implement content that	

Subject Matter (1.000, 4.3%) SHAPE-2017.1.b	with and supports lesson objectives and is based on motor and psychological/behavioral theory. • Describes and applies specialized content knowledge by providing skill cues, identifying critical elements, and predicting common errors that are age and developmentally appropriate. • Describes and applies planned and developmentally appropriate task progressions; uses observed performance as the basis for adjusting learning task(s); and provides accommodations for varying skill levels • Uses appropriate terminology and conveys accurate information; address content misconceptions • Identifies ways to control student behavior using proactive strategies, encouraging student self-responsibility, MPT or DPT (application identified in item #16) • Lesson plan and delivery accurate and free of content errors.	is aligned with and supports lesson objectives and is based on motor and psychological /behavioral theory • Describes and applies specialized content knowledge by providing skill cues, identifying critical elements, and predicting common errors. • Describes and applies planned and developmentally appropriate task progressions; and uses observed performance as the basis for adjusting learning task(s). • Uses appropriate terminology and conveys accurate information; but fails to address content misconceptions • Identifies ways to control student behavior through use of proactive strategies (positive pinpointing) • Are mostly accurate and free of content errors, address content misconceptions	is aligned with and supports lesson objectives and is not based on motor and psychological/behavioral theory. • describes and applies specialized content knowledge by providing skill cues, identifying critical elements and common errors that frequently contain errors and/or are developmentally inappropriate. • Task progressions may not follow a logical sequence and/or are not developmentally or age appropriate. • Plans punitive measures to control student behavior • Uses inappropriate terminology and conveys inaccurate information;	
Pedagogical Knowledge (1.000, 4.3%) SHAPE-2017.3.b	Design and implement teaching methods that are aligned with and supports lesson objectives. • Methods of instruction are appropriate for content and context and encourage students to produce high quality work. • Selects teaching model that is congruent with the goals/objectives and facilitates mastery • The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to	Typically design and implement teaching methods that are aligned with and supports lesson objectives • Selects teaching approach based on developmental level of students, class context, and context in which the skills/activity will be performed. • Teaching approach is congruent with the goals/objectives, the number of students, pre-assessment of students' developmental levels, available equipment and space and context in which the skills/activity is performed. • Learning activities allow for students to achieve objectives	Does not design and implement teaching methods that are aligned with and supports lesson objectives • Selects approach that is incongruent with the subject matter/content, student population, and/or goals/objectives. • Teacher approach does not consider the developmental levels of students, context of class, and/or context in which the skills/activity will be performed. • Student in learning activity fails to achieve the lesson objectives.	

	the context (open or closed environment) in which the skill/activity is performed. • Learning activities allow students to achieve objectives			
Pedagogical Content Knowledge (1.000, 4.3%) SHAPE-2017.3.b	Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives, that addresses the diverse needs of all students. • Learning activities are age and developmentally appropriate, and provide appropriate complexity (neither too easy nor too difficult). • Progressions are sequential, align and provide students with opportunities to extend learning activities matching individual needs allowing for student goal achievement • Selects teaching models that are congruent with the goals/objectives and facilitates mastery by providing students with opportunities to extend learning activities matching individual needs. • Implements adjustments to learning activities based on student performance (both for individuals and the entire class).	Typically plan and implement progressive and sequential content that aligns with short- and long-term plan objectives, that addresses the diverse needs of students. • Learning activities are age and developmentally appropriate, and provide appropriate complexity (neither too easy nor too difficult). • Progressions are sequential, progressive, and align with short-term plan objectives facilitating skill acquisition and allow for students to achieve objectives • Multiple methods are used to convey content, may not align with goals/objectives. • Implements adjustments to learning activities based on student performance (both for individuals or the entire class).	Typically does not plan and implement progressive and sequential content that aligns with short- and long-term plan objectives, that addresses the diverse needs of students. • Learning activities are not age/developmentally appropriate, or complexity too easy or too difficult). • Progressions not sequential, progressive or provided. Does not allow for student achievement of goals. • Singular method or multiple methods do not align with goals/objectives. • Does not adjust individual or class learning activities based on student performance.	
Managing Resources (1.000, 4.3%) SHAPE-2017.3.c	Plan for and manage resources to provide active, fair, and equitable learning experiences. • Plans routinely reflect age and developmentally appropriate adaptations for abilities (all levels) and needs (interests and motivations). • Designs and implements multiple instructional models/styles/approaches throughout the lesson to account for variations in learning	Typically plans for and manages resources to provide active, fair, and equitable learning experiences. • Plans for instructional variations for individual differences (abilities/needs/ interests) • Varies instructional models/approaches to account for differences in learning styles and prior experiences • Designs and implements multiple instructional models/styles/approach	Does not plan for and manage resources to provide active, fair, and equitable learning experiences • Does not plan or plans minimally for variation based on individual differences (abilities/ needs/interests) • Instruction is not individualized and is a "one size fits all" approach • Uses singular instructional model throughout the lesson • Does not make adaptations or offer	

	styles and prior experiences. • Students are given multiple choices (equipment, space, partners, etc.) within practice tasks based on individual differences.	es throughout the lesson to account for variations in learning styles and prior experiences. • Provides student choice in equipment, space, levels of practice tasks based on individual differences.	choices in equipment, space use, or tasked based on individual differences.	
Diverse Student Needs (1.000, 4.3%) SHAPE-2017.3.d	Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. • Plans and implements accommodations for the diversity found within the student population (gender, class, ethnicity, race, physical or mental disability, or socioeconomic status) using differentiate planning and instruction for all students within the class. • Lessons are inclusive and attend to all students' needs. • Plans, implements, and teaches using a variety of known and unknown inclusive methods of display materials, variety of student demonstration techniques, student grouping for instruction, and learning activities grouping students by creating groups of mixed skill and abilities levels that account for the diversity found with the student population. • Collaborates with the IEP team on the planning and implementing of short-term plans that meet the needs of students with disabilities (if available)	Typically plans and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. • Plans and implements accommodations for most of the diversity found within the student population using differentiate planning and instruction for all students within the class. • Lessons are inclusive and attend to most students' needs • Plans and teaches for inclusion of diversity using known inclusive methods techniques that account for the diversity found in the student population. • Collaborates with the IEP team on implementation of lessons that meet the short-term learning needs of students with disabilities (if available).	Does not plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. • Fails to account for student exceptionalities or differences • Does not make accommodations for the diversity found in the student population • Fails to plan and teach for inclusion through selection of students chosen to demonstrate, inclusive display materials, and grouping of students for instruction and learning activities • Fails to collaborate with the IEP team	
Differentiated Instruction (1.000, 4.3%)	Plan and implement progressive sequential instruction that addresses the diverse needs of students. • Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges	Typically plans and implements progressive sequential instruction that addresses the diverse needs of students • Considers the context of the teaching environment and that the context is reflected in the planning and	Does not plan and implement progressive sequential instruction that addresses the diverse needs of students • Learning tasks are inappropriate for the developmental levels of students by being either too easy/difficult. Fails to	

	for students (tasks are neither too easy nor too difficult). • Makes adjustments to tasks based on student or class performance (increasing or decreasing tasks complexity). • The sequence of the lesson is logical with no gaps in progressions. • Learning/practice tasks allow students to begin and end at different levels based on individual readiness. • Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge. • Individualizes starting points for students based on students pre-assessment • Sets high expectations for all students	implementation of the lesson • Multiple methods used to convey content • Groups students in a variety of ways, based on lesson objectives • All student are expected to learn and achieve mastery • Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (neither too easy or difficult) • Makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized • Sequence of lessons is logical and progressions are sequential with few gaps. • Task complexity is appropriate for skills and developmental levels • Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning • TC pre-assesses students to determine an appropriate starting point.	make adjustments to tasks to accommodate students' developmental levels by increasing/decreasing task complexity • Sequence of lessons/activities are illogical, with gaps in progressions • Learning tasks are arranged randomly in the lesson with steps between progressions bring too large/small to facilitate mastery • Fails to pre-assess students to determine an appropriate starting point • Groups students for convenience (gender, age, skill) without consideration of the lesson objective.	
Metacognition (1.000, 4.3%) SHAPE-2017.3.f	Plan and implement daily learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. • Plans and implements daily age and developmentally appropriate metacognitive knowledge and strategy learning activities (reciprocal/self-check methods/grouping/questioning/ Socratic discussion/etc.) • Allows students to analyze, reflect, and improve skillful performances. Metacognitive knowledge provides means for students to explore the knowledge	Periodically plans and implements learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. • Plans and implements age and developmentally appropriate metacognitive activities. • Provides opportunities for students to explore knowledge and beliefs on the task (purpose), person (individual variables) and strategy (What, How, Why, When). • Students reflect on one's own declarative and procedural knowledge related to their own performance.	Does not plan or implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. • Does not plan or implement metacognitive knowledge activities or these activities are not age and/or developmentally appropriate. • Students are not provided opportunities to analyze, plan, monitor, evaluate, or reflect on their own performance.	

	and beliefs on the task (purpose), person (individual variables) and strategy (What, How, Why, When). • Provides opportunities for students to engage in metacognitive strategies by raising one's awareness, monitoring, and evaluating the learning process related to skillful performance. • Students reflect on declarative, procedural, and strategic knowledge related to their own performance			
Technology (1.000, 4.3%) SHAPE-2017.3.e	Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). • Integrates learning experiences that require students to use various technologies in a physical activity setting. • Demonstrates age and developmentally appropriate use of current technologies and uses the technology to enhance student learning in the physical education setting • Regularly incorporates a variety technology such as pedometers, video, apps, etc. to provide feedback to students. • Use of technology is aligned with lesson/unit objectives/goals. • Use of technology enhances the lesson	Typically plans and implements learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). • Integrates learning experiences that involve student in the use of available technology (at least 1 form) • Demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons • Minimal use of technology to provide feedback to students. • Technology use is typically aligned with lesson objective/unit goals	Does not plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). • Does not plan and implement use of technology or the technology is not age and/or developmentally appropriate. • Does not make use of available technology • Demonstrates limited knowledge of current technology and its application in a PE/class setting • Use of technology does not align with lesson objective	
Teacher Presence (1.000, 4.3%)	Has a confident teaching presence. • Is expressive. • Exhibits an appropriate demeanor through tone of voice, language, and body language: • Responds to students in a positive manner • Speaks loudly and clearly and makes appropriate eye contact • Uses language that is appropriate/appropriately challenging	Typically has a confident teaching presence. • Is expressive. • Exhibits an appropriate demeanor through tone of voice, language, and body language most of the time: • Responds to students in a positive manner • Speaks loudly and clearly and makes appropriate eye contact • Uses language that is	Does not exhibit a confident teaching presence. • Is not expressive. • Does not exhibits an appropriate demeanor through tone of voice, language, and body language • Fails to responds to students in a positive manner • Does not speak loudly or clearly and fails to make appropriate eye	

		appropriate but not challenging	contact • Fails to use language that is appropriate/appropriately challenging	
Communication Effectiveness (1.000, 4.3%) SHAPE-2017.4.a	Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences. • Communicates with a command of standard English (proper grammar/diction). • Uses age and developmentally appropriate grammar and diction in a culturally responsive way. • Use of communication demonstrates respect for cultural differences and creates an inclusive atmosphere. • Pacing of verbal communication is age and developmentally appropriate (neither too fast/slow, difficult/easy) with variation in tone, inflection, and volume used throughout the lesson • Exhibits appropriate body language that supports the learning environment. • Multiple forms of communication such as tasks sheets, bulletin boards, augmented communication device, etc. throughout the short-term plan	Typically demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences. • Verbal interactions are culturally responsive with an occasional mistake in grammar or the occasional use of a regional colloquialism. • Demonstrates respect for cultural differences and is inclusive in his/her teaching • Pacing of verbal communication is typically appropriate, with some variation in tone, volume and inflection • Verbal and non-verbal communication is used throughout the lesson • Uses alternative forms of communication (task sheets, bulletin boards, etc.) to communicate content. • Candidate utilizes select verbal and nonverbal communication throughout the lesson. Alternative forms of communication such as task sheets, bulletin boards, augmented communication device, etc. are used periodically to communicate short-term plan content.	Does not demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences. • Verbal communications have an occasional mistake in grammar, poor diction and/or inappropriate language for the age/skill/developmental level of students. • May disregard cultural differences when speaking with his/her students. • Uses "slang" terms at times and occasionally "puts down" students. • Pacing of verbal communication is consistently either too fast/slow, and there is little variation in tone/volume/inflection • Minimal use or no use of alternative forms of communication.	
Description & Demonstration (1.000, 4.3%) SHAPE-2017.4.b	Implements effective demonstrations, explanations, instructional cues and that are aligned with short- and long-term plan objectives. • Provides age and developmentally appropriate demonstrations during the instructional episode that are aligned with short- and long-term objectives • Demonstrations, explanations, and	Implements effective demonstrations, explanations, instructional cues and that are aligned with short- and long-term plan objectives. • Provides an age and developmentally appropriate demonstration during the instructional episode • Demonstrations, explanations, and instructional cues typically aligned with the short- or long-term plan	Does not implement effective demonstrations, explanations, instructional cues and that are aligned with short- and long-term plan objectives. • Either provides no demonstration or an incorrect demonstration that is not age and/or developmentally appropriate during the instructional episode. • Demonstrations, explanations, and	

	instructional cues are aligned with the short- and long-term plan objectives • Descriptions & demonstrations (D&D) are present, short in duration (60-90 seconds) allowing for maximum time-on task. • Implements developmentally appropriate instructional cues identifying elements of the skill/tactic/strategy that facilitate learning of short- and long-term objectives for all students • Instructional cues are reinforced throughout the instructional episode and short-term plan. • Uses appropriate terminology and conveys accurate information; • Consistently repeats the instructional cues or prompts throughout the lesson.	objectives • D&D are present but too long (impacting maximum time-on task) or short (ineffective). • Creates instructional cues or prompts that identify elements of skill/strategy/tactics/ /knowledge/behavior and are appropriate for the developmental level of students • Uses appropriate terminology and conveys accurate information; • Instructional cues are periodically reinforced during the instructional episode	instructional cues are not aligned with the short- and long-term objectives. • D&D not present or ineffective • Provides either too few or too many instructional cues/prompts for the developmental level of students • Instructional cues are incorrect or do not identify key elements of the skill/strategy/tactics/ component/behavior.	
Instructional Feedback (1.000, 4.3%) SHAPE-2017.4.e	Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning, skill acquisition, and motivation. • Analyzes, detects, and corrects all elements of movement skills using skill cues linked to the identified critical elements. • Provides congruent specific, corrective/ prescriptive feedback to ss on critical elements for motor skills/tactics/strategies/concepts /behaviors • Provides positive and corrective/ prescriptive feedback that is well • . • Both individual and group feedback is given	Typically analyzes motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning, skill acquisition, and motivation. • Analyzes, detects, and corrects elements of movement skills using skill cues linked to the identified critical elements. • Provides congruent specific, corrective/ prescriptive feedback to ss on critical elements for most motor skills/tactics/strategies/concepts /behaviors that is developmentally appropriate • Feedback is linked directly to student responses • A combination of positive, specific, and corrective feedback is used • Both individual and group feedback is given	Does not regularly analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning, skill acquisition, and motivation. • Provides generalized feedback without connecting the feedback to specific responses • Feedback is motivational and not corrective/prescriptive • Feedback is provided only to the group as a whole or only to the individual. • OR – Feedback not provided in consistent manner to impact student performance/learning	

Questioning and Responsiveness (1.000, 4.3%) SHAPE-2017.3.f	Candidate listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking. • Consistently questions students about course content (task, purpose, who, what, when, where, why) • Scaffolding used for student exploration • Is open to student questions/comments • Respond accurately to students' skills, questions, and ideas	Candidate typically listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking. • Regularly questions students about course content • Is generally open to student questions/ comments • Respond accurately to most students' skills, questions, and ideas	Candidate does not listen actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking. • Does not question students about course content • Not open to student questions/ comments • Either responds inaccurately or not at all to students	
Dynamic Environment (1.000, 4.3%) SHAPE-2017.4.c	Evaluate the changing dynamics of the learning environment and adjust instructional tasks/instruction as needed to further student progress • Is flexible and implements developmentally appropriate adjustments based on student progress, interests and responses. • Appropriately responds in a developmentally appropriate manner to the teachable moments during the short-term plan to enhance student learning.. • Candidate makes creative lesson modifications for both underperforming and highly skilled students alike.	Typically evaluates the changing dynamics of the learning environment and adjust instructional tasks/instruction as needed to further student progress • Implements adjustments to the short-term plan based on student progress, interests and responses. • Demonstrates flexibility in the short-term plan or with students by implementing adjustments to further student learning. • Makes lesson modifications for underperforming and highly skilled students alike.	Does not evaluate the changing dynamics of the learning environment and adjust instructional tasks/instruction as needed to further student progress • Delivers lessons by remaining on script without regard to student responses • Fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment. • Does not make lesson adjustments for either underperforming or highly performing students.	
Managerial Rules, Routines, and Transitions (1.000, 4.3%)	Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment. • Has systematically established and consistently enforced developmentally appropriate rules for the class and that are logical, and reasonable with clear consequences for discipline issues. • Managerial routines are present and maximize learning	Typically implements transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment. • Has established developmentally appropriate rules for the class and enforced the rules systematically • Rules stated in developmentally appropriate language • Managerial routines are present, and a system is in place for distribution/return of	Does not implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment. • Uses ineffective rules or have difficulty implementing or enforcing classroom rules • Rules lack clarity or are stated in language that is inappropriate for the age group • Managerial routines are weak or not present, and poor/no systems are in place for	

	opportunities by limiting time off task. • Managerial routines are present and innovative, such as multiple equipment distribution points • Employs a clear start and stop signal throughout the lesson. • Space is used efficiently allowing all students equal opportunities to participate in learning activities. • Behavior issues are not apparent or are dealt with immediately in a developmentally appropriate manner.	equipment/attendance/partner/other gym or classroom routines • Clear start/stop signals in place • Space is used efficiently allowing all students to participate in learning activities. • Behavior issues are dealt with immediately in a developmentally appropriate manner by using proactive strategies such as student prompts.	equipment distribution/ return/partners/groups/or other gymnasium/ classroom routines • Students are arranged in groups/formations that does not maximize the available teaching space. • No clear/or consistently implemented start/stop signals • Behavior issues are addressed insufficiently or ineffectively	
Use of Physical Space, Material, & Equipment (1.000, 4.3%)	Effectively uses physical space for individual, partner or group work • Space use is maximized through careful planning • Arrangement or spacing of students/equipment maximizes student ability to practice/engage in tasks effectively • Utilizes materials and equipment effectively to support instruction and maximize participation.	Typically uses physical space for individual, partner or group work effectively • Effective use of space is evident in the lesson (students spaced appropriately) • Utilizes materials and equipment effectively to support instruction or maximize participation.	Does not effectively uses physical space for individual, partner or group work • Ineffective use of space is evident in the lesson (students spaced inappropriately), class/gym location ineffective/equipment not appropriate • Arrangement or spacing of students does not allow students to practice/engage in tasks effectively • Does not utilizes materials or equipment effectively to support instruction or maximize participation	
Strategies for a Productive Learning Environment. (1.000, 4.3%) SHAPE-2017.4.d	Implements strategies to help students to help students demonstrate responsible personal and social behaviors in a productive learning environment. • TC selects both direct and indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction. • Creation/Use of behavior motivational tools. • Create/implement behavior motivation tools/strategies needed to guide/build acceptable behaviors. • Creates a supportive	Typically implements strategies to help students to help students demonstrate responsible personal and social behaviors in a productive learning environment • Selects both direct and indirect instructional approaches, including task and inquiry • Students are given choices throughout the lesson about equipment, starting points or partners/grouping • Creates a supportive environment by providing feedback to all students, encourages student participation, and provides equitable	Does not implements strategies to help students to help students demonstrate responsible personal and social behaviors in a productive learning environment • Relies on direct instruction for each lesson • Students are not allowed to make decisions in the context of the class • Students' only choice is to participate or not in the lesson • Does not establish a supportive learning environment for all students by demonstrating	

	environment by distributing feedback (providing more to underperforming and less to high performing) to students, encourages all students to participate, and provides equitable learning opportunities for all students.	learning opportunities for all students.	characteristics of motor elitism, excluding students from lesson activities, and/or by not providing equitable learning activities	
Formative & Summative Assessment (1.000, 4.3%) SHAPE-2017.5.a	Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives. • Selects or creates a variety of developmentally appropriate authentic, formal and/or informal assessments that directly align with short- and long-term learning objectives. • Multiple assessments are planned that allow for multiple domains to be assessed.	Typically selects or creates authentic, formal assessments that measure student attainment of short- and long-term objectives. • Selects developmentally appropriate formal and/or informal assessments that directly align with short- and long-term student learning objectives. • Assessments are planned for all stated short- and long-term learning objectives.	Does not select or create authentic, formal assessments that measure student attainment of short- and long-term objectives • Shows minimal (or no) evidence of planning developmentally appropriate formal and/or informal assessments. • Assessments do not align with the stated short-term objectives. • Assessments are not planned for all short- and long-term learning objectives.	
Appropriate Assessment (1.000, 4.3%) SHAPE-2017.5.b	Uses appropriate assessments to evaluate students before, during, and after instruction • Implements on-going formative assessments, in a variety of contexts, that directly aligns to student performance before and throughout the long-term plan. • Assessment results are used to inform instruction, provide feedback, communicate progress, grade, and plan for future instructional goals. • Pre assessment data are used to design learning experiences that align with planned instructional activities. • Summative assessments are planned and implemented that align to long-term objectives and provide evidence of student learning based on previous data collection and individualized instructional goals.	Typically selects or creates appropriate assessments that will measure student achievement of goals/objectives • Implements formative assessments that monitor student learning before and throughout the long-term plan. • Summative assessments are planned that inform candidate of student learning. • Data from assessments are used to inform planning and instructional decisions. • Assessment records are kept and assessments are used to partially determine grades • Record keeping of student assessments that is periodically accessible to others (teachers, students, parents, administrators)	Does not use appropriate assessments to evaluate students before, during, and after instruction • Demonstrates minimal (or no) evidence of planning for formal/informal assessment within the short- and long-term plans • If assessment is used, it occurs only after instruction • Assessments do not align with short- and long-term objectives/standards • Pre/formative assessment data are not used when making informed planning and instructional decisions. • Grades are determined by "effort"/"participation"	

	• Record keeping of student assessments that is always accessible to others (teachers, students, parents, administrators)			
Lesson Reflection (1.000, 4.3%) SHAPE-2017.5.c	Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives. • Implements a reflective cycle (description of lesson, evaluation of candidate's performance, analysis of student learning, action plan) to guide decision both during the lesson and future lessons. • Uses the reflective cycle to modify/adapt instruction and implement change both during the lesson and for future lessons to enhance student learning based on short- and long-term objectives. • Changes based on reflection consistently implemented. • Able to identify what went well and what did not go well in terms of total teaching performance - planning, management, and instruction/learning activities. • Seeks out feedback from cooperating teacher and supervisors and incorporates suggestions in future lessons	Typically implements a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives. • Implements a reflective cycle (description of lesson, evaluation of candidate's performance, analysis of student learning, action plan) to guide decisions for future lessons. • Candidate uses the reflective cycle to modify/adapt instruction and implement change to enhance student learning based on short- and long-term objectives. • Able to identify what did/did not go well in terms of select teaching performance - planning, management, or instruction/learning activities. • Accepts feedback from cooperating teacher and supervisors and incorporates suggestions in future lessons	Does not implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives. • Demonstrates minimal/no evidence to support their use of the reflective cycle to modify and plan instruction. • Plans lessons according to teacher preference vs. student needs • Does not seeks feedback from cooperating teacher/supervisors	