<table>
<thead>
<tr>
<th>SCOE Conceptual Framework Rubric – Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable</strong> - Does not meet expectations of a beginning teacher (1 pt)</td>
</tr>
<tr>
<td>1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students</td>
</tr>
<tr>
<td><strong>Developing</strong> - Beginning to meet expectations of a beginning teacher (2 pts)</td>
</tr>
<tr>
<td>TC does not apply physical education content and/or pedagogical knowledge in developing and/or implementing learning experiences. Content is clearly developmentally inappropriate; inaccurate, lacks sequenced properly, sequence, no alignment exists between content and standards. The learning experiences do not vary from traditional teacher-driven experiences.</td>
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<tr>
<td><strong>Proficient</strong> - Meets expectations of a beginning teacher (3 pts)</td>
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<tr>
<td>TC is beginning to demonstrate the ability to apply physical education content and pedagogical knowledge in developing and implementing learning experiences. Content is textbook based, appropriate, and aligned with objectives. The learning experiences are varied in their approach and address diversity of learners.</td>
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<tr>
<td><strong>Exemplary</strong> - Far exceeds expectations of a beginning teacher (4 pts)</td>
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<tr>
<td>TC consistently demonstrates the ability to apply physical education content and pedagogical knowledge in developing and implementing a wide variety of learning experiences. Content is supplemented with a wide variety of resources and technologies, creative, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address a wide diversity of learners.</td>
</tr>
</tbody>
</table>
1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards

- **NASPE 6.2**
  - TC does not demonstrate minimal basic planning (short and long) ability that is not linked to learning goals and student needs.
  - Instructional plans show inadequate understanding of the subject, and/or of SC curriculum goals and SC and NASPE standards.

- **NASPE 6.3**
  - TC is beginning to demonstrate the ability to develop both short (daily lesson plans) and long (unit plans) that are linked to learning goals and student needs and ensures student progress, motivation and safety.
  - Instructional plans show an adequate understanding of the SC curriculum goals and SC and NASPE standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is NOT apparent.

TC demonstrates the ability to develop both short (daily lesson plans) and long (unit plans) that are linked to learning goals and student needs and ensures student progress, motivation and safety.

Instructional plans show an adequate understanding of the SC curriculum goals and SC and NASPE standards and of the subject matter. It is apparent that the candidate understands how these standards and subject matter must be adapted for the particular students and community is apparent.

TC consistently demonstrates the ability to develop both short (daily lesson plans) and long (unit plans) that are linked to learning goals and student needs and ensures student progress, motivation and safety.

Instructional plans show a thorough understanding of the SC curriculum goals and SC and NASPE standards and of the subject matter. It is apparent that the candidate understands how these standards and subject matter must be adapted for the community and that modifications and adaptations are a routine part of the design.
1.3 Use of a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills.

**NASPE 3.1**

- **TC does not use appropriate instructional strategies to meet diverse learning needs.**
  - No variety exists in instructional strategies. Only traditional paper and pencil activities are used in fact recall learning.

- **TC is beginning to demonstrate a few appropriate instructional strategies to meet diverse learning needs.**
  - The emphasis on critical thinking and problem solving is weak or does not relate to the learning goals.

- **TC demonstrates a variety of appropriate instructional strategies to meet diverse learning needs.**
  - Instruction is based on physical education content, students' strengths/weaknesses, multiple needs, learning styles, and prior experiences. The emphasis on critical thinking and problem solving is adequate to support and relate to the learning goals.

- **TC consistently demonstrates a wide variety of effective instructional strategies that are developmentally appropriate for the physical education teaching situation.**
  - Instruction accommodates students' strengths/weaknesses, multiple needs, learning styles, and prior experiences. Modifications that have clearly been made to accommodate many diverse learning situations and learners. An emphasis on the development of critical thinking and problem solving is readily apparent and corresponds to each learning goal.
1.4 Manage the classroom to create a positive and safe learning environment.

**NASPE 4.1**

TC is unable to maintain classroom control so that an unsafe environment exists. TC does not use any strategies to help students demonstrate personal and social behaviors (e.g. respect for self and others, sportsmanship, safety, cooperation) in the affective, cognitive and psychomotor areas.

**NASPE 4.4**

Classroom control is adequate, but difficulties during transition times or atypical scheduling create lapses into off-task behaviors that require interventions by others. TC is beginning to demonstrate managerial routines that create learning experiences and environments that maximize active engagement in learning as well as individual and group motivation. A positive classroom environment is immediately obvious. TC consistently uses a wide variety of strategies to help students demonstrate personal and social behaviors (e.g. respect for self and others, sportsmanship, safety, cooperation) in the affective, cognitive and psychomotor areas.

Classroom control is adequate to provide a safe learning environment during all normal parts of the day, including transition times. TC demonstrates managerial routines that maximize active engagement in learning as well as individual and group motivation. A positive and mutually respectful classroom environment is immediately obvious. TC consistently demonstrates managerial routines that maximize active engagement in learning as well as individual and group motivation. A positive classroom environment is immediately obvious. TC consistently uses a wide variety of strategies to help students demonstrate personal and social behaviors (e.g. respect for self and others, sportsmanship, safety, cooperation) in the affective, cognitive and psychomotor areas.

Classroom control is apparent at all times, including atypical interruptions. TC consistently demonstrates managerial routines that maximize active engagement in learning as well as individual and group motivation. A positive and mutually respectful classroom environment is immediately obvious. TC consistently uses a wide variety of strategies to help students demonstrate personal and social behaviors (e.g. respect for self and others, sportsmanship, safety, cooperation) in the affective, cognitive and psychomotor areas.
1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction.

NASPE 7.2

TC does not use appropriate authentic and traditional assessments to evaluate student performance, provide feedback, and communicate student progress in all three domains (cognitive, affective, psychomotor). Assessments do not measure the learning goals that are identified or no assessments are identified at all.

TC uses only a few appropriate authentic and traditional assessments to evaluate student performance, provide feedback, and communicate student progress in all three domains (cognitive, affective, psychomotor). Assessments are confined to formal paper and pencil tests. There is no attempt to modify teaching based on assessments.

TC uses several appropriate authentic and traditional assessments to evaluate student performance, provide feedback, and communicate student progress in all three domains (cognitive, affective, psychomotor). Formative and summative assessments are apparent in both informal and formal formats. There is evidence that modifications to teaching, based on assessments, occurs.

TC routinely uses a variety of appropriate authentic and traditional assessments to evaluate student performance, provide feedback, and communicate student progress in all three domains (cognitive, affective, psychomotor). Formative and summative assessments are ongoing and in both informal and formal formats. It is clearly apparent that assessments are used to modify instruction and learning activities on a regular basis.
2.1 Plan and implement effective learning environments and experiences supported by technology

NASPE 9.2

TC provides no evidence that technology is used in the planning or implementation of student learning activities in physical activity settings.

TC is beginning to use technology in physical activity settings to enhance student learning. Technology is confined to mechanical equipment (overhead projector) rather than knowledge-based media (films, PowerPoint’s, HRM, pedometers, Flip Cameras, YouTube clips, Fitnessgram, etc.) in creating and implementing physical activities to enhance student learning. Some use of knowledge-based media is evident in learning experiences. Information gathering technology is apparent in planning activities.

TC uses several types of technology (HRM, pedometers, Flip cameras, YouTube clips, Fitnessgram, etc.) in creating and implementing physical activities to enhance student learning. Extensive use of knowledge-based media is apparent with both the instructor and the pupils. Information-gathering technology is used routinely as a part of normal classroom activities.

TC consistently employs numerous types of technology (HRM, pedometers, Flip cameras, YouTube clips, Fitnessgram, etc.) creating and implementing physical activities to enhance student learning. Extensive use of knowledge-based media is apparent with both the instructor and the pupils. Information-gathering technology is used routinely as a part of normal classroom activities.
2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices

NASPE 9.1

TC does not demonstrate knowledge of current technologies and their application in the physical education classroom. There is no evidence that technology is used in the planning or implementation of the assessments or productivity practices.

TC is beginning to demonstrate knowledge of current technologies and their application in the physical education classroom. Use of technology is applied appropriately on a limited basis to physical education content and instruction. Much use is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments do not appear to have any technological basis.

TC demonstrates knowledge of current technologies and their application in the physical education classroom. Use of technology is applied appropriately to physical education content and instruction. Some use is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments appear to have limited technological basis (Scantron sheets or online quizzes).

TC consistently demonstrates knowledge of current technologies and their application in the physical education classroom. Appropriate use of technology is integrated into the entire classroom experience including a wide variety of instructional, and assessment contexts to facilitate student learning (email - newsletters, online physical education web pages). Assessments have multiple media formats (flip camera skill analysis, video presentations, online testing).
3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students

NASPE 3.1

TC does not demonstrate appropriate instructional strategies or use of resources to meet diverse learning needs in the physical education classroom. There is no evidence of an understanding that students have different needs that are related to their levels of development or cognition. No effort has been made to address cultural differences.

NASPE 3.2

TC has only a single way to teach (usually command style) all students but is beginning to develop more appropriate strategies and use of resources to meet diverse learning needs in the physical education classroom. There is limited evidence of an understanding that students have different needs that are related to their levels of development and cognition. Some effort has been made to address cultural differences but these efforts are superficial in nature.

TC demonstrates use of instructional strategies and resources to meet diverse learning needs in the physical education classroom. There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. Learning activities have been modified to address cultural differences for the majority of the students in the classroom.

TC consistently demonstrates use of a wide variety of instructional strategies and selection of innovative resources to meet diverse learning needs in the physical education classroom. There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. An effort is routinely made to provide support for the emotional needs of the students. Learning activities have been modified to address cultural differences for every student in the classroom.
3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations

**NASPE 3.1**

**TC does not provide** evidence of activities or experiences that address the needs of a diverse student population.

**TC provides limited evidence of** activities or experiences that address the needs (e.g. contextual factors, prior experiences, strengths/weaknesses) of a developmentally-diverse student population. Some effort has been made to address the cultural differences through learning activities, but those efforts are superficial in nature.

**TC provides clear evidence of** activities or experiences that address the needs (e.g. contextual factors, prior experiences, strengths/weaknesses) of a developmentally-diverse student population. Effort has been made to address the cultural differences for the majority of the students in the class.

**TC fully considers student needs (e.g. contextual factors, prior experiences, strengths/weaknesses) in all activities or experiences** address the needs of a developmentally-diverse student population so that every student is engaged in learning that is appropriate for him or her. Substantial effort has been made to address the cultural and linguistic differences for every student in the class.
4.1 thru 4.3 Professional Behaviors & Dispositions Rates for Professional Behaviors and Dispositions will be entered using a different rating scale on a separate form.

5.1 Analyze personal performance to improve teaching and learning

NASPE 8.1 TC does not use a reflective cycle to analyze personal teaching performance. There is no evidence of understanding that reflection is needed in order to continue to improve teaching and student learning in the physical education classroom.

NASPE 8.3 TC is beginning to use a reflective cycle to analyze personal teaching performance but does so superficially with little understanding of how teacher modifications can or will impact student learning in the physical education classroom.

5.1 Analyze personal performance to improve teaching and learning

NASPE 8.1 TC uses a reflective cycle to analyze personal teaching performance on a unit or weekly basis based on student performance as a whole. Reflections and modifications are confined to how to re-teach that particular unit or set of lessons rather than how to apply the reflection to future teaching of physical education topics.

NASPE 8.3 TC consistently uses a reflective cycle to analyze personal teaching performance on a daily basis based on individual student’s educational needs and performance goals. Reflections and modifications are applied to future teaching of all physical education topics.
5.2 Analyze student performance to improve teaching and learning

TC does not assess personal teaching performance in regards to student performance. There is no evidence that student performance has been analyzed. TC does not use reflection to modify instruction or implement change based on reflection.

TC is beginning to analyze student performance, but reflection has not tied the results back to modifications (e.g., equipment, task, environment) that are required or to modifications solely on the part of the student (i.e. “try harder”). TC is beginning to use reflection to modify instruction and/or implement change.

TC is able to analyze student performance has it relates to a unit or set of lessons. The reflection has tied the results back to modifications (e.g., equipment, task, environment) that are required on the student’s part as well as on the teacher’s part. TC uses reflection to modify instruction and/or implement change citing specific examples from the lessons or assessments to support TC observation.

TC consistently analyzes and reflects on student performance which is a daily part of the physical education classroom activities. The reflection has tied the results back to modifications (e.g., equipment, task, environment) that are required on the student’s part as well as on the teacher’s part. TC uses reflection to modify instruction and/or implement change which TC then places into action in lessons.