

Student Teacher Final Report Part II Rubric – Physical Education

NASPE Standards	Student Teacher Form - Part II Rubric	Target (3)	Acceptable (2)	Unacceptable (1)
Not Applicable for Physical Education	Criteria 1. Candidate will demonstrate the ability to obtain health-related data about social and cultural environments, growth and developmental factors, needs and interests of both the community and the individual.	Uses systematic approach to obtain health-related data that: -are specific to social & cultural environment of students & community -are related to and adequately address developmental factors -clearly reflect needs & interests of community & individual -provides thorough explanation of connection between health education program & culture of the school -demonstrates how health education program contributes to school's mission	Shows evidence of obtaining health-related data that -reflect social, cultural environment of students & community -are related to developmental factors -reflect needs & interests of community & individual -provides explanation of connection between health education program & school culture -demonstrates connection between health education & school's mission	Obtains health-related data but are lacking in the following -fails to reflect social, cultural environment of students & community -unrelated to developmental factors -does not reflect needs & interests of community & individual -provides inaccurate explanation of the connection between health education programs & the school culture -unable to explain how health education program contributes to school's mission
Not Applicable for Physical Education	Criteria 2. Candidate will be able to interpret concepts, purposes and theories of health education.	Appropriately interpret/infer needs for health education from data obtained	Data interpreted and most needs identified	Data incorrectly interpreted and needs not identified

1.3	Criteria 3. Candidate will demonstrate knowledge about human movement based on the theoretical/scientific competencies of the physical education sub-discipline.	Describe and apply human movement development theory and appropriate motor learning principles related to facilitate skillful development and improve physical activity and fitness levels	Describe human movement theory and motor skill learning principles, apply to learning experiences, moderate improvement to skill development and fitness levels	Describe human movement theory and motor skill learning principles, lacking application in experience/activity design to improve skills and fitness levels
3.1	Criteria 4. Candidate will be able to infer implications from findings for future program planning.	Appropriately infer implications from finding and use to design and implement short- and long-term plans based on student needs	Infer implications from findings and use to plan future lessons and activities	Incorrect interpretation from findings and information not used for future planning
6.1	Criteria 5. Candidate will demonstrate a knowledge of the humanistic and behavioral aspect of physical education and an understanding of the health benefits of physical activity and physical fitness for all children, and carry over values of these benefits for adult life.	Demonstrate knowledge of humanistic and behavior aspects of physical education and behaviors that are consistent with the belief that all students can become physically educated individuals	Demonstrate knowledge of humanistic behavior aspects of physical education, limited demonstration of behaviors that are consistent with the belief that all students can become physically educated	Limited knowledge and demonstration of behaviors consistent with the belief that all students can become physically educated
5.1	Criteria 6. Candidate will demonstrate the ability to develop a plan to assess achievement of instructional objectives.	Develop appropriate assessment plans to measure achievement of instructional objectives	Develop assessment plans to measure achievement	Assessment plan is not appropriate and does not measure instructional objectives

<p>Not Applicable for Physical Education</p>	<p>Criteria 7. Candidate will demonstrate the ability to utilize computerized health information systems effectively.</p>	<p>Utilize a variety of health information resources effectively</p>	<p>Utilize health information resources</p>	<p>No able to utilize health information resources</p>
<p>3.1</p>	<p>Criteria 8. Candidate will demonstrate skill and knowledge regarding the physical education specialty so that they can plan, implement and evaluate physical education programs and instruction.</p>	<p>Design and implement physical education programs and instruction that are appropriate, include short- and long-term plans linked to program goals, and address the needs of all students</p>	<p>Design and implement physical education programs that are mostly appropriate, include short-term plans that are mostly linked to program goals and address the needs of all students</p>	<p>Design and implement physical education programs that not appropriate, do not include short- and long-term goals linked to the program goals and do not address the needs of all students</p>
<p>6.2</p>	<p>Criteria 9. Candidate will identify community organizations, resource people and potential participants for support and assistance in program planning.</p>	<p>Identifies community organizations and key resource people in the field of physical education for collaboration and participates in activities to promote growth and development</p>	<p>Identifies individuals for collaboration and participates in collaborative activities for program planning</p>	<p>Does not identify key individuals available for collaboration and limited participation in growth/development activities</p>
<p>3.3</p>	<p>Criteria 10. Candidate will design educational programs consistent with specified program objectives in the school systems.</p>	<p>Design and implement appropriate physical education content that is aligned to lesson objectives and is consistent with the program objectives within the school system</p>	<p>Design and implement physical education content that is consistent with school objectives</p>	<p>Design is not consistent with program objectives in school and is not aligned to lesson objectives</p>

<p>Not Applicable for Physical Education</p>	<p>Criteria 11. Candidate will be able to develop a plan for coordinating health education services.</p>	<p>Developed comprehensive plan for coordinating education services. Included all necessary components in efficient manner.</p>	<p>Developed plan for coordinating health education services. Included key components.</p>	<p>Plan for coordinating health education services lacked completeness. Key components of plan were missing.</p>
<p>Not Applicable for Physical Education</p>	<p>Criteria 12. Candidate will establish effective consultative relationships with those requesting assistance in solving health-related problems.</p>	<p>Readily established effective consultative relationships with those requesting assistance. Took the lead in problem solving or provided significant support in the problem solving process.</p>	<p>Established effective consultative relationships with those requesting assistance. Contributed to problem solving health related issues.</p>	<p>Unable to establish effective consultative relationships with those requesting assistance. Did not demonstrate good problem solving skills in addressing health-related problems.</p>
<p>Not Applicable for Physical Education</p>	<p>Criteria 13. Candidate will distinguish between behaviors that foster and those that hinder the health and well being of individuals.</p>	<p>Clear distinctions are made between practices that promote health and behaviors that might compromise health</p>	<p>Distinctions are made between practices that promote health and behaviors that might compromise health</p>	<p>No distinction is made between practices that promote health and behaviors that might compromise health</p>
<p>Not Applicable for Physical Education</p>	<p>Criteria 14. Candidate will be able to develop a logical scope and sequential plan for health education programming and delivery.</p>	<p>Develop a logical scope and sequence of learning experience that accommodates all students</p>	<p>Develop a logical scope and sequence of learning experiences</p>	<p>Scope and sequence is not logical and does not accommodate all students</p>

3.3	Criteria 15. Candidate will exhibit competence in carrying out planned educational programs.	Demonstrate multiple instructional strategies that reflect effective pedagogy and physical education theories and models that facility learning for all students and is aligned with lesson objectives	Demonstrate instructional strategies that reflect effective pedagogy and physical education theories and models that facility learning for most students and is aligned with lesson objectives	Demonstrate few instructional strategies that reflect effective pedagogy and physical education theories and models that facility learning for students
Not Applicable for Physical Education	Criteria 16. Candidate will select methods and media best suited to implement program plans for specific learners in health education.	Utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners	Utilize technology and resources that provide appropriate instruction and engage most students	Limited use of technology and resources to provide instruction and engage students
Not Applicable for Physical Education	Criteria 17. Candidate will develop the awareness which will permit them to predict the impact of societal value systems on health education programs.	Analyzed the impact of societal value systems on health education programs accurately. Accepted various viewpoints and worked effectively with differences in value systems.	Explained the impact of societal value systems on health education programs. Accepted differences in value systems related to health education programs.	Unable to predict the impact of societal value systems on health education programs. Allowed personal bias & values to interfere with rational thought process.

<p>3.6</p>	<p>Criteria 18. Candidate experiences are designed so that the student can demonstrate physical education outcomes to accomplish individual differences among learners, and to adapt instruction to environmental constraints. Candidates will demonstrate both skill and knowledge regarding:</p> <ol style="list-style-type: none"> 1) planning the teaching and learning process, 2) implementing the teaching and learning process and 3) evaluating the teaching learning process formatively and summatively. 	<p>Plan and implement programs that provide students with multiple opportunities to accomplish individual goals, plans are progressive and sequential and are based on the individual needs and abilities of all learners</p>	<p>Plan and implement programs that provide students with few opportunities to accomplish goals, plans are progressive and sequential and are designed to address the needs of the majority of learners</p>	<p>Plan and implement programs that provide students with limited opportunities to accomplish goals, plans are lacking progression and are not sequential, the needs of all learners are not addressed</p>
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