Student Teaching Rubric Part 2 (Health & Physical Education Rubric)

by IUP Admin2

Assessment

Student Teaching Rubric Part 2 (Health & Physical Education Rubric)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
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. AAHE.2.B	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		
Criteria 2. Candidate will be able to interpret concepts, purposes and theories of health education. AAHE.2.C	Appropriately interpret/infer needs for health education from data obtained	Data interpreted and most needs identified	Data incorrectly interpreted and needs not identified		
Criteria 3. Candidate will demonstrate knowledge	Describe and apply human movement development theory and appropriate motor learning	Describe human movement theory and motor skill learning principles, apply to	Describe human movement theory and motor skill learning principles, lacking		

about human movement based on the theoretical/scie competencies of the physical education sub-discipline. NASPE-PETE-2008.1.3	principles related to facilitate skillful development and improve physical activity and fitness levels	learning experiences, moderate improvement to skill development and fitness levels	application in experience/activity design to improve skills and fitness levels		
Criteria 4. Candidate will be able to infer implications from findings for future program planning. AAHE.2.C NASPE-PETE-2008.3.1	Appropriately infer implications from finding for future program planning	Infer implications from findings	Incorrect interpretation from findings and information not used for future planning		
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 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		

NASPE-PETE-2008.6.1					
Criteria 6. Candidate will demonstrate the ability to develop a plan to assess achievement of instructional objectives. AAHE.5.A NASPE-PETE-2008.5.1	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		
Criteria 7. Candidate will demonstrate the ability to utilize computerized health information systems effectively. AAHE.7.A	Utilize a variety of health information resources effectively	Utilize health information resources	No able to utilize health information resources		
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. NASPE-PETE-2008.3.1	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	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	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		
Criteria 9. Candidate will identify	Used a variety of health information resources for support & assistance in	Utilized resources in the community for support & assistance in planning.	Limited use of community resources. Inappropriate or		

community organizations, resource people and potential participants for support and assistance in program planning. AAHE.7.A NASPE-PETE-2008.6.2	planning. Community organizations & resource people chosen for support were credible and respected, provided expertise in the field of health education.	Community organizations & resource people were appropriate for health education.	ineffective resources used in program planning.		
Criteria 10. Candidate will design educational programs consistent with specified program objectives in the school systems. AAHE.6.A NASPE-PETE-2008.3.3	Design a plan for comprehensive school health education within coordinated school health program	Design a plan for school health education within coordinated school health program	Plan for school health program is not consistent with coordinated school health program		
Criteria 11. Candidate will be able to develop a plan for coordinating health education services. AAHE.6.B	Developed comprehensive plan for coordinating education services. Included all necessary components in efficient manner.	Developed plan for coordinating health education services. Included key components.	Plan for coordinating health education services lacked completeness. Key components of plan were missing.		
Criteria 12. Candidate will establish effective consultative relationships with those requesting assistance in solving health-related	Readily established effective consultative relationships with those requesting assistance. Took the lead in problem solving or provided significant support in the problem solving process.	Established effective consultative relationships with those requesting assistance. Contributed to problem solving health related issues.	Unable to establish effective consultative relationships with those requesting assistance. Did not demonstrate good problem solving skills in addressing health-related problems.		

problems. AAHE.7.B					
Criteria 13. Candidate will distinguish between behaviors that foster and those that hinder the health and well being of individuals. (1.000, 100.0%) AAHE.1.C AAHE.1.D	Clear distinctions are made between practices that promote health and behaviors that might compromise health	Distinctions are made between practices that promote health and behaviors that might compromise health	No distinction is made between practices that promote health and behaviors that might compromise health		
Criteria 14. Candidate will be able to develop a logical scope and sequential plan for health education programming and delivery. AAHE.3.B	Develop a logical scope and sequence of learning experience that accommodates all students	Develop a logical scope and sequence of learning experiences	Scope and sequence is not logical and does not accommodate all students		
Criteria 15. Candidate will exhibit competence in carrying out planned educational programs. AAHE.4.A NASPE-PETE-2008.3.3	Demonstrate multiple instructional strategies that reflect effective pedagogy and health education theories and models that facility learning for all students	Demonstrate instructional strategies that reflect effective pedagogy and health education theories and models that facility learning for most students	Demonstrate few instructional strategies that reflect effective pedagogy and health education theories and models that facility learning for students		
Criteria 16. Candidate will select methods and media best suited to implement program plans for specific	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		

learners in health education. AAHE.4.B					
Criteria 17. Candidate will develop the awareness which will permit them to predict the impact of societal value systems on health education programs. AAHE-2008.8.A	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.		
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: 1) planning the teaching and learning process, 2) implementing	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	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	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		

the teaching and learning process and 3) evaluating the teaching learning process formatively and summatively. NASPE-PETE-2008.3.6					

Standards

AAHE-2008.8.A	Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.
AAHE.1.C	Distinguish between behaviors that foster and hinder well-being Identify diverse factors that influence health behaviors Identify behaviors that tend to promote or compromise health
AAHE.1.D	Determine factors that influence learning
AAHE.2.B	Incorporate data analysis and principles of community organization Use research results when planning programs Apply principles of community organization when planning programs Suggest approaches for integrating health education within existing health programs . Communicate need for the program to those who will be involved
AAHE.2.C	Formulate appropriate and measurable objectives Design development tally appropriate interventions
AAHE.3.B	Demonstrate a variety of skills in delivering strategies, interventions, and programs Use instructional technology effectively Apply implementation strategies
AAHE.4.A	Develop plans for eva"luationand research Synthesize information presented in the literature Evaluate research designs, methods, and findings presented in the literature
AAHE.4.B	Review research and evaluation procedures. Evaluate data-gathering instruments and processes Develop methods to evaluate factors that influence shifts in health status
AAHE.5.A	Exercise organizational leadership Conduct strategic planning Analyze the organizatipn's culture in relationship to program goals Promote cooperation and feedback among personnel related to the program
AAHE.6.A	Use health-related information resources Match information needs with appropriate retrieval systems Select a data system commensurate with program needs Determine the relevance

	of various computerized health information resources Access health education resources Employ electronic technology fir retrieving references
AAHE.6.B	Respond to requests for health information Identify information sources needed to satisfy a request Refer requesters to valid sources of information
AAHE.7.A	Analyze and respond tb current and future needs in health education Analyze factors (e.g., social, cultural, demographic, and political) that influence decision-makers
AAHE.7.B	Apply a variety of communication methods and techniques Assess the appropriateness of language in health education messages Compare different methods of distributing educational materials Respond to public input regarding health education information, Use culturally sensitive communication methods and techniques Use appropriate techniques when communicating health and health education information Use oral, electronic, and written techniques for communicating health education information Demonstrate proficiency in communicating health information and health education needs
NASPE-PETE-2008.1.3	Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
NASPE-PETE-2008.3.1	Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
NASPE-PETE-2008.3.3	Design and implement content that is aligned with lesson objectives.
NASPE-PETE-2008.3.6	Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
NASPE-PETE-2008.5.1	Select or create appropriate assessments that will measure student achievement of goals and objectives.
NASPE-PETE-2008.6.1	Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
NASPE-PETE-2008.6.2	Participate in activities that enhance collaboration and lead to professional growth and development.

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