Physical Education-Health Education Teacher Candidate Observations Rubric

Numbers refer to MDE *Standards for the Preparation of Teachers of Physical Education.*

PE.3.0 Content Knowledge and Programming Knowledge - Physical education teacher candidates demonstrate an understanding of common and specialized-content, physical education curriculum models, comprehensive school physical activity programming, and scientific foundations for the delivery of an effective physical education program that interconnects with other subject areas.

Needs Improvement	Developing Competencies	Proficient in Field Setting	[Not] Applicable]
PE.3.1 Candidates will plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short-and long-term plan objectives that are aligned with K-12 state and/or National Standards and Grade-Level Outcomes.			
O Limited to no information/knowledge/skill/planning is presented or utilized.	O Developing information/knowledge/skill/planning is presented or utilized.	O Meets acceptable standards.	O
O Information/knowledge/skill/planning was ineffective and or did not support the purpose of the standard.	O Information/knowledge/skill/planning was of little use and or provides minimal support to the purpose of the standard.	O Information/knowledge/skill is acceptable and supports the purpose of the standard.	O
O Quality of the content is ineffective to promote student learning/development/appreciation of the standard.	O Quality of the content is average and has some impact to promote student learning/development/ appreciation of the standard.	O Quality of the content is acceptable and can impact and promote student learning/development/ appreciation of the standard.	O
PE.3.2 Candidates will plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.			
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PE.3.3 Candidates will plan for and manage resources to provide active, fair and equitable learning experiences.			
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PE.3.4 Candidates will plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.			
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PE.3.5 Candidates will plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).			
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PE.4.0 Instructional Delivery and Management - Physical education teacher candidates engage students in meaningful learning experiences through effective use of culturally competent pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Needs Improvement	Developing Competencies	Proficient in Field Setting	Not Applicable
PE.4.1 Candidates will demonstrate verbal and non-verbal communication skills that convey respect and sensitivity across all learning experiences.			
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PE.4.2 Candidates will implement demonstrations, explanations and instructional cues that are aligned with short and long-term plan objectives.			
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PE.4.3 Candidates will evaluate the changing dynamics of the learning environment and adjust instructional tasks based on student progress and ability.			
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PE.4.4 Candidates will implement transitions, routines and positive behavior management to create and maintain a safe, supportive, and engaging learning environment.			

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PE.4.5 Candidates will analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.			
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PE.5.0 Assessment of Student Learning - Physical education teacher candidates select and implement appropriate assessments to monitor learners' progress, guide decision making related to instruction and learning, and engage learners in their own growth.

Needs Improvement	Developing Competencies	Proficient in Field Setting	Applicable
PE.5.1 Candidates will select or create authentic, formal assessments that measure student attainment of short and long-term objectives.			
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PE.5.2 Candidates will 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.			
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PE.5.3 Candidates will implement the reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.			
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PE.5.4 Candidates will engage students in metacognitive strategies by requiring them to analyze performance results.			
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