

TEAM

Teacher Evaluation Rubric

Ideas for Success and Informing your
Administrator

Rubric Categories

- Planning (slides 3-19)
- Instruction (slides 20-65)
- Environment (slides 66-76)

PLANNING

- Instructional Plans
 - Slides 4-11
- Student Work
 - Slides 12-15
- Assessment
 - Slides 16-19

Instructional Plans

- *Measurable and explicit goals aligned to state standards*
 - Behavior, condition, criteria
 - Make sure you can measure your outcome
 - Quantitative (% or number successful)
 - Qualitative (mature form)
 - Reference the state grade level standards and plan your lesson accordingly
 - Make sure you write lesson objectives that are achievable in one lesson

Example: Motor Skill Grade 1

MS.1.1 Hops, gallops, and slides using a mature pattern.*

Psychomotor objective:

TLW demonstrate a mature pattern of galloping while traveling in general space.

Gallop*

- Smooth, rhythmical forward action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (torso) facing forward
- Momentarily airborne

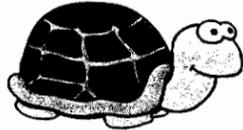
Example: Cognitive Grade 2

- MKA.2.2a Explains the use of different pathways.
- MKA.2.2b Demonstrates and applies all three pathways (straight, curvy, zigzag).

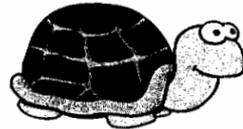
Name _____ Class _____

Draw a line to get Tina the Turtle to the star.

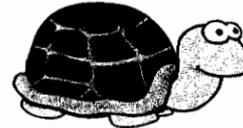
1. Get Tina there in a curved pathway.



2. Get Tina there in a zigzag pathway.



3. Get Tina there in a straight pathway.



Draw a pattern that shows a curved pathway in it.

Connect the dots to see how Henry gets back into his room, and write on the line what pathway he took.

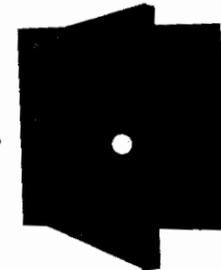
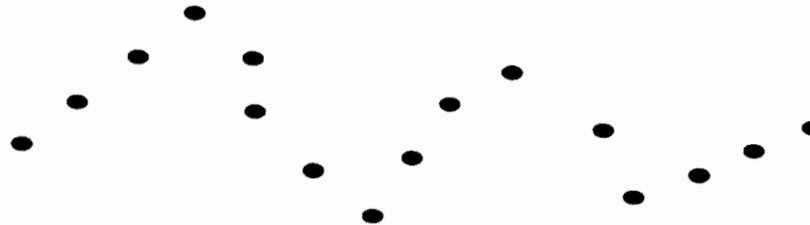


Figure 8.7 Portfolio task assessment sheet for pathways, grades 1 to 2.

Instructional Plans: Activities, Materials, & Assessment

- *Aligned to state standards*
 - No room for “fluff”
 - Alignment with standards is easier than in the past
- *Sequence basic to complex*
 - Self space, general space, in relation to others
 - Self, partner, small group

Instructional Plans: Activities, Materials, & Assessment

- *Plan lessons that build on prior student knowledge, are relevant, & integrated*
 - Prerequisite skills,
 - Connect with other movement forms,
 - Enjoyable to their interests and developmentally appropriate
 - Connects with other related skills
 - Connect with academics without losing your objective focus
- *Plan appropriate time for student work (practice of skill), reflection and closure*

Instructional Plans

- *Appropriate for age, knowledge, and interests of all learners*
 - Developmentally appropriate activities (see SHAPE America Appropriate Practices Document)
 - Know the cognitive level of your students
 - Find out current interests and relate to that

Instructional Plans

- *Meets individual needs by planning....*
 - For student success
 - Grouping that meets different needs
 - Similar skill level
 - Different skill level
 - Options for equipment
 - Options for space or task
 - Developmentally appropriate tasks
 - Knowledge of IEPs and 504 plans

Planning: Student Work

- Explain to administrator that student work or assignments are primarily movement oriented in physical education
 - Skill practice
 - Applying skills in small group games
 - Creating and performing routines (rope jumping, dance, gymnastics, fitness)

Planning: Student Work

- *Organize, interpret, analyze, synthesize and evaluate information*
 - Open-ended questions for movement
 - Student designed games
 - Create rhythmical sequences
 - Create gymnastics routines
 - Plan game strategies
 - Decision making opportunities
 - Higher order thinking questions
 - Peer evaluation of critical elements of skills

Planning: Student Work

- *Draw Conclusions, make generalizations and produce arguments supported through extended writing*
 - Writing stations
 - Homework assignments
 - Communicate with classroom teacher to include as a writing topic (interdisciplinary is two way)
 - Journal Corner

Planning: Student Work

- *Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school.*
 - Closure discussion
 - Promote physical activity outside of class
 - Connection to sports, gymnastics, dance classes out of class
 - Benefits of physical activity discussion
 - Include above in extended writing

Planning: Assessment

- *Assessment plans are aligned with state content standards*
 - Make sure you are assessing your objective and what you taught
 - Find quality resources to help you with assessment
- *Assessment plans have clear measurement criteria.*
 - Be specific
 - Use clarity in rubrics
 - Assessment provides data to be used for an evaluation

Planning: Assessment

- *Assessment plan measures student performance in several ways (examples)*
 - Thumbs up/down
 - Show of hands
 - Tell a friend
 - Peer assessment
 - Self assessment
 - Exit slips
 - Teacher observation (Checklists, rating scales, rubrics)
 - Color strips
 - Fitness tests and plan for improvement
 - Written or Skill test over content
 - Journals
 - Project

Planning: Assessment

- *Assessment plans require extended written tasks*
 - Assess written student work
- *Assessment plans are portfolio-based with clear illustrations of student progress toward state content standards*
 - Keep sample of assessment on students across the year(s)...use sample of students to do this

Planning: Assessment

- *Assessment plans include descriptions of how assessment results will be used to inform future instruction.*
 - Use assessment data to evaluate
 - Student learning
 - Student growth
 - Your instruction
 - Future planning

INSTRUCTION

- Standards and Objectives (slides 21-24)
- Motivating Students (slides 25-27)
- Presenting Instructional Content (slides 28-30)
- Lesson Structure and Pacing (slides 31-33)
- Activities and Materials (slides 34-37)
- Questioning (slides 38-41)
- Academic Feedback (slides 42-45)
- Grouping Students (slides 46-49)
- Teacher Content Knowledge (slides 50-54)
- Teacher Knowledge of Students (slides 55-57)
- Thinking (slides 58-62)
- Problem Solving (slides 63-65)

Standards & Objectives

- *Communicated*
 - Written, verbal, media
 - Use in language students understand
- *Sub-objectives are aligned and logically sequenced to the major lesson objective.*
 - Align cognitive and affective with psychomotor
 - Check for understanding
 - Be sure and ask specific questions regarding student learning (not doing)

Standards & Objectives

- *Connect to previous learning, life experiences, & other disciplines*
 - Transfer of learning in many skills
 - Current interest of students today
 - Communicate with teachers on focus in class
 - Poetry and rope jumping
 - Dance and social studies
 - Language arts: action verbs, site or spelling words
 - Math: reinforce through self testing challenges
 - Integrate technology

Standards & Objectives

- *Expectations are clear, demanding and high*
 - Make sure students know the intent
 - Increase the challenge within a task
 - Individualize the demand and challenge level
 - Create an environment for both success and challenge
 - Use self-testing and individual, partner, group challenges
 - Use goal-setting

Standards & Objectives

- *Evidence of mastery of the objective*
 - Make sure objectives are obtainable in one class period and align with the standard
 - Do not write an objective students cannot achieve
 - Do not write an objective students have already achieved
 - Focus on one or two critical elements for the lesson
 - In closure, check for learning (tell me or show me)
 - Use valid assessment (Does it test what is taught?)

Motivating Students

- *The teacher consistently organizes the content so that it is personally meaningful and relevant to students*
 - Know interests of students
 - Follow appropriate practices
 - Connect with current events (Olympics, etc.)
 - Connect to play interests (use these skills at recess or home)
 - Connect to sports, gymnastics, dance out of school experiences

Motivating Students

- *The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.*
 - Students have input
 - Asking higher order thinking questions
 - Problem solving
 - Discovery learning (how many ways can you...)
 - Peer teaching
 - Create a game, dance, gymnastics routine, fitness program

Motivating Students

- *The teacher regularly reinforces and rewards effort*
 - Have a quality program and children will want to be involved
 - Provide ongoing verbal feedback-specific to skill or tactic
 - Extend the challenge letting students know they have earned the opportunity for challenge
 - Call the principal or teacher in to observe student performance
 - Contact parent to praise the student.
 - Charts
 - AVOID FOOD AND CANDY
 - Work toward intrinsic rewards

Presenting Instructional Content

- *Visuals establish purpose of the lesson, preview organizations, and summary*
 - *Use whiteboard to outline*
- *Examples, illustrations, analogies, and labels for new concepts and ideas*
 - Represent diversity of your students
 - Represent both males and females
 - Use posters or whiteboard

Presenting Instructional Content

- *Modeling by the teacher to demonstrate his or her performance expectations*
 - Explain to administrator that the visual for us that is most important is a quality demonstration
 - Use students in demonstration
 - Demonstrate in the context it will be practiced
 - Show a video (example dance)
 - Be careful to not use such a high level of skill that it exceeds the performance expectation

Presenting Instructional Content

- *Concise communications*
- *Logical sequencing and segmenting*
- *All essential information*
 - leave task presentation with focus on critical elements
- *No irrelevant, confusing, or non-essential information*
 - All of the above describes a good task presentation

Lesson Structure and Pacing

- *The lesson starts promptly*
 - Inform teachers to have students to class on time and ask administrator to enforce (all days)
 - Use an instant activity or warm-up (2-3 minutes) that allows you to deal with student issues that may delay start of class (share with administrator why this is done before you start the “lesson”)
- *The lesson’s structure is coherent, with a beginning, middle, end, and time for reflection*

Lesson Structure and Pacing

- *Pacing is brisk and provides many opportunities for individual students who progress at different learning rates*
 - Differentiated instruction
 - Peer tutors
 - Choices for some to move on
 - Watch students for signs to extend tasks (they have it, are bored, or off task)
 - Keep on task – allow questions not stories

Lesson Structure and Pacing

- *Routines for distributing materials are seamless*
 - Organizing by teams, numbers, colors, birthdays
 - Have equipment arranged in hoops or several small containers so all can go get equipment
 - Have one person get equipment for everyone in group
 - Plan and practice your routines
- *No instructional time is lost during transitions*
 - Do not count off
 - Do not have captains pick teams
 - Plan your transitions and groupings for efficiency and protection of the emotional needs of your students

Activities and Materials

- *Support the lesson objective*
 - All tasks and activities should be aligned with the objectives
- *Are challenging*
 - Tasks and activities should be created that challenge the learner beyond the current skill level
- *Sustain students' attention*
 - Tasks and activities should be engaging to all
- *Elicit a variety of thinking*
 - Questions and activity should elicit thinking (Example: tactics and strategies)
- *Provide time for reflection*
 - Wait 3 seconds before taking an answer
 - Engage all in the reflective process
 - Have a quality closure

Activities and Materials

- *Are relevant to student' lives*
- *Provide opportunities for student-to-student interaction*
 - Partner, small group, occasionally use stations, problem solving and avoid large group activities
- *Induce student curiosity and suspense*
 - Be creative
 - Have set routines and protocols but vary instructional strategies
 - Use humor
- *Provide students with choices*
 - Task, equipment, partner, etc.
- *Incorporate multimedia and technology*

Activities and Materials

- *Incorporate resources beyond the school curriculum texts (we have no texts)....*
 - Most of our materials are manipulatives
 - Use teacher made materials (check for safety)
 - Inform of out of class physical activity available in the community
 - Inform of sporting events they may want to go to or watch
 - Check out local professional or college sporting events that have special children/youth night
 - Suggest guest speakers for the school

Activities and Materials

- *Sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.*
 - Basically describes part of every lesson we do.
- *The preponderance of activities demand thinking and analysis.*
 - Tactics and strategies can be included in most lessons grade 5 and up.
 - Thinking can and should be used in any lesson
- *Texts and tasks are appropriately complex. (no texts)*

Questioning

- *Teacher questions are varied and high quality, providing a mixture of question types.*
 - In PE, a question request and response can come in the form of a verbal or physical response.
 - Application and analysis can come with tactics & strategy decision making, skill and performance analysis (self, peer and team)
 - Creation and evaluation is best in response to an open-ended question, a routine or a project.

Questioning

- *Questions require students to regularly cite evidence throughout the lesson.*
 - Performance response should be ongoing.
 - Verbal questions and responses should occur in more places than the lesson closure.
- *Questions are consistently purposeful and coherent*
 - Relate to content (cues, tactics, strategies)
- *A high frequency of questions is asked*
 - During set, task presentation, task practice, and closure
- *Questions are consistently sequenced with attention to the instructional goals*
 - Align with your objectives
 - Use situational questions

Questioning

- *Questions regularly require active responses*
 - Thumbs up, share with a partner, hold up a card, call and respond, small white boards, group
- *Wait time is consistently provided*
 - 3 to 5 second rule
- *The teacher calls on volunteers and non-volunteers, and a balance of ability and sex*
 - Not intended to embarrass students but to be inclusive

Questioning

- *Students generate questions that lead to further inquiry and self-directed learning*
 - Write a question down for the next class
 - What do you think?
 - How do you feel?
 - What ways can you change that?
 - Give students opportunity to research a topic and then report back to class
 - Intended to stay aligned with objective
- *Questions regularly assess and advance student understanding.*

Academic Feedback

- *Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.*
 - Verbal reinforcement of proper skill technique; related to cues, tactics, strategies taught (specific and references expectations)
 - Written feedback
 - any written assessments, Fitnessgram report, portfolio etc.
 - Skills checklist
 - Responding to journals

Academic Feedback

- *Feedback is frequently given during guided practice and homework review*
 - Specific feedback to skill while practicing
 - Reinforcement of cues
 - Reinforce home physical activity or research (homework)
- *The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.*
 - Analyze technique, tactics and strategies used, etc. Gives feedback and asks prompting questions to individuals/small. groups

Academic Feedback

- *Feedback from students is regularly used to monitor and adjust instruction*
 - Teachers observe student learning/student response and adjust complexity of task accordingly
 - Whole class, small group, or individual adjustments
 - Decisions: make easier, more difficult, refine to make the quality better, or provide a self-testing or game-like challenge

Academic Feedback

- *Teacher engages students in giving specific and high-quality feedback to one another*
 - Peer assessments of skills
 - Have group of students observe another group performance of small-sided game play or a dance, jump rope, fitness, or gymnastics routine and identify specific criteria provided by the teacher.

Grouping Students

- *The instructional grouping arrangements consistently maximize student understanding and learning efficiency*
 - Use similar skill level
 - Different skill level
 - Assure leadership exists
 - Adjust groups based on learning intent

Grouping Students

- *All students in groups know their roles, responsibilities and group work expectations.*
 - Sport education model
 - Plan the roles you will need in the learning experience and clearly define them
 - Write and review roles (example: coach or player)
 - Create group norms with student input

Grouping Students

- *All students participating in groups are held accountable for group work and individual work*
 - Teach personal and social responsibility
 - Recognize individual strengths
 - Use conflict resolution strategies
 - Create tasks where all have a different role
 - Have them evaluate their peers on contribution
 - Set rules for group collaboration and hold them accountable to them

Grouping Students

- *Instructional group composition is varied to best accomplish the goals of the lesson.*
 - Race, gender, ability, leadership skills, shy, outgoing, behavior students that need to be separated, etc.
- *Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning*
 - Activity log, personal fitness plan, self assessment, journals, specific questions related to group work

Teacher Content Knowledge

- *Teacher displays extensive content knowledge of all the subjects she or he teaches.*
 - Physical education is the most difficult area for this as there are no textbooks.
 - Use quality physical education (not physical activity) resources
 - Attend quality sessions at conferences
 - Learn from your peers
 - Follow appropriate practices (SHAPE America documents)
 - Make sure aligned with standards

Teacher Content Knowledge

- *Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge*
 - Interactive teaching (extension, refinement, challenge/application)—more direct
 - Self-directed teaching (stations and task cards)
 - Peer teaching
 - Child designed
 - Cognitive (guided discovery)
 - Co-teaching models

Teacher Content Knowledge

- *Teaching Strategies...cont.*
- Choice of strategy should be based on
 - Content to be taught
 - Characteristics of the learner
 - The environment or context
 - Objectives of the unit or lesson
 - Comfort zone of the teacher
- Use of strategy
 - Can be used in all or part of a lesson

Teacher Content Knowledge

- *The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.*
 - Bridging skills and showing the connections
 - Cross-curricular connections
 - Specific skills: example: step with opposite foot in many related skills
 - Cognitive: Where do you pass to a moving partner? Why? Then, bring on the defender.

Teacher Content Knowledge

- *Limited content is taught in sufficient depth to allow for the development of understanding*
 - Standard based teaching: use the standards to drive your curriculum
 - Do not waste valuable learning time on other activities that do not pertain to depth of content
 - Select what you consider the most critical standards-based content if time with students is limited
 - Use assessment to be assured of student learning
 - Have a yearly plan or pacing guide

Teacher Knowledge of Students

- *Teacher practices display understanding of each student's anticipated learning difficulties*
 - Modify equipment
 - Peer modeling
 - Teacher modeling
 - Peer teachers
 - Reteach and refine
 - Pairing students
 - Teacher as a tutor for extra instruction
 - Use key words or cues to aid understanding
 - Make alteration to the learning plan – goals/challenges to meet the diversity of your students
 - Know developmentally where students may be (elementary)

Teacher Knowledge of Students

- *Teacher practices regularly incorporate student interest and cultural heritage.*
 - Soccer (futbol) vs Football culture
 - Address interests of all students and explain that some things we learn may not be your favorites but will be the favorite of others
 - Learn about the background information from students from various cultures
 - Teach dance from different cultures
 - Tie in Olympic events or current events
 - Use visuals that support the cultural diversity of your students

Teacher Knowledge of Students

- *Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.*
 - Vary the equipment, space, rules, or people
 - Vary the intensity of stretch bands or amount of weight
 - Use verbal, visual, and kinesthetic demonstrations
 - Group by learning style
 - Vary instructional strategies

Thinking

- *Analytical thinking, where students analyze, compare and contrast and evaluate and explain information*
 - Group problem solving
 - Compare or contrast questions verbally or written on various forms of assessment
 - Different scenarios to evaluate
 - What did I do wrong in this demonstration?

Thinking

- *Practical thinking, where students use, apply and implement what they learn in real-life scenarios*
 - Create life like scenarios in problem solving activities
 - Incorporate muscles and health
 - Benefits of physical activity (early elementary) and physical fitness (upper elementary and secondary)
 - Good teammate relationship to good of society

Thinking

- *Creative thinking, where students create, design, imagine and suppose*
 - Student designed games and dance, gymnastics, jump rope or fitness routines
 - Role playing
- *Research-based thinking, where students explore and review a variety of ideas, models and solutions to problems*
 - Obesity epidemic and plan prevention
 - Bullying and actions to prevent
 - Tactics and strategies to success in a game

Thinking

- *Generate a variety of ideas and alternatives*
 - Take time for more than one response
 - In group work request that several ideas are documented
- *Analyze problems from multiple perspectives and viewpoints*
 - Peer observation of need for help
 - Self assessment of why not successful compared to peer
 - Problem solving activities must be tried at least 3 ways
 - Situational response (write or draw)
 - Ask “what would happen if...” questions
 - Use in group work

Thinking

- *Monitor their thinking to insure that they understand what they are learning, are attending to critical information and are aware of the learning strategies that they are using and why?*
 - Have a plan for observation
 - Question students as they practice
 - Assessment
 - Have them explain process; not just show product

Problem Solving

- *Abstraction*
 - Allow students to share ideas
- *Categorization*
 - Allow students opportunities on assessment to classify
- *Drawing Conclusions/Justifying Solutions*
 - Small group problem solving activities or exploratory movement; but, must explain solution
- *Predicting Outcomes*
 - What will happen if...during skill practice.
 - Where will the ball go if you release it to soon? (asking questions along this line)

Problem Solving

- *Observing and Experimenting*
 - Peer assessment
 - Trial and error
- *Identifying Relevant/Irrelevant Information*
 - *What is the most important cue, strategy, or solution in this particular situation or to get this result?*
- *Generating Ideas*
 - Group work
 - Problem solving to generate ideas to reach desired outcome

Problem Solving

- Creating and Designing
 - Child designed games
 - Child created gymnastics, dance, fitness, or rope jumping routines
 - Child designed game strategies
 - Child designed obstacle courses
 - Goal setting
 - Creating a fitness or physical activity plan

Environment

- Expectations (slides 65-69)
- Managing Student Behavior (slides 70-71)
- Classroom Environment (slides 72-74)
- Respectful Culture (75-76)

Expectations

- *Teacher sets high and demanding academic expectations for every student.*
 - Display expectations for students to know and strive to achieve
 - Display a level indicator to show current status
 - Visual charts (but not with students names)
- *Teacher encourages students to learn from mistakes.*
 - Has a “try again” environment instead of “I can’t do it”

Expectations

- *Teacher creates learning opportunities where all students can experience success.*
 - Partner or small group work (mix skill level or same skill level)
 - Adapting distances and equipment
 - Adjust size of practice area
 - Adjust size or height of goals/targets
 - Let students set their own challenge levels

Expectations

- *Students take initiative and follow through with their own work.*
 - Expectation is verbalized and reinforced
- *Teacher optimizes instructional time, teaches more material, and demands better performance from every student.*
 - A clear environment conducive to learning (physical education) and not play (recess or physical activity only) is evident.

Managing Student Behavior

- *Students are consistently well-behaved and on task*
 - Teacher sets an environment that prevents behavior problems (maximum activity time, ball per child for practice, no waiting turns, quality instruction, clear expectations and consequences, children are treated fairly, no put downs allowed)
- *Teacher and students establish clear rules for learning and behavior*
 - Created at first of year and reviewed as necessary

Managing Student Behavior

- *The teacher overlooks inconsequential behavior*
- *The teacher deals with students who have caused disruptions rather than the entire class.*
- *The teacher attends to disruptions quickly and firmly.*

Classroom Environment

- *The classroom welcomes all members and guests.*
 - At no time should you be stressed or concerned if an administrator or guest walks through or near your teaching area.
 - Parents are encouraged to visit a physical education class
 - Visitors need to be aware that you are teaching, however.
- *The classroom is organized and understandable to all students.*
 - Color groups, color equipment, wrist bands, team names or squad numbers, bathroom pass, boundaries etc.

Classroom Environment

- *The classroom supplies, equipment and resources are easily and readily accessible.*
 - Use carts, have tissue and band aids available, have all (and enough) equipment out for the day.
 - Have a good organization system.
- *The classroom displays student work that frequently changes*
 - Highlight a different grade each 6 weeks (elementary)
 - Post creative work, use class bar graphs
 - Use wall outside gym or bulletin boards

Classroom Environment

- *The classroom is arranged to promote individual and group learning.*
 - Self space is taught
 - Squads by #'s or colors
 - Concept of general space and shared space is taught
 - Partner and small group activities are used
 - Boundaries are clearly marked

Respectful Culture

- *Teacher-student interactions demonstrate caring and respect for one another.*
 - Students are treated fairly and with respect
 - Teacher stays in the role of teacher, not friend
 - Teacher exhibits characteristics of pride and respect for self and profession
- *Students exhibit caring and respect for one another.*
 - No put downs are allowed
 - Caring and respectful practices are reinforced
 - Character education traits are used

Respectful Culture

- *Positive relationships and interdependence characterize the classroom.*
 - Physical education is a welcome and emotionally safe environment for all children.