

# Physical Education Teaching Performance Competencies

## Content Rubric

- Successful completion of student teaching requires a level of performance of *Proficient* or *Advanced* on all performance competencies and related indicators by the final evaluation.
- The observations/evaluations of the Cooperating Teacher should not be on the same dates as the University Supervisor.

### Teaching Performance Competencies Assessment Rubric (NASPE/NCATE/CO Competencies)

***Competency #1: Content Knowledge. Physical education teachers understand physical education content knowledge and disciplinary concepts related to the development of a physically educated person. (CO#3 and NASPE #1)***

Indicator	Developing	Proficient	Advanced
1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.	Teacher candidates <u>cannot</u> identify critical elements of motor skill by verbal or written analysis. They do not combine motor skills appropriately to demonstrate smoothly sequenced movement performances	Teacher candidates <u>satisfactorily</u> demonstrate the ability to identify critical elements both verbally and by written analysis. Motor skills are combined sequentially to facilitate motor performance.	Teacher candidates have <u>in-depth</u> knowledge of critical elements across a wide range of physical activities, as evidenced by effective verbal and written analysis. They are able to combine skills in a wide range of activities to demonstrate efficient movement performances.
1.2 Demonstrate competent motor skill performance in a variety of physical activities.	Teacher candidates demonstrate only a <u>novice level</u> of motor skill performance across a range of physical activities.	Teacher candidates demonstrate <u>competent</u> motor skill performance in several physical activities and proficiency in some.	Teacher candidates demonstrate <u>proficiency</u> of performance in a <u>wide range</u> of physical activities.
1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g. fitness principles, game tactics, skill improvement principles).	Teacher candidates demonstrate an <u>inadequate</u> understanding of concepts and strategies underlying skillful movement, as evidenced by “surface level” verbal and written analyses of movement performance.	Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through <u>accurate analysis</u> of “why” movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.	Teacher candidates are able to analyze performance in a <u>wide range of activities</u> and can identify reasons for different performance levels, from <u>novice to proficient</u> to expert. This analysis includes recommendations for performance improvement.
1.4 Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.	Teacher candidates <u>demonstrate lack of knowledge</u> concerning bioscience concepts and lack of reference to these concepts in lesson planning and implementation.	Teacher candidates <u>demonstrate</u> bioscience knowledge and use this knowledge appropriately to plan and teach for skillful movement, physical activity, and fitness.	Teacher candidates demonstrate, through written analysis, an <u>advanced understanding</u> of bioscience concepts and the application of these concepts to physical activity. Bioscience concepts are <u>strongly considered</u> in planning and implementation of physical education content
1.5 Understand and debate current physical activity issues and laws based on historical, philosophical, and sociological, perspectives.	Teacher candidates demonstrate <u>inadequate understanding</u> of, and concern for, critical issues related to physical activity	Teacher candidates <u>demonstrate the ability to think critically</u> about physical activity issues related to physical activity, through verbal and written analysis, and an	Teacher candidates are <u>able to clearly differentiate</u> between opposing viewpoints related to key issues and laws. They are able to <u>debate these issues</u> by expressing personal

		understanding of the law as it relates to physical education teaching.	viewpoints, both verbally and in writing, in a professional manner.
1.6 Demonstrate knowledge of approved state and national content standards, and local program goals.	Teacher candidates demonstrate, through verbal and written documentation, a <u>lack of knowledge</u> of approved standards including the NASPE content standards for physical education.	Teacher candidates are <u>able to demonstrate</u> , through verbal and written documentation, <u>knowledge of approved standards</u> including the NASPE content standards for physical education.	Teacher candidates demonstrate, through verbal and written documentation, knowledge of approved standards including the NASPE content standards for physical education. <u>Teacher candidates are able to use these standards for curriculum and instructional planning purposes.</u>

***Competency 2: Growth and Development. Physical education teachers understand how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development. (NASPE # 2)***

Indicator	Developing	Proficient	Advanced
2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains.	Teacher candidates <u>do not monitor</u> individual or group performance. They show <u>poor observation</u> skills, and an inability to describe, either verbally or in writing, the environmental needs of the student.	Teacher candidates <u>demonstrate the ability to determine student needs</u> through appropriate monitoring which is followed by design of <u>safe learning environments</u> .	Teacher candidates demonstrate <u>strong observation and monitoring skills</u> , leading them to design safe instruction in a variety of activities, to meet student developmental needs in all domains.
2.2 Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness.	Teacher candidates identify <u>developmentally inappropriate</u> content based on observation and assessment of student readiness and expected progression.	Teacher candidates can <u>identify and implement</u> developmentally appropriate learning opportunities for a whole class, and are able to extend and refine content for the class as appropriate.	Teacher candidates identify and implement developmentally appropriate content, and then <u>individualize instruction</u> for those students who exhibit greater readiness or faster progression of learning.
2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates identify <u>inappropriate</u> learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates demonstrate understanding of the interaction of student, learning environment, and task, and can <u>identify/select</u> appropriate learning/practice opportunities based on this understanding.	Teacher candidates <u>consistently</u> identify, select, and <u>implement</u> appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

***Competency 3: Diversity. Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to diverse learners. (UNC#1, CO # 6 and NASPE # 3)***

Indicator	Developing	Proficient	Advanced
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g. cultural, personal, family, community).	Teacher candidates have only a single way to teach all students, and <u>do not identify</u> appropriate instruction to meet the individual needs of school age students.	Teacher candidates <u>demonstrate the ability to</u> identify, select, and implement appropriate instruction based on student needs.	Teacher candidates <u>fully consider student needs</u> in the identification, selection and implementation of instruction. Accommodation of individual learning styles and student experiences is evident.
3.2 Use appropriate strategies, services, and	Teacher candidates <u>do not seek</u> appropriate strategies,	Teacher candidates <u>use appropriate</u> strategies, services,	Teacher candidates demonstrate <u>effective use of</u>

resources to meet diverse learning needs.	services, and resources to meet diverse learning needs.	and resources to meet diverse learning needs.	varied instructional formats, appropriate referral to school services, and selection of innovative resources to meet diverse learning needs
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***Competency 4: Management and Motivation. Physical education teachers use the understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (CO #5 & NASPE #4)***

Indicator	Developing	Proficient	Advanced
4.1 Use managerial routines that create smoothly functioning learning experiences.	Teacher candidates use managerial routines that <u>do not</u> create smoothly functioning learning experiences. Routines are not evident and lessons are poorly paced.	Teacher candidates are <u>able to use managerial routines</u> that create smoothly functioning learning experiences.	Teacher candidates <u>develop and implement managerial routines that maximize</u> active student engagement and provide for optimal learning.
4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.	Teacher candidates are <u>unable to</u> organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. Lessons do not flow from one activity to another.	Teacher candidates are <u>able to</u> organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.	Teacher candidates are <u>most effective</u> at organizing, allocating, and managing resources in order to maximize activity time and to ensure that <u>all students have an equal opportunity to participate and learn.</u>
4.3 Use a variety of developmentally appropriate practices (e.g. content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate school age students to participate in physical activity inside and outside of the school.	Teacher candidates <u>do not use appropriate practices</u> to motivate school age students to participate in physical activity inside and outside of the school.	Teacher candidates <u>use a variety of developmentally appropriate practices</u> to motivate school age students to participate in physical activity inside and outside of the school.	Teacher candidates are <u>adept at recognizing the motivational needs</u> of the student. They use a wide variety of developmentally appropriate and individualized practices to motivate students to participate in physical activity both inside and outside of the school.
4.4 Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates <u>do not use</u> strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates <u>use appropriate strategies</u> to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates use the <u>widest possible range of strategies</u> to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment. Such strategies will be evident in both curriculum and instructional planning and implementation
4.5 Develop an effective behavior management plan.	Teacher candidates find behavior difficult to manage. Candidates are critical of students and negative in interactions. There is little evidence of positive reinforcement.	Teacher candidates are <u>able to</u> develop an effective behavior management plan.	Teacher candidates are <u>able to develop and implement</u> an effective behavior management plan, that contributes to a positive learning environment

***Competency 5: Communication. Physical education teachers use effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity. (NASPE # 5)***

Indicator	Developing	Proficient	Advanced
5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).	Teacher candidates <u>demonstrate ineffective</u> communication skills (e.g. use inappropriate grammar, talk too fast, use developmentally inappropriate vocabulary).	Teacher candidates <u>demonstrate effective communication skills</u> (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).	Teacher candidates <u>consistently use effective communication skills</u> (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication), to create a positive and learning oriented environment.
5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).	Teacher candidates use only <u>a very limited repertoire</u> of communication strategies to convey managerial and instructional information (e.g. limited to oral communication). They demonstrate limited motivation and creativity.	Teacher candidates <u>communicate managerial and instructional information in a variety of ways</u> (e.g., bulletin boards, music, task cards, posters, Internet, video).	Teacher candidates use the <u>most appropriate, innovative, and varied means of communicating</u> managerial and instructional information.
5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates <u>communicate in ways that demonstrate a lack of sensitivity</u> to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates <u>communicate in ways that demonstrate sensitivity</u> to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates <u>demonstrate the most consideration for all school age students</u> , by using sensitive, appropriate, and varied means of communication, materials, and resources.
5.4 Describe and implement strategies to enhance communication among students in physical activity settings.	Teacher candidates <u>do not</u> implement strategies to enhance communication among students in physical activity settings. Candidates demonstrate poor listening skills.	Teacher candidates <u>implement strategies to enhance communication</u> among students in physical activity settings.	Teacher <u>candidates routinely use varied and effective strategies</u> to enhance communication among students in physical activity settings. Inter-student communication might be related to management or instruction.

***Competency 6: Planning and Instruction. Physical education candidates plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals. (NASPE #6)***

Indicator	Developing	Proficient	Advanced
6.1 Identify, develop, and implement appropriate program and instructional goals.	Teacher candidates identify, develop, and implement <u>developmentally inappropriate</u> program and instructional goals.	Teacher <u>candidates identify, develop, and implement developmentally appropriate</u> program and instructional goals and demonstrate effective goal setting techniques.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals <u>using a wide range of physical activities</u> to demonstrate effective goal setting techniques.
6.2 Develop short and long-term plans that are linked to both program and instructional goals, and student needs.	Teacher candidates <u>demonstrate basic planning</u> ability that is not linked to learning goals and student needs.	Teacher candidates <u>demonstrate the ability to develop short and long-term plans</u> that are linked to both learning goals, student needs/performance.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals and student needs/performance. Teacher candidates <u>adapt these plans to ensure student progress, motivation, and safety.</u>
6.3 Select and implement instructional strategies, based on	Teacher candidates select and implement instructional strategies that <u>fail to account</u>	Teacher candidates <u>select and implement instructional strategies</u> that are based on	Teacher candidates are able to select and implement appropriate instructional

selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.	<u>for</u> content, student needs, and/or safety.	content, student needs, and safety issues, to facilitate student learning.	strategies that are based on content, student needs, and safety issues, to facilitate student learning <u>in a wide range of physical activity settings.</u>
6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Teacher candidates design and implement learning experiences that <u>do not show evidence of</u> considering safety, appropriateness, and principles of effective instruction.	Teacher candidates are <u>able to design and implement</u> learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.	Teacher candidates demonstrate the ability to <u>design and implement varied learning experiences</u> that are safe, developmentally appropriate, and based on principles of effective instruction.
6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Teacher candidates <u>do not</u> apply disciplinary and/or pedagogical knowledge in developing and/or implementing effective instruction.	Teacher candidates <u>demonstrate the ability to apply disciplinary and pedagogical knowledge</u> in developing and implementing effective instruction.	Teacher candidates <u>consistently</u> apply disciplinary and pedagogical knowledge in developing and implementing effective instruction in a wide range of physical education content.
6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.	Teacher candidates <u>ignore potential relationships</u> between physical education and other subject areas from the perspective of providing integrated learning experiences.	Teacher candidates <u>demonstrate</u> , through effective lesson planning and implementation, the understanding that physical education can provide an environment for integrated learning experiences that draw on students' classroom experiences.	Teacher candidates <u>consistently plan and implement</u> learning experiences that integrate knowledge and skills required by local and state curriculums with developmentally appropriate physical education content.
6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.	Teacher candidates select and implement <u>inappropriate</u> teaching resources and curriculum materials.	Teacher candidates demonstrate their ability to <u>select and implement developmentally appropriate</u> (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.	Teacher candidates demonstrate the ability to select and implement developmentally appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials for a <u>wide range of physical activity settings.</u>
6.8 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, critical thinking).	Teacher candidates <u>do not</u> develop both direct and indirect instructional formats to facilitate student learning.	Teacher candidates <u>demonstrate direct and indirect instructional formats</u> to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,).	Teacher candidates demonstrate a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,.) <u>in a wide range of physical activity settings.</u>

***Competency 7: Assessment. Physical education teachers understand and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of students in physical activity. (NASPE #7 and CO#3)***

Indicator	Developing	Proficient	Advanced
7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher candidates <u>cannot</u> identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher <u>candidates are able to identify key components of various types of assessment</u> , describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher candidates <u>routinely use knowledge of key assessment components</u> to select and/or develop appropriate tools for student assessment. Such tools will be valid, reliable, and free of bias. Assessments reflect varying learning needs of individual

			students or groups, and are aligned to specific instructional goals.
7.2 Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates <u>use only traditional assessment techniques</u> to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates use a <u>variety of appropriate authentic and traditional assessment techniques</u> to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates <u>use a wide variety of appropriate authentic and traditional assessment techniques</u> to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes). <u>Ongoing assessment practices will measure learning in all domains (i.e., psychomotor, cognitive and affective).</u>
7.3 Involve students in self and peer assessment.	Teacher candidates use only instructor assessments and <u>do not</u> involve students in self and peer assessment.	Teacher candidates <u>involve students</u> in self and peer assessment.	Teacher candidates <u>routinely use a variety of authentic and traditional assessment techniques to involve students</u> in self and peer assessment, thereby <u>engaging students in self-analysis and reflection.</u>
7.4 Interpret and use performance data to inform curricular and instructional decisions.	Teacher candidates <u>ignore performance data</u> as a potential source to inform curricular and instructional decisions.	Teacher candidates <u>interpret and use</u> performance data to inform curricular and instructional decisions.	Teachers candidates make <u>short term curriculum and instruction revisions based on student performance</u> , and consider the implications of <u>student performance data for longer term curriculum development</u>

***Competency #8: Reflection. Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals). (NASPE #8)***

Indicator	Developing	Proficient	Advanced
8.1 Use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	Teacher candidates <u>demonstrate inconsistency in using a reflective cycle</u> involving the description of teaching, justification of the teaching performance, critique of the teaching performance, and the setting of teaching goals and implementation of change in lesson plan development and/or instruction.	Teacher candidates <u>demonstrate a sufficient ability to use a reflective cycle</u> involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change, as evidenced by <u>lesson reflections and lesson modifications</u> implemented in subsequent lessons of a comparable nature.	Teacher candidates <u>consistently demonstrate use of a reflective cycle</u> involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change by <u>“reflecting in action”</u> through the implementation of changes and modifications both during and following instruction in order to impact student learning.
8.2 Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.	Teacher candidates <u>do not use available</u> resources such as colleagues, literature, or professional associations to develop as a reflective professional.	Teacher candidates <u>use several resources</u> such as colleagues, literature, and professional associations to develop as a reflective professional.	Teacher candidates use a <u>wide variety of resources</u> such as colleagues, literature, and professional associations on a regular basis to remain current and continue their development as a reflective professional.
8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.	Teacher candidates <u>do not plan for future professional growth</u> by assessing personal teaching performance	Teacher candidates are able to <u>effectively assess personal teaching performance</u> and develop a professional development plan based on this data.	Teacher candidates <u>routinely assess teaching behaviors and relate this data to student competencies</u> in developing a plan for professional growth.

**Competency #9: Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity. (NASPE # 9 and CO #7)**

Indicator	Developing	Proficient	Advanced
9.1 Demonstrate knowledge of current technologies and their application to physical education.	Teacher candidates <u>possess only a limited knowledge</u> of current technologies and rarely are able to apply them to physical education content and instruction.	Teacher candidates possess an <u>adequate knowledge</u> of current technologies and are able to apply these technologies appropriately to physical education content and instruction.	Teacher candidates possess an <u>extensive knowledge</u> of current technologies and their application to physical education, as demonstrated by appropriate use in a wide variety of instructional and curricular contexts to facilitate and enhance student learning.
9.2 Design, develop, and implement student learning activities that integrate information technology.	Teacher candidates <u>do not use any type of information technology</u> in the design, development, and implementation of student learning activities.	Teacher candidates <u>employ several types of information technology</u> in the design, development, and implementation of student learning activities.	Teacher candidates <u>effectively employ numerous and varied types of information technology</u> in the design, development, and implementation of student learning activities.
9.3 Use technology to communicate, network. Locate resources, and enhance continuing professional development.	Teacher candidates demonstrate <u>a very limited use of technologies</u> to communicate, network, locate resources, and enhance continuing professional development.	Teacher candidates demonstrate a <u>sufficient use of technologies</u> to communicate, network, locate resources and enhance continuing professional development.	Teacher candidates demonstrate an <u>extensive use of technologies</u> on a consistent basis to communicate, network, and locate resources for instructional purposes, in addition to facilitating on-going professional development.

**Competency10: Collaboration. Physical education candidates foster relationships with colleagues, parents/guardians, and community agencies. (NASPE #9)**

Indicator	Developing	Proficient	Advanced
10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	Teacher candidates <u>do not identify strategies</u> necessary to become an advocate in the school and community. Teacher candidates are unable to promote a wide variety of physical activity opportunities.	Teacher candidates are able to <u>identify several appropriate strategies</u> necessary to become an advocate in the school and community. Teacher candidates demonstrate the ability to promote a moderate variety of physical activity opportunities.	Teacher candidates are able to <u>effectively identify a wide range of appropriate strategies</u> to facilitate advocacy in both the school and community. Teacher candidates also promote numerous physical activity opportunities in both the school and community.
10.2 Actively participate in the professional physical education community (e.g., local, state, district, and national) and within the broader education field.	Teacher candidates <u>participate on a limited basis</u> only in the professional physical education community, but not within the broader field of education.	Teacher candidates <u>participate in the professional physical education community at the local and/or state levels</u> and demonstrate limited participation within the broader field of education.	Teacher candidates <u>participate in the professional physical education community on numerous levels</u> and within the broader field of education.
10.3 Identify and seek community resources to enhance physical activity opportunities.	Teacher candidates are <u>not able to identify and seek</u> community resources to enhance physical activity opportunities.	Teacher candidates <u>can identify some community resources</u> to enhance physical activity opportunities and seek to use them on a limited basis.	Teacher candidates <u>effectively identify and use community resources</u> to enhance physical activity opportunities by establishing collaborative relationships, where facilities and expertise are employed to provide physical activity opportunities that might not otherwise be available to

			students.
10.4 Establish productive relationships with parents/guardians and school colleagues, to support student growth and well-being.	Teacher candidates <u>do not establish productive relationships</u> with parents/guardians and school colleagues, to support student growth and well-being.	Teacher candidates can <u>establish somewhat productive relationships</u> with parents/guardians and school colleagues on a limited basis, to support student growth and well-being.	Teacher candidates <u>consistently establish productive relationships</u> with parents/guardians and school colleagues on a consistent basis, as needed to support student growth and well-being.

***Competence 11: Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing and listening. (CO #1)***

Indicator	Developing	Proficient	Advanced
11.1 Plan and organize reading instruction based on ongoing assessment.	Teacher candidate attempts to plan and organize reading instruction based on ongoing assessment.	Teacher candidate successfully plans and organizes reading instruction based on ongoing assessment.	Teacher candidate consistently and effectively plans and organizes reading instruction based on ongoing assessment.
11.2 Develop phonological and linguistic skills related to reading including: phonemic awareness, concepts about print, systematic, explicit phonics, other word identification strategies, and spelling instruction.	Teacher candidate attempts to integrate verbal language development into his/her instruction.	Teacher candidate successfully integrates verbal language development into his/her instruction.	Teacher candidate consistently and effectively integrates verbal language development into his/her instruction.
11.3 Develop reading comprehension and promotion of independent reading including: comprehension strategies for a variety of genre, literacy response and analysis, content area literacy, and student independent reading.	Teacher candidate attempts to integrate reading comprehension and independent reading into his/her instruction.	Teacher candidate successfully integrates reading comprehension and independent reading into his/her instruction.	Teacher candidate consistently and effectively integrates reading comprehension and independent reading into his/her instruction.
11.4 Support reading through oral and written language development including: development of oral English proficiency in students, development of sound writing practices in students, the relationships among reading, writing and oral language, vocabulary development, the structure of standard English.	Teacher candidate attempts to support reading through oral and written language development into his/her instruction.	Teacher candidate successfully supports reading through oral and written language development into his/her instruction.	Teacher candidate consistently and effectively supports reading through oral and written language development into his/her instruction.
11.5 Utilize CO Model Content Standards in Reading and Writing for the improvement of instruction.	Teacher candidate attempts to utilize CO Model Content Standards in Reading and Writing for the improvement of instruction	Teacher candidate successfully utilizes CO Model Content Standards in Reading and Writing for the improvement of instruction	Teacher candidate consistently utilizes CO Model Content Standards in Reading and Writing for the improvement of instruction and effectively

***Competency 12: Mathematics. The teacher shall be knowledgeable about mathematics and mathematics instruction. (CO #2)***

Indicator	Developing	Proficient	Advanced
12.1 Develop an understanding and use of: number systems and number sense, geometry, measurement, statistics and	Teacher candidate attempts to integrate mathematics into his/her instruction.	Teacher candidate successfully integrates mathematics into his/her instruction	Teacher candidate consistently and effectively integrates mathematics into his/her content.

probability, and functions and use of variables			
12.2 Utilize CO Model Content Standards I Mathematics for the improvement of instruction. .	Teacher candidate attempts to utilize CO Model Content Standards in mathematics for the improvement of instruction	Teacher candidate successfully utilizes CO Model Content Standards in mathematics for the improvement of instruction	Teacher candidate consistently utilizes CO Model Content Standards in mathematics for the improvement of instruction and effectively

***Competency 13: Democracy, Educational Governance, Careers. The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices. (CO #8)***

Indicator	Developing	Proficient	Advanced
13.1 Model and articulate the democratic ideal to students, including: the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic society.	Teacher candidate attempts to model and articulate the democratic ideal to student.	Teacher candidate successfully models and articulate the democratic ideal to students.	Teacher candidate consistently and effectively models and articulates the democratic ideal to students.
13.2 Model and develop on the part of students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.	Sporadically uses instructional strategies that provide choice and overtly develop respect for the rights and feelings of others.	Frequently uses instructional strategies that provide choice and overtly develop respect for the rights and feelings of others.	Consistently uses instructional strategies that provide choice and overtly develop respect for the rights and feelings of others.
13.3 Understand and respond to the influences on educational practice including: federal and state constitutional provisions, federal executive, legislative and legal influences, state roles of the governor, legislature and the State Board of Education, local school districts, boards of education and boards of cooperative educational services, nontraditional and non-public schools, including: charter schools, religious schools and home schooling and public sector input from business, advocacy groups and the public.	Speaks generally of the major influences on educational practice and associated issues. Is generally aware of the impact on physical education.	Exhibits substantial knowledge of major influences on educational practice and associated issues. Is aware of the potential impact on physical education. Reactively seeks out additional information.	Exhibits comprehensive knowledge of major influences on educational practice and associated issues. Is overtly aware of the impact on physical education and other subject areas. Is proactive in seeking more information.
13.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national and international options, higher education, public and private education	Teacher candidate attempts to promote teaching as a worthy career and describe various career paths in education.	Teacher candidate successfully promotes teaching as a worthy career and describes various career paths in education	Teacher candidate consistently and effectively promotes teaching as a worthy career and describes various career paths in education.
13.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.	Teacher candidates <u>do not plan for future professional growth</u> by assessing personal teaching performance. Aware of professional organizations and/or publications. Occasionally	Teacher candidates are able to <u>effectively assess personal teaching performance</u> and develop a professional development plan based. References or makes use of professional organizations or	Teacher candidates <u>routinely assess teaching behaviors and relate this data to student competencies</u> in developing a plan for professional growth. Activity involved with professional organizations

	participates in professional activities or events.	publications. Willingly participates in professional activities and events. Belongs to professional organizations.	and publications. Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organizations.
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**Competency #14: Professional Behavior. The teacher conducts him/herself in a professional manner.**  
(UNC #2)

Indicator	Developing	Proficient	Advanced
14.1 Communicates respect, sensitivity and caring toward students, colleagues, parents and the community.	Accepts others despite difference in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and understands them.	Willingly works with others from different ability, race, gender or ethnic groups. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listen carefully to others and respects their views.	Activity seeks opportunity to work with those of different ability, race, gender or ethnic groups. Activity seeks interaction and feedback from a variety of other people. Has compassion for others, putting their needs ahead of his/her own. Listens activity and values the opinions of others.
14.2 Demonstrates appropriate professional behavior including dress, demeanor and initiative.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies and does not attempt to circumvent them in his/her patterns of behavior, dress, etc.	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in his/her patterns of dressed, behavior, etc.	Follows school rules and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of school operation.
14.3 Understands and applies legal and ethical practices of teaching.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences entrusted to him/her. Strives to keep his/her word. A sound role model with personal integrity.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in keeping personal and professional confidences. Can be counted on to follow through and keep his/her word. Shows self to be a person of strong character. A good role model of personal integrity.	Is honest in dealing with others. Shows a passion for truth. Can be counted on in all circumstances to keep personal and professional confidences. Is absolutely trustworthy and can be completely depended upon to keep his/her word. A person of implacable character who is an outstanding model of personal integrity.
14.4 Demonstrates and understanding of school reform issues.	Speaks generally of major educational reform issues and the impact on physical education.	Exhibits substantial knowledge of educational reform issues and the impact on physical education. Reactively seeks out additional information.	Exhibits comprehensive knowledge of educational reform issues and the impact on physical education and other subject areas. Is proactive in seeking more information.