TEAM Evaluation Rubric

From the Trenches and Beyond: Ideas for Success in Physical Education Grades K-12
Rubric Categories

• Planning

• Instruction

• Environment
Planning

- **Instructional Plans**
  - Slides 4-11

- **Student Work**
  - Slides 5-15

- **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 performance indicators and plan your lesson accordingly
  – Make sure you write lesson objectives that are achievable in one lesson
Example: Grade K-2

1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)

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: 2nd Grade

- Cognitive
- 2.1.1 use concepts of body and space awareness in a variety of ways
  - TLW demonstrate understanding of at least 2 of the 3 pathways (straight, zig-zag, curved) on an exit slip at the end of class.
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.
Activities, Materials, & Assessment

• *Designed to meet objectives*
  – No room for “fluff”

• *Sequence simple to complex*
  – Self space, general space, in relation to others
  – Self, partner, small group
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
  – Scope and sequence (curriculum mapping)
Activities, Materials, & Assessment

• *Plan appropriate time for student work (practice of skill), reflection and closure*

• *Plan by age, knowledge, and interests of all learners*
  – Developmentally appropriate activities (see NASPE Appropriate Practices Document)
  – Know the cognitive level of your students
  – Find out what is current interests and relate to that
Activities, Materials, & Assessment

• *Meets individual needs*
  – Plan for student success
  – Plan grouping to meet different needs
    • Similar skill level
    • Different skill level
  – Plan options for equipment
  – Plan options for space or task
  – Plan developmentally appropriate tasks
Planning: Student Work

• Explain to administrator that student work is 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
  – 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 a physical education skill or topic in a writing assignment
  – 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.
  - Include in the lesson introduction or set
  - Closure discussion
  - Promote physical activity outside of class
  - Connection to sports, gymnastics, dance classes out of class
  - Benefits of PA discussion
  - Include above in extended writing
Planning: Assessment

• **Assessment plans are aligned with state content standards (performance indicators)**
  – Make sure you are assessing your objective and what you taught

• **Assessment plans have clear measurement criteria.**
  – Be specific
  – Clarity in rubrics
  – Assessment provides data to be used for an evaluation (pre-test, during instruction, or post-test)
Planning: Assessment

• *Assessment plan measures student performance in several ways*
  – Thumbs up/down
  – Show of hands
  – Rank yourself
  – Peer assessment
  – Teacher observation (Checklists, rating scales, rubrics)
  – Color strips
  – Fitness test
  – Self assessment task cards
  – Charts/Posters
  – Written or Skill test over content
  – Progress reports
  – Project
Planning: Assessment

• Assessment plans require extended written tasks
  – Incorporate test questions or homework that require written, detailed responses

• 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 34-36)
- Questioning (slides 37-39)
- Academic Feedback (slides 40-43)
- Grouping Students (slides 44-47)
- Teacher Content Knowledge (slides 48-52)
- Teacher Knowledge of Students (slides 53-55)
- Thinking (slides 56-60)
- Problem Solving (slides 61-63)
Standards & Objectives

• **Communicated**
  – Written, verbal, media
  – Use the “I can” language
  – Use in language students understand

• **Sub-objectives are aligned**
  – Align cognitive and affective with psychomotor
  – Check for understanding
  – Be sure and ask “what did you learn today”
Standards & Objectives

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

- *Expectations are clear and high*
  - Make sure students know the intent
  - Keep them focused on quality practice but in an enjoyable atmosphere
  - Create an environment for both success and challenge
  - Use self-testing and challenges
  - Use the “I can” language
Standards & Objectives

- *Evidence of mastery of the objective*
  - Make sure objectives are obtainable in one class period
  - Do not write an objective they cannot achieve
  - Do not write an objective they already have achieved
  - Focus on one or two cues 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
  – Allow student input
  – 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 input
  - Asking higher order thinking questions
  - Problem solving
  - Discovery learning (how many ways can you...)
  - Peer teaching
  - Create their own 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
  – Instant verbal feedback-specific to skill or tactic
  – Students can be rewarded by extending the challenge
  – Call the principal or teacher in to observe student performance
  – Contact parent to praise the student.
  – Charts
  – Avoid food and candy
Presenting Instructional Content

• *Examples, illustrations, analogies, and labels for new concepts and ideas*
  – Represent diversity of your students
  – Represent both males and females
  – Use posters or whiteboard
  – Post vocabulary words on a “word wall”
Presenting Instructional Content

• *Modeling by the teacher to demonstrate his or her performance expectations*
  • Perhaps most important is a quality demonstration of the skill you want students to perform
  • 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 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

• *The lesson’s structure is coherent, with a beginning, middle, end, and time for reflection*
  – Explain to administrator why you use warm-up/instant activity
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
  – Incorporation of music
Lesson Structure and Pacing

• **Routines for distributing materials are seamless**
  – Teach protocols and procedures at the beginning of the year and revisit throughout the year
  – 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 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 children
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 (example: control to utilization 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
  – Have a quality closure
Activities and Materials

- *Are relevant to student’s lives*
- *Provide opportunities for student-to-student interaction*
  - Partner, small group, occasionally use stations, avoid large group activities
- *Induce student curiosity and suspense*
  - Be creative
  - Have set routines and protocols but not the same way of instruction every time
  - Use different teaching strategies
  - Use theme teaching
- *Provide students with choices*
  - Task, equipment, partner, etc.
- *Incorporate multimedia and technology*
Activities and Materials

• *Incorporate resources beyond the school curriculum*
  – 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
Questioning

• **Questions are consistently purposeful and coherent**
  – Relate to content (cues, tactics, strategies)

• **A high frequency of questions are 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 second rule

• *The teacher calls on volunteers and nonvolunteers, both genders, and different abilities*
  – 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
Academic Feedback

• *Oral and written feedback is consistently academically focused, frequent and high quality*

  – Verbal reinforcement of proper skill technique, related to cues, tactics, strategies taught (specific)
  – Written feedback – Fitnessgram, assessments, portfolio etc.
  – Skills checklist
  – Responding to journals
Academic Feedback

- Feedback is frequently given during guided practice and homework review
  - Specific feedback to skill
  - Reinforcement of cues
  - Reinforce home physical activity or research

- The teacher circulates to prompt student thinking
  - Gives feedback and asks questions to individuals/small groups that may just pertain to them
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
  – May be individual or small group change
  – May be class change
  – 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
  – Have group of students observe another group performance of dance, jump rope, fitness, or gymnastics routine and identify specific criteria
  – Have students play a game created by another group and provide feedback based on criteria determined by 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*
  – 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
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
  - Evaluate your 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
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 since there are so many content areas that teachers must know
  – Use quality physical education (not physical activity) resources
  – Follow appropriate practices (NASPE document)
  – Make sure aligned with standards (performance indicators)
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)
  - Team teaching
Teacher Content Knowledge

• 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
Teacher Content Knowledge

• *Limited content is taught in sufficient depth to allow for the development of understanding*
  – Standard based teaching: use the performance indicators to drive your curriculum
  – Do not waste valuable learning time on other activities
  – Select critical standards-based content if time with students is limited
  – Have a yearly plan
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
  - Make alteration to the learning plan – goals/challenges
Teacher Knowledge of Students

• *Teacher practices regularly incorporate student interest and cultural heritage.*
  – Relate skills to student interest – football/passing; dribble/basketball
  – 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
  – Ask classroom teachers for background information from students from various cultures
  – Use cultural stations for increased interest.
  – Olympic events or current events
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
  - Spoken, visual, and kinesthetic demonstrations
  - Group by learning style
Thinking

• Analytical thinking, where students analyze, compare and contrast and evaluate and explain information
• Group problem solving
• Compare/contrast questions verbally or written on various forms of assessment
• Different scenarios
• 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 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

• *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
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?
  – Use questioning while the students are practicing
  – 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 too 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
  – Cooperative activities and group challenges
Environment

• Expectations (slides 65-67)

• Managing Student Behavior (slides 68-69)

• Classroom Environment (slides 70-72)

• Respectful Culture (73-74)
Expectations

• *Teacher sets high and demanding academic expectations for every student.*
  – Display rubric for students to follow and know
  – Display a level indicator to show students what they are currently doing
  – Visual charts
  – I CAN chart

• *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.*
  – Work with partners – high skilled with low skilled
  – Adapting distances and equipment
  – 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 uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behaviors
  – A clear and consistent plan is in place
• 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 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

• *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
• The classroom displays student work that frequently changes
  – Highlight a different grade each 6 weeks
  – Post creative work, use progress charts, class bar graphs
  – Use wall outside gym
Classroom Environment

• The classroom is arranged to promote individual and group learning.
  – Self space is taught or spots are on the floor
  – 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 takes 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

• *Teacher seeks out and is receptive to the interests and opinions of all students.*
  – Students are involved in developing class rules
  – Students are involved in curriculum choices when appropriate
  – Teacher actively initiates student input or opinions

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