



**PHYSICAL EDUCATION K-12 PROFESSIONAL INSTRUCTION**

**ED/PED 431 STUDENT TEACHING PERFORMANCE RUBRIC**

*To be completed by*

**Cooperating Teacher & Physical Education Supervisor**

\*This document is aligned with the National Association for Sport & Physical Education (NASPE)  
2008 National Initial Physical Education Teacher Education Standards

DEAR COOPERATING TEACHERS & UNIVERSITY SUPERVISORS,

Thank you for your willingness to share your wisdom and expertise with our Grand Valley State University K-12 Professional Instruction majors. We value your contribution to the education of our students and appreciate your willingness to take the extra time and energy necessary to mentor them in their professional growth during their Teacher Assisting field experience.

We designed this document to help you communicate clearly, honestly, and realistically with our students as they prepare for the rigors and realities of student teaching as well as their first career opportunity that we hope will follow. It is intended for use as an informational tool, an observational tool, an assessment tool, and ultimately an evaluation instrument as you interact on a daily basis with our students. We suggest that you keep this document visible and available as you begin to observe, assist, and assess the effectiveness of our students. We would encourage you to have ongoing and frequent conversations with the ST throughout the semester, perhaps using this rubric to facilitate meaningful conversations about how they might become more effective as teachers. In addition, this document is also serves as a summative evaluation of his/her work with you. To that end, we are asking that you complete this rubric in a formal way on two separate occasions throughout the semester. We would like you to use it once sometime near the midpoint of the semester, and then again at the end of the semester. This will provide an opportunity for all of us to track the progress that was made over the course of the semester. (After the midterm evaluation with your ST, please retain this rubric and use the same copy for the final evaluation, perhaps using a different color ink.)

We value your input and want to help you feel confident, comfortable, and purposeful as you make this very important contribution to the growth of our students. Once completed, please review this document with the student, make any additional summary comments, seal the rubric in an envelope, sign your name over the sealed flap on the back of the envelope, and allow the student to return the rubric to us.

Please don't hesitate to contact me at [roskampm@gvsu.edu](mailto:roskampm@gvsu.edu), or 616-331-8681, if you would like further clarification or assistance with understanding or using this tool. Thanks again for playing this crucial role in the development of our GVSU future professionals.

Sincerely,

*Michael J. Roskamp, Ph.D.*

Michael J. Roskamp, Ph.D., Fieldwork Coordinator  
K-12 Physical Education Professional Instruction

**ED/PED 431 FIELDWORK RUBRIC**  
**FOR COOPERATING TEACHERS & UNIVERSITY SUPERVISORS**

STUDENT TEACHER (ST): \_\_\_\_\_

PERSON COMPLETING THIS RUBRIC: \_\_\_\_\_

CT US  
(Circle One)

GRADE LEVELS TAUGHT: \_\_\_\_\_

SCHOOL/DISTRICT: \_\_\_\_\_

UNIT PLANNED IN 306/307 \_\_\_\_\_

DATES OF USE .....INITIAL USE \_\_\_\_\_ FINAL USE: \_\_\_\_\_

| Rating                            | NASPE-PETE Standard   | 1-Unacceptable  | 2-Acceptable  | 3-Exceptional (Target)   |
|-----------------------------------|---|---|---|--|
| Circle or highlight one:<br>1 2 3 | <p><b>Standard 1: Scientific and Theoretical Knowledge</b><br/> <i>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</i></p> <p>This content knowledge may include physiology, biomechanics, motor development/learning, historical &amp; social perspectives, analyzing motor skills, principles of fitness development, etc.</p> | <p>The ST does not demonstrate thorough and accurate knowledge/ understanding of physical education concepts and principles as applied to teaching.</p> | <p>The ST demonstrates thorough and accurate basic knowledge and/or understanding of physical education concepts and principles as applied to teaching. A greater depth of knowledge might prove to be helpful.</p> | <p>The ST consistently demonstrates thorough and accurate knowledge in-depth understanding of physical education concepts and principles, and is able to regularly <i>apply</i> them to his/her teaching in meaningful ways.</p> |
| Comments related to Standard #1:  |   |   |   |  |

| Rating                                | NASPE-PETE Standard   | 1-Unacceptable   | 2-Acceptable   | 3-Exceptional (Target)   |
|---------------------------------------|---|--|--|--|
| Circle or highlight one:<br>1   2   3 | <b>Standard 2: Skill and Fitness Based Competence</b><br><br><i>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K–12 Standards.</i>             | <i>The ST does not demonstrate all of the components of a physically educated person, which include competencies in a variety of motor skill and fitness-related components.</i> | <i>The ST demonstrates he/she is physically educated, including acceptable levels of competence in both a variety of motor skills and fitness-related components</i> | <i>The ST demonstrates he/she is a physically educated person, including the demonstration of high levels of competence in a variety of motor skills and fitness-related components.</i> |
| Comments on Standard #2:              |   |  |  |  |
| Rating                                | NASPE-PETE Standard   | 1-Unacceptable   | 2-Acceptable   | 3-Exceptional (Target)   |
| Circle or highlight one:<br>1   2   3 | <b>Standard 3: Planning and Implementation</b><br><br><i>Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all student; and makes use of available technology in doing so.</i> | <i>The ST has difficulty demonstrating the ability to manage resources and/or use technology to plan and implement learning experiences for K-12 students</i>                    | <i>The ST demonstrates a basic understanding of how to manage resources and/or use technology to plan and implement learning experiences for K-12 students.</i>      | <i>The ST consistently demonstrates effective and successful management of resources and/or technology to plan and implement learning experiences for K-12 students.</i>                 |
| Comments on Standard #3:              |   |  |  |  |

| Rating                                  | NASPE-PETE Standard  | 1-Unacceptable  | 2-Acceptable   | 3-Exceptional (Target)   |
|---|--|---|--|--|
| Circle or highlight one:<br>1    2    3 | <p><b>Standard 4: Instructional Delivery and Management</b><br/> <i>Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.</i></p> <p>These strategies might include communication with students, providing instructional cues, giving appropriate feedback, altering instructional strategies when necessary, and using strategies that promote responsible personal-social behaviors.</p> | <p>The TA <i>has difficulty using</i> effective communication, management, and pedagogical strategies as needed to establish and maintain a learning environment that enhances student engagement and learning.</p> | <p>The TA demonstrates the ability to use communication, management, and pedagogical strategies to establish a learning environment that enhances student engagement and learning.</p> | <p>The TA <i>consistently demonstrates the successful use of</i> communication, management, and pedagogical strategies to establish and maintain a learning environment that enhances student engagement and learning.</p> |

Comments on Standard #4:

**Standard 5: Impact on Student Learning**

Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction. **(This standard has been selected for greater emphasis during ED/PED 431- Student Teaching)**

| Rating                                  | NASPE-PETE Standard   | 1-Unacceptable   | 2-Acceptable  | 3-Exceptional (Target)   |
|---|---|--|---|--|
| Circle or highlight one:<br>1    2    3 | <p><b>5.1</b><br/> <b>Select or create appropriate assessments</b> that will measure student achievement of the goals and objectives.</p> | <p>ST demonstrates little or no evidence of planning for formal or informal assessment. There is no plan for record-keeping or data analysis. Assessments don't match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.</p> | <p>ST uses appropriate strategies to assess student learning (paper-and-pencil tests, observational checklists, etc.) regularly. ST has a plan for record-keeping and data analysis. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded.</p> | <p>ST uses a variety of assessments to determine that students are achieving the goals and objectives. ST assessment record-keeping allows for detailed analysis of data. Assessments are aligned directly with the goals and objectives. Some objectives/goals are assessed using more than one assessment.</p> |

Comments on this area of focus:

|  |  |  |   |   |
|--|--|--|---|---|
| <p>Circle or highlight one:</p> <p>1   2   3</p> | <p><b>5.2</b><br/> <b>Use appropriate assessments</b> to evaluate student learning before, during and after instruction.</p>                                   | <p>ST demonstrates no (or minimal) evidence of planning for formal or informal assessment. If assessment is used, it occurs only after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan, with no regard for pre-assessments or formative assessments. Grades are determined by “effort” or “participation.”</p> | <p>ST uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and formative assessments. Assessments are used to inform instruction and to modify instruction plan. Assessment records are kept, and assessments are used to partially determine grades.</p> | <p>ST uses multiple and ongoing assessments, both formative and summative, in many contexts. Record keeping provides detailed information that can be used to inform instruction, provide feedback, communicate progress, determine grades, and can be transformed into a format that is accessible to others (e.g., parents and administrators). Pre-assessments inform learning and practice opportunities. Formative assessments promote mastery on summative assessments.</p> |
| <p>Comments on this area of focus:</p>           |  |  |   |   |
| <p>Circle or highlight one:</p> <p>1   2   3</p> | <p><b>5.3</b><br/> <b>Uses the reflective cycle</b> to implement change in teacher performance, student learning and/or instructional goals and decisions.</p> | <p>ST plans lessons without considering previous accomplishments. ST plans lessons according to teaching preferences versus student needs. Learning/practice opportunities are not based on pre-assessments and students’ developmental levels.</p>  | <p>ST uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance or implement change based on reflection. Changes based on reflection are placed into action in lessons.</p>                 | <p>ST uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short- and long-term goals are modified based on the reflective cycle.</p>   |
| <p>Comments on this area of focus:</p>           |  |  |   |   |

| Rating   | NASPE-PETE Standard   | 1-Unacceptable  | 2-Acceptable  | 3-Exceptional (Target)  |
|--|---|---|---|---|
| Circle or highlight one:<br><br>1   2   3      | <b>Standard 6: Professionalism</b><br><br><i>Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.</i> | The ST <i>needs to address some</i> personal behaviors and dispositions in order to be perceived as “professional”. These may include appearance, punctuality, collaboration with others, patterns of speech, professional ethics, respect and sensitivity to others, as well as perceived energy and enthusiasm for his/her work. (Please specify below) | The ST <i>demonstrates many of</i> the personal behaviors and dispositions that would cause him/her to be perceived as “professional”. These include appearance, punctuality, collaboration with others, patterns of speech, professional ethics, respect and sensitivity to others, as well as perceived energy and enthusiasm for his/her work. | The ST <i>regularly and consistently demonstrates</i> all of the personal behaviors/dispositions needed to be perceived as “professional”. These include appearance, punctuality, collaboration with others, patterns of speech, professional ethics, respect and sensitivity to others, as well as perceived energy and enthusiasm for his/her work. |
| Comments on Standard #6:                       |   |   |   |   |
| Summary Score:<br><br>_____<br><br>24 possible | <b>Additional Comments:</b>   |   |   |   |

Signatures upon completion and follow-up discussion: (when used for formal assessment purposes)

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_