Domain 1: The learner and learning				
Candidate Competency	**Unsatisfactory**	**Developing**	**Proficient**	**Exemplary**
1. The teacher candidate demonstrates knowledge of how learners grow and develop, recognizing that patterns of learning and development vary individually. (InTASC 1; CAEP 1.1, 1.4; SHAPE 1.e)	• Fails to apply learning theory in design of instruction or to provide evidence of knowledge of learning theory. • Does not accurately identify developmental needs of learners • Uses a one-size fits all approach that fails to consider developmental differences, abilities of learners, and task complexity.	• Cites motor development and/or motor learning theories but only applies understanding into design of instruction. • Identifies developmental needs of most students through informal assessments. • Based on motor development and learning theories, plans and implements developmentally appropriate learning experiences including modifications to teaching cues and practice opportunities based on developmental levels (motor development) and abilities of learners (motor learning).	• Applies motor development and/or motor learning theories to the design of instruction and can justify instructional choices. • Identifies developmental needs of all students through formal and informal assessments. • Based on motor development and learning theories, plans and implements developmentally appropriate learning experiences including modifications to teaching cues and practice opportunities based on developmental levels (motor development), abilities of learners (motor learning), and task complexity (motor learning).	*In addition to "Proficient,"* • Justifies instructional choices without prompting. • Provides individual and group modifications to teaching cues and practice opportunities based on developmental levels (motor development), abilities of learners (motor learning), and task complexity (motor learning). • Uses proactive behavior-management strategies to guide student behavior including self-responsibility.

2. The teacher candidate designs and implements developmentally appropriate and challenging learning experiences. (InTASC 1; CAEP 1.1, 1.4; SHAPE 1.d)	• Plans do not include instructional strategies that support developmentally diverse learners. • Expectations of students are unrealistic. • Student choice limited or not present. • Performance variables held constant for all students with no adjustments based on developmental or ability levels.	• Plans include instructional strategies that support developmentally diverse learners, but strategies are not consistently well implemented during learning experiences. • Struggles to adjust instruction during lessons. • Manipulates performance variables in practice tasks to decrease or increase challenge levels for groups of students, but makes no adjustments for individual students. • Inconsistently (less than 50% of the time) employs behavior change strategies such as goal setting, self-monitoring, etc. to proactively manage student behavior.	• Plans and effectively implements instructional strategies that support developmentally diverse learners. • Makes efforts to adjust instruction based on student needs including varying practice conditions based on individual differences and abilities. • Manipulates performance variables in practice tasks to decrease or increase challenge levels for individual or groups of students. • Consistently (75% of the time or more) employs behavior change strategies such as goal setting, self-monitoring, etc. to proactively manage student engagement and behavior.	*In addition to "Proficient,"* • Plans and effectively implements multiple instructional strategies that support individual needs. • Provides choice for developmentally diverse learners. • Readily adjusts instruction in response to student needs.
3. The teacher candidate designs inclusive learning experiences that incorporate knowledge of the learners' commonalities, individual differences, and diverse cultures and communities. (InTASC 2; CAEP 1.1, 1.4; SHAPE 3.c)	• Collects no data on the varied ability levels among students. • Is unaware of students' interests, backgrounds, and cultures; has not assumed responsibility for learning and incorporating information in design of learning experiences. • Instructional models/approaches limited to one or two and not based on students' interest, backgrounds, and cultures.	• Collects data on ability levels of students but struggles to effectively use data consistently in the design of learning experiences in both short and long term planning. • Identifies information about students' interests, backgrounds, individual differences, and cultures buts does not consistently (less than 50% of the time) incorporate information in	• Collects and incorporates data from various resources (assessments, colleagues, parents/guardians. etc.) to design inclusive learning experiences in both short and long term planning. • Identifies and effectively incorporates knowledge of students' varied interests, backgrounds, individual differences, and cultures consistently (50% of the time or more) in the design of learning experiences.	*In addition to "Proficient,"* • Uses ongoing data collection to monitor student performance and adjust instruction accordingly. • Planning and instruction provide opportunities for student choice related to knowledge of students' varied interests, backgrounds, and cultures. • Students given multiple choices (e.g., equipment, space, partners, etc.) within

	Unsatisfactory	Developing	Proficient	Exemplary
	• One-size fits all approach where performance variables are held constant for all students.	design of learning experiences. • Sometimes varies instructional models/approaches to account for differences in learning styles and prior experiences based in motor development and learning theories. • Provides student choice in at least one of the following performance variables: equipment, space or level of practice tasks based on differences in development levels and/or abilities.	• Consistently (50% of the time or more) varies instructional models/approaches to account for differences in learning styles and prior experiences based in motor development and learning theories. • Provides student choice in at least two or more of the following performance variables: equipment, space or level of practice tasks based on differences in development levels and/or abilities.	practice tasks based on individual differences.

Domain 1: The learner and learning (continued)				
Candidate Competency	**Unsatisfactory**	**Developing**	**Proficient**	**Exemplary**
4. The teacher candidate builds a safe & positive learning environment marked by respect, rigor, and responsibility. (InTASC 3; CAEP 1.1; SHAPE 4.d)	• Establishes no norms for behavior; disrespectful or insensitive interactions common. • There do not appear to be established classroom routines/rules; significant time spent off-task because of unclear procedures. • Responds ineffectively or is unresponsive to student behavior; is unfair and disrespectful.	• Establishes norms for behavior, including respect for others, self, and learning resources but is inconsistent in enforcement. • Attempts to establish classroom routines, but students are confused about how to carry them out. • Can be inconsistent (less than 50% of the time) in response to student behavior; sometimes appears unfair or	• Establishes and consistently/systematically enforces norms (rules) for behavior, including respect for others, self, and learning resources based on developmental level of students. • Employs well-established classroom routines that work efficiently to promote student responsibility including distribution/return of	*In addition to "Proficient,"* • Encourages self-sufficiency; when necessary, students respectfully correct one another. • Environment empowers students to ensure and self-monitor that classroom routines are accomplished smoothly. • Demonstrates fairness, consistency, empathy and respect in effectively responding to student

• Physical learning environment presents hazards that endanger student safety; many students cannot access materials or see/hear the teacher. Available space not maximized and stop and start signals are not established. • Management of student behavior reactive or ignored. • Learning environment fails to account for individual differences in development and ability. • Some students excluded or act as disinterested bystanders.	disrespectful; management of student behavior is reactive. • Arranges physical learning environment with safety in mind and most students can access materials or see/hear the teacher, but space is used inefficiently and students seem confused on when to start and stop the learning experience. • Management of student behavior reactive (corrects off-task behavior, fails to anticipate off-task or disruptive behaviors).	equipment, attendance, finding a partner, creating groups, etc. • Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior through proactive strategies such as student prompts. • Arranges physical learning environment with safety and accessibility of materials/teacher by all students in mind including efficient use of space, equipment, and the establishment of clear stop and start signals. • Management of student behavior is proactive (rewarding positive behavior, catch them when they are good, etc.) • Creates a supportive learning environment through the effective use of feedback, encouragement, and multiple developmentally appropriate practice opportunities to ensure equitable learning opportunities.	behavior; students respectfully intervene with classmates when appropriate. • Students take initiative to adjust physical environment when appropriate. • Managerial routines maximize learning opportunities and inhibit off-task behavior.

5. The teacher candidate creates a climate that actively engages learners and supports both individual and collaborative learning. (InTASC 3; CAEP 1.1; SHAPE 3.f)	• Selects & uses activities, materials, resources that require only passive learning and recall of information. • Uses only one type of instructional group (individual, whole class, small group) when variety would promote more student engagement. • Pacing of lesson rushed or too slow. • Uses only direct instruction with students following a single model. • No cognitive involvement on the part of students observed. • Students not challenges to determine the "how", "what", "why" and "when" of various skills/tactics/strategies. • Students not given opportunities to self-reflect on their performance and fitness levels.	• Selects & uses activities, materials, resources that are a mix of passive and active learning but rarely promote higher order thinking. • Uses a variety of instructional groupings (individual, whole class, small group) but does not monitor effectively to actively engage learners. • Pacing of lesson is uneven – suitable in parts but rushed or slow in others. • Attempts to engage students in metacognition learning experiences using such teaching strategies as exploration, problem solving, discovery, etc. with limited success. Open falls back on direction instruction. • Engages students in the exploration of the task (purpose), individual variables, but only includes the "what" and "how" of the tasks. • Students self-reflect on declarative knowledge related to performance and fitness levels.	• Selects & uses appropriate activities, materials, resources to support active learning and promote higher order thinking. • Uses appropriate instructional groupings (individual, whole class, small group) to actively engage learners. • Paces lessons appropriately for all students to engage successfully with the content. • Engages students in metacognition learning experiences through movement including the use of such teaching strategies as exploration, problem solving, discovery, etc. • Engages students in the exploration of the task (purpose), individual variables, and the "what", "how", "why", and "when" of various strategies. • Engages students in self-reflection on declarative and procedural knowledge related to performance and fitness levels.	*In addition to "Proficient,"* • Requires higher order thinking & explanation of thinking by all students. • Effectively monitors and modifies groupings as necessary. • Provides opportunity for reflection and closure on the lesson to consolidate student understanding. • Candidate allows students to analyze, reflect, and improve skill performance. • Students engage in metacognitive strategies by raising one's awareness, monitoring, and evaluating the learning process related to skillful performance.

Domain 2: Content

Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
6. The teacher candidate demonstrates appropriate depth of understanding of the central concepts, tools of inquiry, and structures of their discipline(s). (InTASC 4; CAEP 1.1, 1.3; SHAPE 1.a).	• Makes inaccurate statements about content. • Overemphasizes details and examples without linkages to, and reinforcement of, central concepts. • Misrepresents or fails to employ methods in the discipline, including inquiry. • Instruction limited to correct skill technique for skilled-based performance.	• Presents content in a generally accurate manner • Minimally reinforces central concepts • Presents limited guidance and opportunities for inquiry and practice in the discipline including motor skills and movement concepts and patterns. • Models learners in modes of inquiry and other methods appropriate to the discipline including correct technique for skill-based performance and activity/game/sport specific rules and etiquette based on developmental and ability levels.	• Utilizes prior knowledge and reliable resources to plan for teaching content that is accurate and reflects current knowledge in the field. • Provides explanations and materials that help learners organize content around central concepts & themes including motor skills and movement concepts and patterns. • Models and guides learners in modes of inquiry and other methods appropriate to the discipline including situation specific tactics and/or strategies, correct technique for skill-based performance, and activity/game/sport specific rules and etiquette based on developmental and ability levels.	*In addition to "Proficient,"* • Applies exceptional command of the discipline to benefit instruction: content knowledge; methodology and skills; commitment to using current scholarship and resources in planning and instruction; reinforcement of central understandings • Provides ample, well-designed opportunities for students to engage in inquiry and the methods of the discipline • Candidate synthesize and integrate concepts and techniques from multiple content areas when planning for physical education content.
7. The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for learners. (InTASC 4; CAEP 1.1, 1.3; SHAPE 1.b).	• Provides inaccurate and irrelevant explanations of content. • Fails to address students' content misconceptions prior to and during instruction. • Employs a single instructional mode when variety would promote accessibility of content. • Neither skill cues nor critical elements are identified.	• Provides accurate content explanations but fails to provide relevance and meaning. • Partially addresses students' content misconceptions and/or common errors. • Provides learning experiences that allow only limited accessibility to content. • Provides skills cues, but fails to identify critical elements.	• Provides accurate and relevant explanations of content that promote meaningful student learning. • Identifies, anticipates, or corrects content misconceptions and/or common errors prior to and during instruction. • Provides varied learning experiences that make content accessible to all learners. • Provides skill cues and identifies critical elements.	*In addition to "Proficient,"* • Systematically incorporates relevant resources that enhance meaning and aid in students' grasp of subject matter. • Creates varied learning experiences that pre-empt, dispel, or work through common misconceptions in content area. • Predicts common performance errors based on developmental and ability levels of students.

	• Instruction and practice tasks not based on developmental levels with large gaps in practice task sequences and progressions. • No modifications to instruction and/or practice tasks are apparent. Students simply engage in game play.	• Instruction and practice tasks developmentally appropriate, but gaps apparent in practice task sequences and progressions (steps in progressions are skipped or missed). • Modifications to instruction and/or practice tasks based on time/number of attempts and not student responses.	• Instruction and practice tasks developmentally appropriate, sequential, and progressive. • Based on student responses, modifications/adaptations to instruction and/or practice tasks are implemented.	
8. The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students' lives. (InTASC 5; CAEP 1.1, 1.3; SHAPE 1.c).	• Omits interdisciplinary approaches and/or critical inquiry that addresse(s) real world issues. • Provides no student-centered opportunities to explore authentic questions. • Provides only a single perspective on a debatable or multi-dimensional topic. • Fails to ground instruction and learning experiences in physiological and biomechanical concepts.	• Makes adequate attempts to connect disciplinary and real world issues including lifetime health and fitness. • Leads mostly teacher-centered investigations of authentic questions, including the "how" and "why" of movement, physical activity, and/or fitness. • Apply physiological and biomechanical concepts for planning and implementing instruction and learning experiences • Struggles to include all important perspectives on a debatable or multi-dimensional topic. • Skill cues used throughout the learning experience and grounded in physiological and biomechanical concepts.	• Promotes interdisciplinary connections and critical thinking skills to explore real world issues relevant to students' lives including lifetime health and fitness. • Provides opportunities & support for students to engage in investigating, analyzing, & addressing authentic questions including the "how" and "why" of movement, physical activity, and/or fitness. • Encourages analysis of ideas from multiple perspectives to develop understanding of a topic. • Apply physiological and biomechanical concepts for planning and implementing instruction, learning experiences, and practice tasks. • Skill cues used frequently (3 or more times per cue) throughout the learning experience and grounded in physiological and biomechanical concepts.	*In addition to "Proficient,"* • Provides students with additional resources that extend student knowledge and can be used to explore real world issues from multiple perspectives. • Allows student choice in engaging with an authentic question or real world issue. • Students given opportunities to explore physiological and biomechanical concepts through human movement and/or physical activity.

Domain 3: Instructional practice				
Candidate Competency	**Unsatisfactory**	**Developing**	**Proficient**	**Exemplary**
9. The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all learners in measuring and monitoring progress towards student learning outcomes. (InTASC 6; CAEP 1.2; SHAPE 5.a)	• Provides no written assessment criteria. • Uses inappropriate assessments or assessments do not match learning outcomes. • Fails to maintain a record of learner progress. • Assessments not aligned with short- and long term learning objectives.	• Provides written assessment criteria but instructions are vague. • Uses only summative assessments to measure learning outcomes without regard to developmental levels. • Maintains a minimal record of learner progress. • Assessments only partially aligned with short- and long-term learning objectives with various gaps in assessment of objectives.	• Provides clearly written assessment criteria; instructions are clear. • Uses multiple and varied types of assessment, both formative and summative, to identify and monitor learners' needs and measure learning outcomes based on developmental levels. • Maintains organized and informative records of learner progress. • Assessments aligned with all short- and long-term learning objectives.	*In addition to "proficient,"* • Assessment criteria allow for student choice. • Consistently uses formal and informal assessment results to adjust instruction in real time. • Uses assessment *for* meaningful and purposeful learning, rather than just assessment *of* learning.
10. The teacher candidate uses assessment and feedback to engage learners in their own growth. (InTASC 6; CAEP 1.1, 1.2; SHAPE 5.b)	• Fails to provide feedback to students beyond grades or number of incorrect responses. • Does not allow students to evaluate their own strengths and needs.	• Provides general feedback to students. • Encourages students to use feedback to evaluate their own strengths and needs. • Formative assessments used to monitor student learning before and throughout the long-term plan. • Summative assessments used to inform candidate of student learning. • Data from assessments used to inform planning and instructional decisions.	• Provides systematic and specific feedback that enables students to assess their own work and make improvements. • Guides students to use feedback to evaluate their own strengths and needs. • Assessment results (formative and summative) used to inform instruction, provide feedback, communicate progress, and plan for future instructional goals. • Assessments align with short- and long-term learning objectives.	*In addition to "proficient,"* • Provides resources that scaffold feedback given in lessons and allows students to determine their next steps. • Provides opportunities for peer feedback on progress with respect to tasks and learning objective(s). • Pre-assessment data used to design learning experiences that align with planned instructional activities. • Summative assessments data compared to previous

		• Assessments align with short- and long-term learning objectives.		data collected to determine individual progress.
11. The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress. (InTASC 7; CAEP 1.3, 1.4; SHAPE 3.b)	• Plans lessons based on irrelevant choices or fails to plan lessons. • Lessons are not sequential or do not provide instructional scaffolding. • Does not clearly identify learning objectives or match learning activities to instructional outcomes. • Learning objectives developmentally inappropriate for student levels. • Only one teaching strategy employed. • Task complexity not modified and a pre-scripted sequence followed. • No pre-assessments administrated.	• Plans lessons based on only some of the following: assessment results, development levels, IEPs, interests, needs or relevant theory and research. • Uses ineffective instructional scaffolding that rarely moves students to greater content understanding. • Gaps in sequence and progressions evident with developmental steps being skipped. • Learning experiences and/or practice tasks do not align with lesson objectives. • Creates learning objectives but activities are minimally matched to outcomes. • Learning objectives easy (not challenging) and inappropriate for developmental levels of some students. • Task complexity not modified for groups or individual students. • Only one or two teaching strategies employed. • Pre-assessments initiated.	• Plans lessons based on assessment results, developmental levels, IEPs, interests, needs, and relevant theory and research (together represents the context of learning environment). • Sequences instruction to scaffold learner development of skills and content understanding including progressive and sequential instruction and practice tasks aligned with lesson objectives that allow students to achieve lesson objectives. • Creates rigorous learning objectives and clearly matches learning activities to outcomes that challenge (not too easy or too difficult) and developmentally appropriate. • Pre-assessments used to determine entry points. • Multiple teaching strategies employed that align with lesson objectives. • Task complexity modified to ensure developmental and ability appropriateness.	*In addition to "proficient,"* • Plans opportunities for students to make choices for their own learning. • Provides differentiated instruction in learning activities based on student readiness as determined by pre-assessment data. • Opportunities to extend learning activities matching individual needs.

12. The teacher candidate creates instructional plans that meet college and career ready curriculum goals. (InTASC 7; CAEP 1.3, 1.4)	• Instructional plans do not appear to be aligned with district/school curriculum goals.	• Although district curriculum goals are documented in written lesson plans, instructional activities appear to be superficially linked to these goals.	• Sufficiently documents and demonstrates that instructional plans that are aligned with college/career ready goals adopted by the district/school.	*In addition to "proficient,"* • Creates instructional plans that integrate and strongly support college/career ready goals adopted by the district/school.

Domain 3: Instructional practice (continued)				
Candidate Competency	**Unsatisfactory**	**Developing**	**Proficient**	**Exemplary**
13. The teacher candidate effectively uses a variety of instructional strategies to enhance learners' deep understanding of content. (InTASC 8; CAEP 1.1, 1.3;SHAPE 4.b)	• Uses inappropriate or ineffective strategies, instructional materials, or resources. • Materials and resources not well aligned to learning goals (short- and long-term). • Learning activities are not varied. • Instructional cues specific to elements of skill/tactic/strategy absent. • Demonstrations, explanations, and instructional cues not specific to learning objectives.	• Uses a limited number of strategies, instructional materials, or resources where a greater variety would improve learners' content understanding including the limited identification of key instructional cues for elements of skill/tactic/strategy. • Selects materials and resources that support learning goals. • Learning activities moderately challenging and varied. • Demonstrations, explanations, and instructional cues aligned with short-term learning objectives. • Some learning activities misaligned to developmental levels of students and/or learning objectives.	• Uses a variety of effective instructional strategies, materials, and resources to enhance content understanding including the identification of key instructional cues for elements of skill/tactic/strategy. • Selects materials and resources that support learning goals and improves students' understanding of content. • Demonstrations, explanations, and instructional cues aligned with short- and long-term learning objectives. • Learning activities varied and align with students' level of content knowledge, short- and long-term learning objectives, and developmental levels of students.	*In addition to "proficient,"* • Adjusts instructional strategies appropriate to individual students' strengths and needs. • Learning activities permit student choice. • Demonstrations short in duration (60 to 90 seconds) allowing for maximum time-on task. • Reinforces instructional cues throughout the instructional episode and short-term plan.

Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
14. The teacher candidate integrates technology into teaching and learning in an appropriate and meaningful way. (CAEP 1.5; SHAPE 3.e)	• Does not use technologies or uses inappropriate technologies for student learning. • Use of technology does not align with short- and long-term objectives.	• Utilizes technologies available in the given context to create activities and assessments that are somewhat effective for the specific set of learners. • Implements at least one form of technology appropriate for students knowledge and ability levels in a physical education setting. • Students use technology aligned with short- and long-term objectives in a physical education setting.	• Utilizes appropriate technologies available in the given context to create and implement activities and assessments that meet learners' individual abilities, needs, and learning styles to maximize learning. • Implements two or more forms of technology appropriate for students knowledge and ability levels in a physical education setting. • Students use technology aligned with short- and long-term objectives.	*In addition to "proficient,"* • Engages students in using appropriate technologies that assist them in directing their own learning.

Domain 4: Professional Responsibility

Candidate Competency	Unsatisfactory	Developing	Proficient	Exemplary
15. The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner. (InTASC 9; CAEP 1.1, 1.2; SHAPE 5.c)	• Ignores literature or other resources which could enhance self-development as a learner and teacher. • Avoids participation in professional development opportunities (e.g., major's club; attendance at professional conferences, field day, and Jump/Hoop for Heart activities). • Considers instructional choices but draws incorrect conclusions about their effectiveness.	• Consults required resources to support self-development as a learner and teacher. • Participates in required professional development opportunities (e.g., major's club; attendance at professional conferences, field day, and Jump/Hoop for Heart activities). • Considers effectiveness of instructional choices and has a general sense of impact on student learning. • Implements reflective cycle including description	• Consults research literature and colleagues to support self-development as a learner and a teacher. • Participates in professional development opportunities (e.g., major's club; attendance at professional conferences, field day, and Jump/Hoop for Heart activities) beyond those required. • Regularly and accurately assesses effectiveness of instructional choices. • Implements reflective cycle including description	*In addition to "proficient"* • Uses a variety of resources in support of self-development as a learner and teacher. • Actively seeks out professional development opportunities. • Can include specific indicators of effectiveness to support instructional choices. • Reflective cycle used to guide decision making for future lessons. • Reflective cycle used in future planning and

• No evidence of use of a reflective cycle to modify or adapt instruction. • No collection of assessment data on student performance.	of lesson, self-evaluation of candidate performance, analysis of student learning, and action plan. • Reflective cycle used to modify/adapt instruction and implement change in learning experiences and practice tasks. • Assessment data collected/analyzed to impact current and future instruction (short- and long-term plans).	of lesson, self- and peer/supervisor evaluation of candidate performance, analysis of student learning using assessment data, and action plan. • Reflective cycle used to modify/adapt instruction and implement change in instruction, learning experiences, and practice tasks. • Assessment data collected/analyzed to impact current and future instruction (short- and long-term plans).	development of future short- and long-term objectives.

Domain 4: Professional Responsibility (continued)				
Candidate Competency	**Unsatisfactory**	**Developing**	**Proficient**	**Exemplary**
16. The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity. (InTASC 9; CAEP 1.1;SHAPE 6.a)	• Displays dishonesty or is disrespectful to students or other professionals including unprofessional verbal or written comments in private with other school professionals (e.g., gossiping about a student or students' family). • Does not abide by law, professional ethics or school policies in areas such as discipline, confidential information,	• Displays respect and honesty to students and other professionals. • Needs reminders or is inconsistent in abiding by law, professional ethics and school policies in areas such as discipline, confidential information, (students, students' families, and colleagues), and physical and emotional safety of students. • Presents facts without bias or prejudice.	• Displays respect, sensitivity, honesty, and fairness to students and other professional including . • Abides by law, professional ethics, and school policies in areas such as discipline, confidential information (students, students' families, and colleagues), and physical and emotional safety of students.	*In addition to "proficient,"* • Highly proactive in serving students, seeking out resources when needed. • Actively and productively challenges distortion, bias, or prejudice.

	and physical and emotional safety of students. • Displays bias or prejudice in presenting facts or distorts facts in a self-serving manner. • Candidate crosses candidate-student boundaries in and out of school setting including such activities as communicating with a student through social media).	• Candidates maintains professional relationships including candidate-student boundaries in and out of school setting. • Demonstrates language or behavior that is insensitive to cultural differences, but attempts to improve in subsequent opportunities.	• Presents facts fairly and is open to opposing viewpoints. • Candidates respects and maintains professional relationships including candidate-student boundaries in and out of school setting. • Demonstrates both verbal and non-verbal skills that reflect cultural competence toward all students.	
17. The teacher candidate seeks opportunities to take responsibility for student learning. (InTASC 10; CAEP 1.1)	• Shows little interest in finding ways to better support student learning. • Fails to communicate with students or families regarding students' progress.	• Articulates concern for improving student growth, but needs support to find strategies for improving student learning. • Communicates with students and/or their families about students' progress only when there is a problem.	• Undertakes independent research and analysis of assessment data to inform creation of instructional activities to support student learning. • Communicates with students and/or their families about students' progress.	• *In addition to "proficient,"* • Demonstrates creativity and persistence in developing targeted and unique interventions to better support student learning. • Provides regular and ongoing updates to students and families about students' progress.
18. The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession. (InTASC 10; CAEP 1.1; SHAPE 6.b)	• Plans independently of cooperating teacher and other classroom personnel. • Ignores observation feedback or openly resists suggestions for improving professional practice. • Develops negative relationships with colleagues and/or lacks awareness of professional boundaries.	• Discusses plans with co5.coperating teacher or other classroom personnel. • Allows observation but reluctantly accepts constructive feedback on improving professional practice. • Maintains professional relationships focused on student success.	• Grows professionally by planning collaboratively with cooperating teacher and other classroom personnel. • Welcomes observation/constructive feedback and incorporates feedback to improve professional practice. • Maintains collaborative and professional relationships focused on	*In addition to "proficient,"* • Initiates co-planning sessions with cooperating teacher and other classroom personnel. • Actively seeks opportunities for observation and consistently incorporates feedback to improve professional practice. • Positively contributes towards collaborative and professional relationships.

			improving instruction and student success.	

Domain 5: Physical Education				
Candidate Competency	**Unsatisfactory**	**Developing**	**Proficient**	**Exemplary**
19. Plan and implement short- and long-term plan objectives aligned with school, state, and national standards. (SHAPE 3.a)	- Designs and implements short- and long-term objectives/plans without consideration of developmental levels and/or student needs. - Learning experiences and practice tasks incongruent with short- and long-term objectives/plans. - Objectives not measurable, fail to identify conditions and/or criteria.	- Designs and implements short- and long-term objectives with some mistakes in developmental levels. - A few (less than 5) learning experiences or practice tasks misaligned with short- and long-term objectives/plans. - Objectives and learning experiences only tangentially linked to student needs. - Only some of the objectives measurable, identify conditions, and establish criteria.	- Designs and implements developmentally appropriate short- and long-term plans. - Learning experiences and practice tasks align with short- and long-term objectives/plans. - Links objectives and learning experiences to student needs - All objectives measurable, conditions identified, and criteria established.	*In addition to "proficient,"* - Designs and implements short- and long-term plans to ensure learning is sequential. - Short- and long-term objectives inform instruction and learning experiences and allow for differentiated instruction. - Objectives (short- and long-term) incorporate multiple domains of learning.
20. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. (SHAPE 3.d)	- Plans reflect a one size fits all approach with no consideration of the context of the learning environment (i.e., race, gender, class, ethnicity, physical or mental disability, or socioeconomic status) and no modifications are made in plans. - No accommodations for diversity observed with	- Modifications made to plans, but not based on the context of the learning environment (i.e., race, gender, class, ethnicity, physical or mental disability, or socioeconomic status). - While plans reflect an intent to individualize instruction based on diversity, teaching behaviors are uneven and	- Modifies plans based on the context of learning (i.e., gender, class, ethnicity, race, physical or mental disability, or socioeconomic status). - Plans and teaches for inclusion by incorporating diversity in display materials, selection of diverse students for demonstrations, and	*In addition to "proficient,"* - Implements short-term plan accommodations for the diversity found within the student population using differentiate planning and instruction. - Plans and implements inclusive methods of grouping students by creating groups of mixed skill and abilities levels that reflect the diversity

	the more skilled students doing all demonstrations and no diversity is evident in display materials. • IEP ignored and students with disabilities simply observe.	the plan only partially implemented. • Collaboration with IEP colleagues not evident and students with disabilities assigned non-activity roles such as score or time keeper.	grouping students to ensure diversity and equity. • Collaborates with IEP colleagues to ensure the appropriate implementation of IEP plans for students with disabilities.	found within the student population.
21. Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences. (SHAPE 4.a)	• Use of "slang" terms at times and verbal "put downs". • Mistakes in grammar and diction frequent. • Cultural differences disregarded both in planning and implementation. • Communications (verbal and written) developmentally or age inappropriate.	• Verbal interactions professional with occasional mistakes in grammar, poor diction, and/or inappropriate language for developmental level and/or age of students. • Pacing of verbal communication either too fast or too slow with little change in inflection and/or tone. • Non-verbal communications (bulletin boards, examples, etc.) reflect the cultural diversity of the class. • Inclusive teaching behaviors planned and implemented.	• Verbal interactions culturally responsive with occasional mistakes in grammar or occasional use of regional colloquialism. • Communication developmentally and age appropriate including changes in tone and inflection. • Demonstrates cultural sensitivity and inclusive teaching behaviors. • Both verbal and non-verbal communications (task sheets, bulletin boards, etc.) used.	*In addition to "proficient"* • Specific diversity objectives implemented to increase cultural awareness.
22. Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress. (SHAPE 4.c)	• Fails to recognize changes in the teaching environment and make adjustment to objectives or learning experiences based on those changes. • Remains on-script with short-term objectives/plan with no adjustments made based on student responses.	• Adjustments and adaptations made in the lesson objectives, but not based on student responses. • Performance variables manipulated (increasing or decreasing the challenge), but only for the class or groups of students. No modifications are made for individual students.	• Based on student responses, short-term objectives modified. • Adjustments and adaptations to learning experiences made during the lesson based on student responses. • Manipulates performance variables in practice tasks	*In addition to "proficient"* • Incorporates student choice on entry and exit points for practice tasks. • Incorporates student choice for the modification of practice tasks based on individual differences.

	• No differentiated instruction evident. • Performance variables held constant with no adjustments for skilled or underperforming students.	• Some differentiated of instruction evident for skilled students, but not for underperforming students.	to decrease or increase challenge levels for groups and individuals based on student responses. • Instruction and learning experiences differentiated for underperforming and skilled students.	
23. Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning. (SHAPE 4.e)	• No analysis evident and critical elements not identified. • Skill cues limited (one or two) and not reinforced during instruction or practice tasks. • Practice tasks limited and no attempt made to scaffold practice tasks to ensure learning or to address developmental differences. • Only motivational feedback present (e.g., good job, better, nice try, etc.) • No technology used during instruction or practice tasks.	• Analysis, detections, and corrections of movement skills infrequent and not linked back to critical skill elements. • Skill cues given during the instructional phase, but not reinforced during practice tasks. • Skills practiced in isolation and in unauthentic environments. • Limited specific, corrective feedback given to groups with no feedback to individuals. • Feedback limited to skills with none given specific to tactics or strategies. • Feedback given largely motivational (e.g., good job, better, etc.) and not corrective. • No technology or knowledge of results evident during learning experiences.	• Analyzes, detects, and corrects elements of movement skills using skill cues linked to critical elements. • Skills practiced in authentic environments and within the context they will be used. • Specific, corrective feedback presented throughout practice tasks and/or modified game play either individually or to a group. • Specific, corrective feedback provided on critical skill elements, movement concepts, and tactics. • Feedback given in developmentally appropriate language and related to developmental levels of students. • Technology (e.g., pedometers, HR monitors, iPads, Coach's Eye, etc.) if appropriate, provides feedback to students to enhance learning.	*In addition to "proficient"* • Specific, corrective feedback is linked directly to student responses. • Multiple forms of technology, aligned with short-term objectives, are included in instruction and practice tasks. • Students utilize task cards to provide feedback to peers.