

Physical Education Student Teacher Clinical Experience Evaluation Rubric

	Unacceptable 1	Acceptable 2	Exemplary 3
Content Knowledge			
Identify key elements of motor skill performance and include appropriate motor skill sequences. (1.1)	1	2	3
Identify competent motor skill performance in a variety of physical activities. (1.2)	1	2	3
Identify and describe concepts and strategies related to skill development and physical activity. (1.3)	1	2	3
Identify and apply physical, physiological and psychological concepts to skill and fitness development.(1.4)	1	2	3
Demonstrate knowledge of state and national standards. (1.5)	1	2	3
Growth and Development			
Monitor student performance in order to design and implement safe instruction that meets the physical, cognitive and affective developmental needs of the students. (2.1)	1	2	3
Identify, develop and implement instruction based on factors that influence progression and developmental readiness. (2.2)	1	2	3
Identify and implement appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task. (2.3)	1	2	3
Diverse Learners			
Identify and implement appropriate instructional strategies that meet the needs of diverse learners. (3.1)	1	2	3
Seek and apply appropriate strategies, services and resources to meet the needs of diverse learners.(3.2)	1	2	3
Management and Motivation			
Utilizes managerial routines that allow for a well-ordered learning environment. (4.1)	1	2	3
Organize lesson to best utilize available time, space, and equipment to ensure effective learning experience. (4.2)	1	2	3
Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school. (4.3)	1	2	3
Use strategies to promote personal and socially responsible behaviors that promote positive relationships and a productive learning environment. (4.4)	1	2	3
Communication			
Utilize effective communication skills. (5.1)	1	2	3
Communicate class management and instructional information in a variety of ways. (5.2)	1	2	3
Communicate in ways that demonstrate sensitivity to all students. (5.3)	1	2	3
Identify and implement strategies to enhance communication among students. (5.4)	1	2	3
Planning and Instruction			
Identify and develop appropriate instructional goals and objectives. (6.1)	1	2	3
Develop and implement short and long-term plans based on program goals, instructional goals, and student needs. (6.2)	1	2	3
Identify and select instructional strategies to enhance student learning based on content, student needs and safety. (6.3)	1	2	3
Design and implement learning experiences for effective instruction. (6.4)	1	2	3
Apply and implement pedagogical knowledge in developing an effective learning environment. (6.5)	1	2	3
Identify and implement learning experiences that allow for curriculum integration. (6.6)	1	2	3
Select and utilize appropriate teaching resources and curriculum materials. (6.7)	1	2	3
Use effective explanations and demonstrations to connect physical activity concepts to appropriate learning activities. (6.8)	1	2	3

	Unacceptable 1	Acceptable 2	Exemplary 3
Develop and implement appropriate instructional cues. (6.9)	1	2	3
Select and utilize direct and/or indirect teaching styles. (6.10)	1	2	3
Learner Assessment			
Select and use a variety of appropriate assessment techniques (7.2)	1	2	3
Include student self and/or peer assessment. (7.3)	1	2	3
Collect and analyze student performance data to facilitate curricular and instructional decisions. (7.4)	1	2	3
Technology			
Demonstrate knowledge of current technologies and their application in the physical education setting. (9.1)	1	2	3
Design and implement learning activities that utilize technology. (9.2)	1	2	3
Collaboration			
Establish effective relationships with parents/guardians and school staff to enhance student growth and well-being. (10.4)	1	2	3
Professional Qualities			
Dress and appearance	1	2	3
Demeanor, attitude and enthusiasm	1	2	3

Score: _____ Note: To calculate student teacher's score, determine the mean score of only those criteria that are applicable. Add up all the numbers and divide the total by how many criteria you referenced.

Student teacher: _____ Cooperating Teacher: _____

Grading

Guide	Average Points	Category
A =	2.7 – 3.0	Exemplary
B =	2.3 – 2.6	Good
C =	2.0 – 2.2	Acceptable
D =	1.1 – 1.9	Need Improvement
F=	0.0 – 1.0	Unacceptable

Physical Education Student Teacher Clinical Experience Evaluation Scoring Guide

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Standard 1. Content knowledge				
Identify key elements of motor skill performance and include appropriate motor skill sequences. (1.1)	Student teacher does not demonstrate knowledge of key elements of motor skills to allow for effective sequence of movement performance.	Student teacher demonstrates knowledge of key elements of motor skills and uses them to effectively facilitate movement performance.	Student teacher demonstrates knowledge of key elements of motor skills and is able to combine skills in a wide range of activities to enhance movement skill development.	
Identify competent motor skill performance in a variety of physical activities. (1.2)	Student teacher does not demonstrate competent motor skill performance.	Student teacher demonstrates competent motor skill performance in several different physical activities.	Student teacher demonstrates competent motor skill performance in a wide range of physical activities	
Identify and describe concepts and strategies related to skill development and physical activity. (1.3)	Student teacher does not identify or describe concepts and strategies related to skill development and physical activity.	Student teacher identifies and describes basic concepts and strategies related to skill development and physical activity.	Student teacher identifies and describes basic and advanced concepts and strategies related to skill development and physical activity in multiple settings.	
Identify and apply physical, physiological and psychological concepts to skill and fitness development. (1.4)	Student teacher does not identify or apply physical, physiological or psychological concepts to skill and fitness development.	Student teacher identifies and applies physical, physiological and psychological concepts to skill and fitness development.	Student teacher identifies and applies an advanced understanding of physical, physiological, and psychological concepts to skill and fitness development in a wide range of physical activities.	
Demonstrate knowledge of state and national standards (1.6)	Student teacher demonstrates a lack of knowledge of state and national content standards for physical education.	Student teacher demonstrates knowledge of approved state and national content standards for physical education.	Student teacher demonstrates knowledge of approved state and national content standards for physical education.	
Standard 2. Growth and Development				
Monitor student performance in order to design and implement safe instruction that meets the physical, cognitive and affective developmental needs of the students. (2.1)	Student teacher does not monitor student performance in order to provide safe instruction related to the physical, cognitive and/or affective developmental needs of the students.	Student teacher appropriately monitors student performance in order to provide safe instruction related to the physical, cognitive and affective developmental needs of the students.	Student teacher constantly monitors student performance in order to provide safe instruction related to the physical, cognitive and affective developmental needs of the students in a wide range of learning activities.	

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Identify, develop and implement instruction based on factors that influence progression and developmental readiness. (2.2)	Student teacher does not utilize factors that influence student readiness and therefore develops inappropriate developmental learning opportunities for students.	Student teacher identifies and implements factors that influence student readiness and develops appropriate learning opportunities for all students.	Student teacher identifies and implements factors that influence student readiness; develops appropriate learning opportunities; and individualizes instructional techniques for students with greater readiness.	
Identify and implement appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task. (2.3)	Student teacher does not identify or implement appropriate learning opportunities based on an understanding of the students, the learning environment, or the learning task.	Student teacher identifies and implements appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task.	Student teacher identifies and implements appropriate learning opportunities based on an understanding of the students, the learning environment, and the learning task.	
Standard 3. Diverse Learners				
Identify and implement appropriate instructional strategies that meet the needs of diverse learners. (3.1)	Student teacher does not identify or implement appropriate instructional strategies to meet the needs of a variety of learners.	Student teacher does not identify or implement appropriate instructional strategies to meet the needs of a variety of learners.	Student teacher demonstrates ability to fully identify and implement appropriate instructional strategies based on a variety of student needs and use them to accommodate individual learning styles.	
Seek and apply appropriate strategies, services and resources to meet the needs of diverse learners. (3.2)	Student teacher does not seek or apply appropriate strategies, services or resources to meet the needs of diverse learners.	Student teacher seeks and applies appropriate strategies, services and resources to meet the needs of diverse learners.	Student teacher demonstrates varied use and application of appropriate strategies, services and resources to meet the needs of diverse learners.	
Standard 4. Management and Motivation				
Utilizes managerial routines that allow for a well-ordered learning environment. (4.1)	The student teacher does not utilize managerial routines that establish a well-ordered learning environment.	The student teacher utilizes managerial routines that lead to a well-ordered learning environment.	The student teacher develops and utilizes effective managerial routines that lead to a well-ordered learning environment and maximizes student learning.	
Organize lesson to best utilize available time, space, and equipment to ensure effective learning experience. (4.2)	Student teacher does not organize lesson to make the best use of available time, space and equipment to ensure an effective learning experience.	Student teacher organizes lesson to effectively use available time, space and equipment to ensure an effective learning experience.	Student teacher organizes and utilizes effective strategies for using available time, space and equipment to ensure an effective learning experience, while maximizing student engagement time.	

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school.(4.3)	Student teacher does not use developmentally appropriate practices to help motivate students to participate in physical activity.	Student teacher uses a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school	Student teacher recognizes the need for and uses a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of school.	
Use strategies to promote personal and socially responsible behaviors that promote positive relationships and a productive learning environment. (4.4)	Student teacher does not use strategies to promote personal and socially responsible behaviors that develop positive relationships and a productive learning environment.	Student teacher uses effective strategies to promote personal and socially responsible behaviors that develop positive relationships and a productive learning environment.	Student teacher consistently uses a wide range of effective strategies to promote personal and socially responsible behaviors that develop positive relationships and a productive learning environment.	
Standard 5. Communication				
Utilize effective communication skills. (5.1)	Student teacher does not utilize effective communication skills.	Student teacher utilizes effective communication skills related to pace, clarity, conciseness, and age-appropriateness.	Student teacher consistently utilizes effective communication skills related to pace, clarity, conciseness, and age-appropriateness to create a positive learning environment.	
Communicate class management and instructional information in a variety of ways. (5.2)	Student teacher communicates class management and instructional information in a limited manner.	Student teacher communicates class management and instructional information in a variety of ways.	Student teacher uses a wide range of appropriate and innovative techniques to communicate class management and instruction information.	
Communicate in ways that demonstrate sensitivity to all students. (5.3)	Student teacher does not display sensitivity to all students through his/her communication.	Student teacher communicates in ways that demonstrates sensitivity to all students.	Student teacher demonstrates a high level of sensitivity to all students by using appropriate and varied means of communication, materials, and resources.	
Identify and implement strategies to enhance communication among students. (5.4)	Student teacher does not identify or implement strategies to enhance communication among students.	Student teacher does identify and implement strategies to enhance communication among students.	Student teacher constantly identifies and implements varied and effective strategies to enhance communication among students.	
Standard 6. Planning and Instruction				
Identify and develop appropriate instructional goals and objectives. (6.1)	Student teacher does not identify or develop appropriate instructional goals and objectives.	Student teacher identifies and develops appropriate instructional goals and objectives.	Student teacher identifies and develops appropriate instructional goals and objectives utilizing a wide range of learning activities	

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Develop and implement short and long-term plans based on program goals, instructional goals, and student needs. (6.2)	Student teacher demonstrates limited planning ability that is not based on program goals, instructional goals, or student needs.	Student teacher demonstrates and implements short and long-term plans that are linked to program goals, instructional goals, and student needs.	Student teacher demonstrates and implements short and long-term plans that are linked to program goals, instructional goals, and student needs to help ensure student progress, motivation and safety.	
Identify and select instructional strategies to enhance student learning based on content, student needs and safety. (6.3)	Student teacher does not identify or select instructional strategies to enhance student learning.	Student teacher identifies and selects instructional strategies to enhance student learning based on content, student needs and safety.	Student teacher identifies and selects instructional strategies to enhance student learning based on content, student needs and safety and applies them to a wide range of learning activities.	
Design and implement learning experiences for effective instruction. (6.4)	Student teacher does not design or implement learning experiences for effective instruction.	Student teacher effectively designs and implements learning experiences that are developmentally appropriate, safe, and lead to effective instruction.	Student teacher effectively designs and implements a variety of learning experiences that are developmentally appropriate, safe, and lead to effective instruction.	
Apply and implement pedagogical knowledge in developing an effective learning environment (6.5)	Student teacher does not apply or implement pedagogical knowledge in developing an effective learning environment.	Student teacher demonstrates ability to apply and implement pedagogical knowledge in developing an effective learning environment.	Student teacher demonstrates ability to consistently apply and implement pedagogical knowledge in developing an effective learning environment in a wide range of learning activities	
Identify and implement learning experiences that allow for curriculum integration. (6.6)	Student teacher does not identify or implement learning experiences that allow for curriculum integration	Student teacher identifies and implements learning experiences that allow for integration of multiple subject areas within the physical education environment.	Student teacher consistently identifies and implements developmentally appropriate learning experiences that allow for integration of multiple subject areas within the physical education environment.	
Select and utilize appropriate teaching resources and curriculum materials. (6.7)	Student teacher does not select or utilize appropriate resources and curriculum materials.	Student teacher selects and utilizes appropriate resources and curriculum materials.	Student teacher selects and utilizes appropriate resources and curriculum materials in a wide range of learning activities.	
Use effective explanations and demonstrations to connect physical activity concepts to appropriate learning activities. (6.8)	Student teacher uses ineffective explanations and demonstrations.	Student teacher uses effective explanations and demonstrations to connect physical activity concepts to appropriate learning activities.	Student teacher constantly uses effective explanations and demonstrations to connect physical activity concepts to a wide range of appropriate learning activities.	

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Develop and implement appropriate instructional cues. (6.9)	Student teacher does not develop or implement appropriate instructional cues.	Student teacher develops and implements appropriate instructional cues to facilitate competent motor skill performance.	Student teacher develops and implements appropriate instructional cues to facilitate proficient motor skill performance for refined skill development.	
Select and utilize direct and/or indirect teaching styles. (6.10)	Student teacher does not select or utilize a variety of direct or indirect teaching styles	Student teacher selects and utilizes a variety of direct or indirect teaching styles to facilitate student learning.	Student teacher selects and utilizes a variety of direct and indirect teaching styles to facilitate student learning in a variety of learning activities.	
Completeness of lesson plan (6.11)	Student teacher is missing components of the lesson plan.	Student teacher includes all components of the lesson plan.	Student teacher includes all components of the lesson plan in a well-organized manner making it teacher-friendly.	
Written clarity and correctness of lesson plan (6.12)	Student teacher has numerous grammatical errors or mistakes making the lesson plan hard to understand and/or follow.	Student teacher has few, if any, grammatical errors or mistakes and the lesson plan is easy to understand and/or follow.	Student teacher has no grammatical errors or mistakes and the lesson plan is well-written, organized and easy to understand and/or follow.	
Standard 7. Learner Assessment				
Select and use a variety of appropriate assessment techniques (7.1)	Student teacher does not select or use any assessment techniques	Student teacher selects and utilizes a variety of appropriate assessment techniques to provide student feedback.	Student teacher selects and utilizes a variety of appropriate assessment techniques from all learning domains to provide student feedback.	
Include student self and/or peer assessment. (7.2)	Student teacher does not utilize student self or peer assessment.	Student teacher utilizes student self and peer assessment	Student teacher utilizes student self and peer assessment in a variety of learning activities for reflection and self-analysis.	
Collect and analyze student performance data to facilitate curricular and instructional decisions. (7.3)	Student teacher does not collect or analyze student performance data.	Student teacher collects, analyzes and uses student performance data to facilitate curricular and instructional decisions.	Student teacher collects, analyzes and uses student performance data on a regular basis to facilitate short and long-term curricular and instructional decisions.	
Standard 9. Technology				
Demonstrate knowledge of current technologies and their application in the physical education setting. (9.1)	Student teacher has no or limited knowledge related to current technologies.	Student teacher has basic knowledge of current technologies and their applications.	Student teacher has extensive knowledge of current technologies and applies them in the physical education setting to enhance student learning in a wide range of activities	
Design and implement learning activities that utilize technology. (9.2)	Student teacher does not develop or implement learning activities that utilize technology.	Student teacher develops and implements learning activities that utilize technology.	Student teacher develops and implements learning activities that utilize numerous types of technologies in a wide range of settings.	
Standard 10. Collaboration				

	1 Unacceptable	2 Acceptable	3 Exemplary	Score
Establish effective relationships with parents/guardians and school staff to enhance student growth and well-being. (10.4)	Student teacher does not establish effective relationships w/ parents/guardians and school staff.	Student teacher establishes several effective relationships with parent/guardians and school staff to enhance student growth and well-being.	Student teacher consistently establishes many effective relationships with parent/guardians and school staff to enhance student growth and well-being.	
Professional Qualities				
Dress and appearance	Student teacher does not dress professionally or appropriately for the school the setting.	Student teacher regularly dresses professionally and appropriately for the school setting.	Student teacher always dresses professionally and appropriately for the school setting.	
Demeanor, attitude and enthusiasm	Student teacher does not display an enthusiastic demeanor or attitude.	Student teacher displays a sufficient level of enthusiasm and a positive attitude.	Student teacher displays a high level of enthusiasm and a supportive positive attitude.	

Score: _____ **Note:** To calculate student teacher's score, determine the mean score of only those criteria that are applicable. Add up all the numbers and divide the total by how many criteria you referenced.

Comments:

Student teacher: _____

Cooperating Teacher: _____

Grading

Guide	Points	Category
A	= 103-114	Exemplary
B	= 90-102	Acceptable
C	= 76-89	Acceptable
D	= 65-75	Unacceptable
F	= < 65	Unacceptable

Note: The student teacher can only have a maximum of eight unacceptable scores on the clinical experience evaluation rubric. More than eight is an automatic failing grade.