



# National Association for Sport & Physical Education

*an association of the American Alliance for Health, Physical Education, Recreation and Dance*

*NASPE Sets the Standard*

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## PHYSICAL EDUCATION TEACHER EVALUATION TOOL

### Introduction

The National Association for Sport and Physical Education (NASPE), the preeminent national authority on physical education and a recognized leader in sport and physical activity, has origins that date back to 1885. A central aspect of this leadership is the development of national standards, guidelines, and position statements that set the standard for quality physical education programs. Quality physical education requires appropriate infrastructure (opportunity to learn), meaningful content defined by curriculum, appropriate instructional practices including good classroom management, student and program assessment, and evaluation.

All teachers benefit from meaningful, ongoing assessment and evaluation. The NASPE-developed **Physical Education Teacher Evaluation Tool** identifies the knowledge, skills, and behaviors needed to provide sound instruction in the K-12 physical education classroom. Its purpose is to assist principals, school district curriculum specialists, and others who evaluate physical education teachers as well as to guide physical education teachers in reflection and self-assessment, and serve as an instructional tool in college/university physical education teacher education programs. Specific examples of how this tool can be used include.

### Specific Uses for This Tool

#### K-12 Administrator

- Prioritize and rearrange the items on the evaluation tool to emphasize certain teaching knowledge/skills/behaviors
- Modify the tool to meet needs for formative or summative observation and feedback
- Customize the tool to target areas identified in a professional growth plan

#### School District Curriculum Specialist

- Assist teachers with using the tool for professional growth
- Provide in-service programs to help teachers address point of emphasis or areas of needed improvement
- Incorporate the tool into the mentoring program for new teachers
- Use the tool for formal or informal observation of teachers

#### K-12 Physical Education Teacher

- Use the tool for self-assessment (e.g., videotape a lesson and review)
- Study and prioritize the list of tool items to work on specific points of emphasis during instruction
- Ask a colleague to observe a class and complete the evaluation tool for peer feedback

### College/University Physical Education Teacher Education Programs

- Use the tool to teach program candidates about critical instructional skills, for discussion and practice purposes
- Make the tool available to program candidates for reflection and self-assessment in practical experiences
- Utilize the tool as part of the student teaching process

### **Evaluation Principles**

The following principles serve as guidelines for conducting observations and evaluations of physical education teachers and are strongly encouraged by NASPE.

Physical educators should:

- Be evaluated with standards, expectations, procedures, and rigor that parallel teachers of other curricular areas.
- Be observed, assessed, and evaluated by trained evaluators.
- Be observed multiple times during the academic year.
- Be observed for the entire class period, from beginning to end.
- Be observed and evaluated as part of a comprehensive assessment plan, which should include formal conferences, professional growth plans, etc.
- Be accountable for student achievement of state standards in physical education or the National Standards for Physical Education (NASPE, 2004) in the absence of state standards.

### **National Standards for Physical Education**

- 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 3: Participates regularly in physical activity.
- 4: Achieves and maintains a health-enhancing level of physical fitness.
- 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Prior to observing a physical education class/teacher, NASPE requests that you review its online guidelines, *Appropriate Practices for Physical Education*, which are available for early childhood, elementary school, middle school, and high school at:

<http://www.aahperd.org/naspe/template.cfm?template=peappropriatepractice/index.html>

These booklets describe physical education practices that are in the best interest of children. They address curriculum design, learning experience, fitness activities, fitness testing, assessment, participation levels, forming groups, competition, and much more.

## **Resources for Additional Information**

Visit the NASPE position statement: *What Constitutes a Highly Qualified Physical Education Teacher?* Go to: [http://www.aahperd.org/naspe/pdf\\_files/HiQualified.pdf](http://www.aahperd.org/naspe/pdf_files/HiQualified.pdf)

Other key NASPE publications can be found at [www.naspeinfo.org](http://www.naspeinfo.org), under Publications, in the Online Store, or call 1-800-321-0789 to order your copy:

*National Standards for Physical Education, 2<sup>nd</sup> Edition (2004)*

*National Standards for Beginning Physical Education Teachers (2003)*

*Opportunity to Learn Standards for Elementary School Physical Education (2000)*

*Opportunity to Learn Standards for Middle School Physical Education (2004)*

*Opportunity to Learn Standards for High School Physical Education (2004)*

*Appropriate Practices for Elementary School Physical Education (2000)*

*Appropriate Practices for Middle School Physical Education (2001)*

*Appropriate Practices for High School Physical Education (2004)*

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## Physical Education Teacher Evaluation Instrument

The following chart provides a five-level scoring guide and a selection of descriptive terms to use in an evaluation. When giving feedback, provide a number in the “rating” column adjacent to the statement. Use N/A if the statement is not applicable to this observation. Comment sections can be added under each statement or, as provided, under each broad section. Provide identifying information as necessary for records. Customize for specialized uses.

| <b>5</b>                  | <b>4</b>      | <b>3</b>       | <b>2</b>          | <b>1</b>                    |
|---------------------------|---------------|----------------|-------------------|-----------------------------|
| Outstanding               | Above Average | Satisfactory   | Below Average     | Unsatisfactory              |
| Mastery                   | Proficient    | Basic          | Needs Improvement | Unacceptable                |
| Clearly exceeds standards | Strong        | Meets standard | Developing        | Does not meet standards     |
| Exemplary                 | Very good     | Good           | Poor              | Needs significant attention |

**Teacher’s name** \_\_\_\_\_

**Evaluator’s name** \_\_\_\_\_

**Date** \_\_\_\_\_ **Class observed** \_\_\_\_\_

**F = Formative**

**S = Summative**

| <b>1.</b> | <b>Instruction</b>   | <b>Rating</b> |
|-----------|--|---------------|
| a.        | Instruction is based on local, state and/or national physical education standards  |               |
| b.        | Supports school improvement goals  |               |
| c.        | Supports physical education program goals  |               |
| d.        | Lesson introduction is appropriate   |               |
| e.        | Learning expectations/objectives/instructional goals are clearly communicated to students  |               |
| f.        | Content is accurate and current  |               |
| g.        | Content and tasks are developmentally appropriate and properly sequenced   |               |
| h.        | Content and tasks are presented concisely and clearly, emphasizing key elements  |               |
| i.        | Engages students in learning by enabling all learners to participate through multiple modalities                                 |               |
| j.        | Opportunities for teachable moments are recognized and utilized  |               |
| k.        | Instruction is differentiated for all learners   |               |
| l.        | Specific, meaningful and timely feedback is provided to students   |               |
| m.        | Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas |               |
| n.        | Student performance is continually assessed to guide instruction   |               |
| o.        | Lesson presentation is changed in response to observation of student performance and/or information from formative assessment    |               |

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| p.        | Independent learning is promoted ,encouraged, and reinforced through daily assessments                             |  |
| q.        | Technology enhances instruction  |  |
| r.        | Lesson pace is appropriate   |  |
| s.        | Appropriate closure is provided  |  |
| Comments: |  |  |
| <b>2.</b> | <b>Evidence of Student Learning</b>  |  |
| a.        | Assessment is based on mastery of learning expectations which are aligned with local, state and national standards |  |
| b.        | Grading is based on assessment of student learning   |  |
| c.        | There is ongoing formal and informal assessment  |  |
| d.        | Assessment criteria is communicated to students  |  |
| e.        | Multiple assessment strategies and tools are used (formative and summative) to monitor student learning            |  |
| f.        | Students can self assess and are aware of their own progress toward learning goals                                 |  |
| g.        | Students are able to articulate relevance and transfer of learning   |  |
| h.        | Students demonstrate creative and critical thinking skills   |  |
| i.        | Evidence of students' independent learning outside of class is part of assessment                                  |  |
| j.        | Student progress is documented in a retrievable record-keeping system  |  |
| k.        | Student progress and achievement is communicated regularly to relevant stakeholders                                |  |
| Comments: |  |  |
| <b>3.</b> | <b>Management/Organization</b>   |  |
| a.        | Lesson plans and curriculum are aligned w/ current local, state, and national standards                            |  |
| b.        | Instructional area is safe, orderly, and supports learning activities  |  |
| c.        | Adequate and developmentally appropriate equipment is accessible and utilized                                      |  |
| d.        | Instructional support materials are utilized to enhance the lesson.  |  |
| e.        | Students understand and adhere to class rules, routines and behavioral expectations                                |  |
| f.        | Class routines maximize instructional time   |  |
| g.        | There is a behavior management plan that is fair, firm, and equitable  |  |
| h.        | Appropriate behaviors are reinforced consistently  |  |
| i.        | Effective management strategies are used   |  |
| j.        | Students are actively monitored and closely supervised   |  |
| k.        | Students are appropriately grouped   |  |
| l.        | Effective and smooth transitions are apparent  |  |

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| m.        | Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations.           |  |
| n.        | Students are engaged in relevant, meaningful physical activity a minimum of 60 % of the instructional time.                           |  |
| o.        | Progress toward school improvement goals is documented  |  |
| p.        | Accurate records are maintained   |  |
| Comments: |   |  |
| <b>4.</b> | <b>Learning Climate</b>   |  |
| a.        | Lifelong physical activity and skillful movement are promoted   |  |
| b.        | There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment |  |
| c.        | High expectations for learning and behavior are evident   |  |
| d.        | Climate of courtesy and respect is established  |  |
| e.        | Students demonstrate respect and appreciation for individual differences  |  |
| f.        | Students accept responsibility for their learning and actions   |  |
| g.        | Students support the learning of others   |  |
| h.        | Students are recognized and praised for efforts and positive contributions  |  |
| i.        | All interactions are positive   |  |
| Comments: |   |  |
| <b>5.</b> | <b>Professionalism</b>  |  |
| a.        | Teacher is a lifelong learner within the profession   |  |
| b.        | Teacher is an advocate for the profession   |  |
| c.        | Teacher adheres to professional and ethical standards   |  |
| d.        | Teacher is receptive to feedback and seeks opportunities for personal growth  |  |
| e.        | Teacher participates in professional organizations  |  |
| f.        | Teacher establishes professional objectives each year   |  |
| g.        | Teacher reflects upon and incorporates new learning into practice   |  |
| h.        | Teacher shares information, resources and expertise with peers  |  |
| i.        | Teacher is collegial and interacts appropriately with staff, parents and school volunteers  |  |
| j.        | Teacher is an integral, contributing member of the school community   |  |
| k.        | Teacher collaborates with community, colleagues, staff, and resource persons  |  |
| l.        | Teacher models appropriate appearance and behavior  |  |
| Comments: |   |  |

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## Physical Education Teacher Evaluation Guide

| <b>1.</b> | <b>Instruction</b>  |   |
|-----------|---|---|
| a.        | Instruction is based on local, state and/or national physical education standards           | Current NASPE standards are presented and followed in the lesson. Instruction is aligned with state and local standards.  |
| b.        | Supports school improvement goals   | Teacher is familiar with and assists in meeting school or campus goals with active participation. The teacher does not isolate him/herself in the gymnasium or from school committees.  |
| c.        | Supports physical education program goals   | Teacher is familiar with and assists in meeting physical education department goals with active participation. The teacher does not isolate him/herself from involvement from physical education department meetings and/or committees.   |
| d.        | Lesson introduction is appropriate  | Teacher provides an introduction that is appropriate for the lesson focus and developmental levels of the students. The introduction can be provided in the form of an instant activity relating skill, concept, and/or health-related fitness or verbally.   |
| e.        | Learning expectations/ objectives/ instructional goals are clearly communicated to students | Teacher states the skill or concept the students are to learn. It might also be posted or written on the board. Students know the learning expectations.  |
| f.        | Content is accurate and current   | Skills and concepts are taught accurately. Skills are explained and demonstrated with proficiency. Concepts taught reflect current knowledge and research in physical education and health.   |
| g.        | Content and tasks are developmentally appropriate and sequenced properly                    | All activities are developmentally appropriate and/or completed in a logical, progressive sequence. Skills and concepts are explained and demonstrated at the developmental levels of the students. Skills are broken down into learnable segments. Components of the skill are taught before the entire skill is performed, and concepts and skills are taught before they are incorporated into an activity or game. Rules and activities are modified to match the cognitive levels of the learners. |
| h.        | Content and tasks are presented concisely and clearly, emphasizing key elements             | Activities, drills, lead-ups are clearly understood by the students. Directions for each activity are explained and modeled. Students are not inactive for more than brief periods of time to listen to information.  |
| i.        | Engages students in learning through multiple modalities                                    | The lesson promotes maximum participation and students remain on-task and motivated to participate through multiple modalities that allow all students to be engaged. There are few, if any, instances of off-  |

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|    |   | task or disruptive behavior. All students are given opportunities to practice the skill. Students do not wait in line for a turn or wait to perform. Teacher calls equally on non-volunteers during questioning.  |
| j. | Opportunities for teachable moments are recognized and utilized   | Teacher recognizes teachable moments and capitalizes on the moment to modify, add, delete, or extend lesson content to maximize opportunity for learning. For example, when teaching about frequency and duration of physical activity, the teacher may ask students to spontaneously think-pair-share examples of family fitness activity choices experienced the evening/weekend before.  |
| k. | Instruction is differentiated for all learners  | Teacher adjusts teaching and expectations based on individual differences and needs. Accommodations and modifications are made for students with disabilities or varied learning styles. Teacher uses alternative instructional strategies to assist students who are not mastering the skill or concept. Alternate cues (e.g., “Throw your elbow to the wall,” as opposed to “Lead with your elbow”) are provided. All students are included.  |
| l. | Meaningful and timely feedback is provided to students  | Teacher analyzes each student’s performance to provide appropriate corrective feedback or reinforcement. Students are provided information on their performance at a time and in ways that they can improve their skill. Feedback is provided in ways (verbal, visual, tactile, etc.) that facilitate success.  |
| m. | Content is linked for transfer of learning within physical education units and among other subject area content | Teacher connects skills to relevant activities. For example, the teacher may connect the overhand throwing motion to baseball, football, volleyball, etc. The teacher connects content to prior and future learning within physical education and across disciplines. For example, the teacher relates the scientific principle of Newton’s Laws of Motion with rotation in gymnastics. The mathematical concept of elapsed time is connected to timekeeping and place performance in games and sports. |
| n. | Student performance is continually evaluated to guide instruction   | Teacher actively monitors during the lesson to assess understanding of the skill or concept. This is done during guided practice, questioning, independent practices (drills, lead-ups, games, etc.) consistently. Student learning and performance guides the planning and instruction for teaching. For example, if “opposition” for the overhand throw is not demonstrated, the teacher reinforces the concept of opposition in cues, demonstrations, explanations,                                  |

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|    |   | lead-ups, and possible future lessons. Teacher adapts activities, drills, lead-ups, etc. according to student success.   |
| o. | Lesson presentation is changed in response to observation of student performance and/or information from formative assessment | Teacher actively monitors student progress throughout the lesson, (through observation of student performance, questioning for understanding, student worksheets, etc.), and changes lesson presentation based on current levels of performance and content understanding. The teacher may choose to refocus instruction on a single component of the skill, such as opposition. |
| p. | Independent learning is promoted, encouraged and reinforced through daily assessments   | The students use resources within and outside the school to increase their knowledge and skills. For example, a bulletin board is created using pictures, activity logs, and/or reflections of students applying skills and content outside of class.  |
| q. | Technology enhances instruction   | Teacher is aware of latest trends and availability of technology for physical education. Teacher incorporates available technology (e.g., heart rate monitors, computer-based fitness assessments, pedometers, music, etc.) to facilitate learning the skill or concept. Posters, pictures, video clips or other media of the skill are used appropriately.                      |
| r. | Lesson pace is appropriate  | The pace of the activities, instruction, transitions, etc. is appropriate to keep students engaged. The pace is not too fast or too slow such that students go off task and become disruptive.   |
| s. | Appropriate closure is provided   | There is a closure which includes a review, discussion, or summary of the skills or concepts learned.  |

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| <b>2.</b> | <b>Evidence of Student Learning</b>  |  |
| a.        | Assessment is based on mastery of learning expectations and aligned with local, state and national standards | Assessments are aligned with local, state and NASPE national standards. For example, when assessing mastery of NASPE Standard # 2 (movement concepts and principles) the teacher has second graders state three critical cues for dribbling with the hand (use fingerpads, dribble waist high, look forward). For the secondary learners the students could engage in peer teaching. |
| b.        | Grading is based on assessment of student learning   | Grading is based on mastery criteria for skills and concepts. Grading based only on attendance and class participation is unacceptable.  |
| c.        | There is ongoing formal and informal assessment  | Teacher consistently monitors students' performance and re-teaches or provides reinforcement. Success or non-success of the skills or concepts can be observed   |

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|    |   | and measured.   |
| d. | Assessment criteria is communicated to students   | Students clearly understand what is expected for mastery of the skill or concept. Demonstrations are provided for skills and expectations for quality and quantity of performance is clearly explained. For example, students are fully aware of the mastery criteria for the overhand throw.   |
| e. | Multiple assessment strategies and tools are used (formative and summative) to monitor student learning | Teacher monitors and documents students' progress toward mastery of the skills and concepts. Summative assessments are used to document mastery or non-mastery. Teacher incorporates a variety of assessments. These may include skill tests, peer observation checklists, self-assessments, portfolio assignments, event-task projects, fitness concept application assignments and scores. Student work and assessments are available upon request. |
| f. | Students can self-assess and are aware of their own progress toward learning goals                      | Students are familiar with skill expectations and are provided accurate and timely feedback such that they can self assess as appropriate. Teachers might use student self-checklists so that students can document their progress.   |
| g. | Students are able to articulate relevance and transfer of learning                                      | Students describe how learned skills or concepts are applied to other sports, personal fitness goals and daily life.  |
| h. | Students demonstrate creative and critical thinking skills  | Students are given opportunities for choice. For example, students generate strategies in games and activities, or students select the distance from the wall to throw. Teacher allows students opportunities for inquiry learning and divergent learning. For example, when teaching rhythms and dance, students are given opportunities to create rhythmic sequences. Students understand positive choices regarding their behavior.                |
| i. | Evidence of students' independent learning outside of class is part of assessment                       | Teacher maintains student generated portfolios with examples of independent learning (fitness/activity logs, PowerPoint presentations, journal reflections, videos).  |
| j. | Student progress is documented in a retrievable record-keeping system                                   | Teacher can produce records (e.g., skill tests, fitness assessments, checklists, etc.) which document student performance. Assessments are properly recorded.   |
| k. | Student progress and achievement is communicated regularly to relevant stakeholders                     | What students know and are able to do in physical education is communicated. For example:<br>Individual data is shared with students and/or parents. School- wide data is shared with administrators and/or legislators. Data can include fitness, progress toward mastery of benchmarks, etc.  |

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| <b>3.</b> | <b>Management/Organization</b>  |   |
| a.        | Lesson plans and curriculum are aligned w/ current local, state and national teaching standards | Teacher refers to local curricular documents, state standards, and <i>Moving Into The Future – National Standards for Physical Education</i> (NASPE) when developing lesson plans.  |
| b.        | Instructional area is safe, orderly, and supports learning activities                           | Teacher makes appropriate decisions regarding selection and arrangement of instructional area. Instructional area is properly prepared for the lesson. There is adequate safe space to facilitate the learning of the skill or concept. Activities are structured and oriented in a way for safe, maximum participation and success. Equipment is ready and accessible, and equipment not in use is stored. |
| c.        | Adequate and developmentally appropriate equipment is accessible and utilized                   | There is enough equipment for maximum participation. Students do not wait for a turn to use equipment and it is easily accessible such that time is not wasted retrieving it or readying it for activity. Equipment coincides with the developmental levels of the learners. For example, “nerf” balls, larger targets, smaller space, etc. are used for pre-control learners.                              |
| d.        | Instructional support materials are utilized to enhance the lesson                              | Instructional support materials such as word walls, pictures of children and/or adults performing skills, charts, instruction packets, and other media resources technology are utilized to enhance the lesson.   |
| e.        | Students understand and adhere to class rules, routines and behavioral expectations             | Students understand behavior expectations and consequences for misbehaviors. Rules are posted in the gymnasium. The teacher uses positive reinforcement to acknowledge appropriate behavior and performance. Students are motivated to follow rules. There are few, if any, instances of off-task or disruptive behavior.   |
| f.        | Class routines maximize instructional time  | Students are familiar with the routines. There is orderly entry to the gymnasium, distribution and collection of equipment, grouping, locker room procedures, attendance taking, dismissal, etc.  |
| g.        | There is a behavior management plan that is fair, firm, and equitable                           | Teacher has established rules and behavior expectations, which are clearly understood by the students. There are clearly defined consequences for misbehaviors. Behavior problems are dealt with immediately and on a personal level. Positive reinforcement is issued consistently to those following rules. Students are handled in a compassionate and equitable, yet firm way.                          |
| h.        | Appropriate behaviors are reinforced consistently   | Teacher recognizes and acknowledges appropriate behavior. Students appear motivated to follow rules   |

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|    |  | and instructions. Teacher may use reinforcements such as allowing students to begin activity, allowing students to assist with equipment, or allowing students to select equipment for appropriate behavior.  |
| i. | Effective management strategies are used   | Teacher is aware of and effectively responds to all situations in class. The teacher does not rely on proximity to manage entire class. For example, individual or groups of students should not be behind the teacher (back –to-the-wall). The students perceive that the teacher has eyes in the back of his/her head and is aware of everything being said and done in class.  |
| j. | Students are actively monitored and closely supervised   | Teacher actively observes each student’s performance of the skill to facilitate maximum success. Teacher does not rely only on proximity to monitor student performance and behavior. The teacher actively monitors students across the gymnasium/field/teaching area to enforce and reinforce behavior and skill expectations. Teacher is not just a referee or score keeper in the lesson.  |
| k. | Students are appropriately grouped   | The grouping facilitates maximum participation and maximum success. Students work individually, in partners, in small groups, or in larger groups appropriate to the learning. In skill learning, the grouping allows for maximum practice trials. For example, students throw individually to a wall or with a partner instead of having only one ball for a large group, which minimizes practice trials for each student. Students are pre-grouped by the teacher. |
| l. | Effective and smooth transitions are apparent  | Transitions from activity to activity are purposeful and efficient. Students are not confused and time is not wasted. Equipment is situated in ways to facilitate smooth transitions. Changes in grouping and organization are efficient.   |
| m. | Allocated time is used effectively and efficiently allowing students to remain focused on lesson and task expectations | Class begins promptly. Class is not dismissed early. There is no wasted or “free” time. Students are not made to wait for the teacher to set up activities or get out equipment. Every minute is used for instruction reflecting the lesson focus and task expectations. Students do not wait in line or wait for a turn. There are no elimination activities.  |
| n. | Students are engaged in relevant, meaningful physical activity a minimum of 60% of the instructional time              | Teacher plans and delivers instruction that allows students the opportunity to be engaged in physical activity a minimum of 60% of the time. The physical activity tasks are aligned with the lesson focus and expected outcomes of the lesson.   |

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| o. | Progress toward school improvement goals is documented | As required, data is collected, recorded and displayed for documentation purposes of how physical education contributes to the school-improvement and department goals. Information is analyzed to re-evaluate and establish future goals. |
| p. | Accurate records are maintained                        | Teacher can produce accurate records of student attendance, assessment, grades and any other documentation required by stakeholders.   |

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| <b>4.</b> | <b>Learning Climate</b>  |  |
| a.        | Lifelong physical activity and skillful movement are promoted  | The learning environment promotes physical activity through the display of posters, pictures, bulletin boards and student work. Teacher uses positive motivational strategies to encourage physical activity. The teacher encourages lifelong physical activity and makes students aware of activity opportunities outside of class. Exercise is never used for punishment. Timeout is not a primary form of punishment. There are no elimination activities.  |
| b.        | There is a safe, secure, learning environment that promotes success, appropriate risk taking, positive self-expression and enjoyment | The teaching space is free from clutter, unused equipment, and other safety hazards. Activities are organized and structured to minimize the chance of injury from collision with people or objects, moving equipment, or immovable obstacles (e.g., walls, posts). There is adequate space for the activities selected. Students appear motivated to participate and are willing to take appropriate risks in attempting new skills or incorporating skills into activities. Students accept mistakes as part of learning and eagerly accept teacher feedback. Appropriate music is used to motivate students and enhance the lesson. |
| c.        | High expectations for learning and behavior are evident  | Expectations and activities challenge students. Students work hard and remain motivated. Students do not become bored at the lack of challenge or frustrated by too much challenge. The teacher acknowledges the work of all students, not only those who are talented or need remediation.  |
| d.        | Climate of courtesy and respect is established   | All interactions (teacher to student, student to teacher, student to student, teacher to teacher) are respectful and courteous.  |
| e.        | Students demonstrate respect and appreciation for individual differences   | Teacher adjusts teaching and expectations based on individual differences and needs. Accommodations and modifications are made for students with disabilities or varied learning styles. All students are included. Teacher is respectful and appreciative of cultural differences and backgrounds. Commonly,  |

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|    |  | teachers will incorporate cues and frequently used commands (e.g., “stop,” “go,” etc) in different languages and will teach activities/dances from different cultures.  |
| f. | Students accept responsibility for their learning and actions              | Teacher teaches good manner and self discipline by example. The teacher creates a feeling of trust and openness with students. Students exhibit responsibility for the safety of self and others. Students have high expectations of their own behavior. Students give maximum effort.  |
| g. | Students support the learning of others                                    | Students are accepting of others. Students celebrate others. Students foster others’ self esteem. Students regularly encourage others and refrain from bullying and put-downs. Students use maximum effort when working with others.  |
| h. | Students are recognized and praised for efforts and positive contributions | Students are positively reinforced consistently for efforts and skill performance, correct responses, and appropriate behavior. Good sportsmanship and cooperative behaviors are promoted. Inappropriate comments and behaviors are corrected.  |
| i. | All interactions are positive  | All interactions (teacher to student, student to teacher, student to student, teacher to teacher) are respectful and courteous. The teacher consistently interacts verbally and with proximity, and uses positive reinforcement to acknowledge appropriate behavior and performance. When negative interaction occurs, teacher intervenes in a proper manner. |

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| <b>5.</b> | <b>Professionalism</b>                                |   |
| a.        | Teacher is a lifelong learner within the profession   | Teacher assumes responsibility for professional growth. Teacher accepts that becoming a master teacher is a lifelong process. Teacher is a member of professional organizations (AAHPERD, NASPE, state AHPERD), subscribes to professional journals, and is knowledgeable of current trends.  |
| b.        | Teacher is an advocate for the profession             | Teacher conveys knowledge of and enthusiasm for the discipline of physical education to students, parents, administrators, colleagues, and other constituents. Teacher communicates the value and importance of the discipline. The teacher is perceived as an ambassador for physical education and its impact on a healthy lifestyle. |
| c.        | Teacher adheres to professional and ethical standards | Teacher understands his/her legal responsibilities. Teacher understands legal and ethical issues as they apply to responsible and acceptable use of internet  |

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|    |  | resources. Teacher exercises good judgment in all aspects of teaching and professional activities. Teacher interprets and complies with school policies.  |
| d. | Teacher is receptive to feedback and seeks opportunities for personal growth               | Teacher embraces feedback as an opportunity to improve. Welcomes the opportunity to be a better teacher for his/her students. Teacher is receptive to constructive criticism and suggestions.   |
| e. | Teacher participates in professional development organizations                             | Teacher attends professional conferences such as state, district and/or national AAHPERDs.  |
| f. | Teacher establishes professional objectives each year                                      | Teacher sets goals for his/her teaching and professional development (e.g., based on NASPE standards, school/district goals, personal growth plan, etc.) and monitors progress toward these goals. Teacher regularly analyzes his/her teaching and makes appropriate changes. |
| g. | Teacher reflects upon and incorporates new learning into practice                          | As the teacher learns new content, activities, concepts, strategies, etc. he/she integrates them into his/her teaching. The teacher is familiar with the newest trends and research in the physical education profession and adjusts his/her teaching to reflect them.        |
| h. | Teacher shares information, resources and expertise with peers                             | Teacher willingly and enthusiastically shares health, fitness and physical education information with colleagues, staff, and interested parties.  |
| i. | Teacher is collegial and interacts appropriately with staff, parents and school volunteers | Teacher solicits and encourages interactions and/or assistance from parents and volunteers. Parents and volunteers can assist with Field Days, fitness assessments, etc.  |
| j. | Teacher is an integral, contributing member of the school community                        | Teacher is an active member of staff meetings and school-based committees. Participates in school-wide activities. Teacher is an active member of the professional learning community at large.   |
| k. | Teacher collaborates with community, colleagues, staff, and resource persons               | Teacher establishes collegial relationships with peers, school staff, parents, and community members to meet school goals, enhance his/her teaching, and facilitate student learning.   |
| l. | Teacher models appropriate appearance and behavior   | Teacher models behavior expectations, a physically active lifestyle, healthful practices, and correct oral and written expression consistently.   |

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