***Physical Education Competency Assessment***

Teacher Candidate:                        University Supervisor/CT:                                            Date:      

Clinical Practice Phase I              Clinical Practice Phase II

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| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Not Yet Observed/Comments* |
| *1. Teaching Strategies* | Uses specific teaching strategies that are effective in supporting students to reach the state-adopted academic content standards for physical education and applicable English Language Development standards to provide academic language development. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *2. Instructional Sequence* | Builds content-rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *3. Balanced Instruction* | Balances the focus of instruction motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and  sociological concepts related to physical activity. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:      Date: |
| *4. Assessment and Feedback* | Collects evidence of student learning through the use of appropriate assessment tools and how to use the evidence to inform instructional decisions and provide feedback to students. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *5. Environment for Learning* | Provides a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment; knows how to establish the learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *6. Reading in the Content Area* | Supports students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *7. Writing in the Content Area* | Teaches students to write argumentative and expository text in physical education, and they understand how to teach speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *8. Technology* | Provides students with the opportunity to use media and technology as tools to enhance their understanding of the content area and the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *9. Instructional Design* | Designs instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *10. Curriculum Accessibility & Variety* | Designs a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/tea m sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *11. Curriculum Differentiation* | Designs a curriculum that meets the developmental needs of all students, including individuals with disabilities, lower- skilled individuals, and higher performers. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *12. Cultural & Ethnic Sensitivity* | Demonstrates sensitivity to students’ cultural and ethnic backgrounds and creates a safe learning environment. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |
| *13. Equipment & Facilities* | Develops procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial:       Date: |

**This Teacher Candidate has completed all competencies for Physical Education.**

**University Supervisor or Mentor teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**