

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at [www.plnusoe.com](http://www.plnusoe.com).

Rubrics available for: ■ Science ■ Social Science ■ Physical Education and Health ■ Visual and Performing Arts (VAPA)

## **Multiple Subject - Physical Education Competency Rubric**

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
<b>1. Standards</b>	Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in physical education and health.	Little to no competency  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	Initial:      Date:
<b>2. Content - PE</b>	Balances the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content.	Little to no competency	Beginning competency	Average competency	Excellent competency	

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial:      Date:
<i>3. Content - Health</i>	Balances the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>4. Assessment</i>	Collects evidence of student learning through the use of appropriate assessment tools and uses the collected evidence to	Little to no competency	Beginning competency	Average competency	Excellent competency	Initial:      Date:

	<p>inform instructional decisions and provide feedback to students. Supports students who are learning how to assess and maintain their level of physical fitness that improves health and performance, as well as using their knowledge of psychological concepts that apply to the learning and principles of physical activity.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Initial:          Date:</p>
<p><i>5. Teaching Methods</i></p>	<p>Explain, demonstrate, and provide class activities that serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities.</p>	<p>Little to no competency</p> <input type="checkbox"/>	<p>Beginning competency</p> <input type="checkbox"/>	<p>Average competency</p> <input type="checkbox"/>	<p>Excellent competency</p> <input type="checkbox"/>	<p>Initial:          Date:</p>
<p><i>6. Creating and Maintaining an Effective and Safe Environment</i></p>	<p>Provides a safe environment for discussion of sensitive issues and taking intellectual risks. Helps students to navigate the risks</p>	<p>Little to no competency</p>	<p>Beginning competency</p>	<p>Average competency</p>	<p>Excellent competency</p>	

	associated with learning to move in a public environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial:      Date:
<i>7. Literacy</i>	Teaches students to independently read and comprehend instructional materials that include increasingly complex subject relevant texts and graphic/media representations presented in diverse formats, and ensures that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Teaches students to write opinion/persuasive and expository text in the content area.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>8. Technology</i>	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning the	Little to no competency	Beginning competency	Average competency	Excellent competency	

	content of physical education and health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: _____ Date: _____
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**This Teacher Candidate has completed all competencies for Physical Education.**

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