

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.

Physical Education Competency Assessment

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>
<i>1. Teaching Strategies</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>2. Instructional Sequence</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>3. Balanced Instruction</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Assessment and Feedback</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>5. Environment for Learning</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>6. Reading in the Content Area</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>7. Writing in the Content Area</i>	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 <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 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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>9. Instructional Design</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>10. Curriculum Accessibility & Variety</i>	Designs a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>11. Curriculum Differentiation</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>12. Cultural & Ethnic Sensitivity</i>	Demonstrates sensitivity to students' cultural and ethnic backgrounds and creates a safe learning environment.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: _____ Date: _____
<i>13. Equipment & Facilities</i>	Develops procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____

This Teacher Candidate has completed all competencies for Physical Education.

University Supervisor or Mentor teacher Signature: _____ Date: _____