



COLORADO
Department of Education

Colorado State Model Educator Evaluation System:

Practical Ideas for Evaluating Physical Education teachers

Developed by:

Colorado Department of Education and Practitioners Across Colorado

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To provide feedback, please email: Educator_Effectiveness@cde.state.co.us

Foreword

****PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating Physical Education teachers. CDE will be collecting on-going feedback to improve this guidance.***

Following the passage of Senate Bill 10-191, the Great Teachers and Leaders act, the Colorado Department of Education (CDE) began creating the state's evaluation system and requirements for all educators whose positions require them to hold a state license. During the first two years of development of the new system (2010 to 2012), CDE staff members focused on the processes and materials for evaluating teachers and principals. Those processes and materials were pilot tested during the 2012-13 school year, and a validation study was conducted based on data collected during the 2013-14 school year.

Throughout the development, pilot testing, and validation study activities, CDE heard from groups of teachers and their evaluators whose positions require them to fulfill unique roles and responsibilities who expressed concerns that the teacher materials do not provide adequate guidance evaluating staff members in such positions. They have requested additional guidance regarding evidence/artifacts that may be used by such specialized teachers. In addition, they have asked about specific practices to "look-for" to guide their classroom observations and help ensure that all licensed teachers receive fair, valid, and reliable evaluations.

In response to such requests, CDE initiated the development of a set of implementation briefs written by practitioners for practitioners. They are intended to provide informal advice to teachers and their evaluators to help them understand the evaluation process within their specific context. Unless otherwise noted, the contents of this brief are not policy requirements but merely ideas to help educators make the best use of the state model system for all teachers.

It is CDE's hope that these guides will help everyone involved have a better understanding of how the teachers' rubric and evaluation process may be fairly used to ensure that all teachers, including those in the groups listed above, are evaluated in a manner that is fair, rigorous, transparent and valid.

Acknowledgements

The many contributions of the CDE staff members and practitioners who contributed to this work are gratefully acknowledged. Many school- and district-based educators generously gave their time and expertise to write this brief as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help Physical Education teachers and their evaluators better understand the Colorado State Model Educator Evaluation System and how it applies to them. Contributors to the development of this guide include:

Shelbi Wagner, Physical Education Department Chair, Platte Valley School District

Rolando Davila, Middle School PE teacher, Platte Valley RE: 7 School District

Colorado State Model Educator Evaluation System: Practitioner Ideas for Evaluating Teachers

Introduction

Colorado's S. B. 10-191 requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality standards and elements at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and special services providers. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires all teachers, including those in non-traditional classroom roles, to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the evaluation system, teachers in non-traditional classroom roles have expressed questions about the applicability of the evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials may not provide evaluators opportunities to review and rate all facets of the educator's work. This practical ideas guide is intended to help these types of educators and their evaluators maximize the flexibility options built into the system to ensure a fair, valid and reliable evaluation for all educators. Educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to better understand the Colorado State Model Educator Evaluation System and how it applies to them.

The Colorado State Model Educator Evaluation System

The evaluation system focuses on continuously improving educator performance and student results. To support school districts in implementing the evaluation requirements, the Colorado Department of Education (CDE) developed a model system that provides consistent, fair and rigorous educator evaluations, saves district resources and enables them to focus on improving teaching, learning and leading. Districts are not required to use the State Model System, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50%) and evaluating teacher professional practices (50%).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the Colorado State Model Educator Evaluation System is dependent upon attending to the following priorities, or guiding principles for the evaluation system:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to

involve all stakeholders in a collaborative process.

5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Educator Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalization. The State Model System evaluation process connections include, but are not limited to:



How to Interpret the Rubric for Evaluating Colorado Teachers for Physical Education Teachers

Physical Education Philosophy

Physical education has never been in a better position to impact the lives of all students in schools. Some of the benefits of participating in quality physical education can include a positive relationship with academic achievement and test scores, as research supports that healthy students are better learners, a reduction in discipline referrals and participating in high-risk behaviors and is also a strategy to reducing childhood obesity.

Physical education is a valued foundational component for developing physically literate students who have the knowledge, skills and confidence to enjoy physical activity for a lifetime. The Colorado Comprehensive Physical Education Standards highlight important skills necessary to promote a well-rounded individual who is capable of making appropriate decisions concerning their own physical and social well-being as well as supporting those around them.

Teacher pedagogy will foster physical activity, personal and social development and support healthy student behaviors. The use of a variety of strategies and best teaching practices promote the development of movement, flexibility, endurance, decision-making, advocacy and acceptance.

Quality physical education programs should include the integration of other academic areas as well as connection within the other components of a Whole School, Whole Community, Whole Child (WSCC) Model. Physical education should be collaborative, integrative and vital within a school system and community and contribute to all students being challenged, supported, engaged, safe and healthy.

An Example of the Goal-Setting Conference for a Physical Education Teacher:

“Jim” believes that there can be more done to foster student acceptance of diverse student groups. Jim, a physical educator at “Anywhere Middle School,” meets with his principal for a beginning-of-the year goal-setting meeting. Before this meeting, Jim has assessed his own performance by using the Colorado State Model Educator Evaluation System’s Rubric for Evaluating Colorado Teachers and by thinking about his preparation and commitment to all students. Jim prepares for his meeting with the principal by drawing on his expertise in working with the districts’ skill-based physical education curriculum and finding the places of alignment between the Colorado Academic Standards that guide his work and the rubric on which he is being evaluated. This alignment of the standards and his expertise will ensure that he is being evaluated from a perspective that acknowledges his specialized knowledge, background, and expertise as a physical educator.

Jim, in the conversation with his evaluator, set a goal regarding his work during the upcoming year. He has recognized the lack of empathy for diverse student groups and abilities in his classroom and school. For that reason, Jim chose to focus on Standard II, Element A: “Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers”. Jim also thinks this standard and element closely align with Standard II, Element B: “Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners”.

Because teamwork is vital to the success of the physical education classroom and empathy helps encourage positive interactions, he also wants to push himself by focusing on Standard III Element F: “Teachers provide students with opportunities to work in teams and develop leadership qualities”. Jim’s evaluator supports his

choice of goals, particularly because they are in alignment with the goals of the school.

Jim and his evaluator spend a few minutes talking about what it will look like in his classroom for him to be “proficient,” “accomplished,” or “exemplary” on these standards and elements. This is an important opportunity for Jim’s evaluator to learn about the students in Jim’s classes) in terms of their current behaviors, their academic backgrounds, their interests, their families and communities. Jim’s evaluator will benefit greatly from knowing as much as possible about Jim’s students and school-wide behaviors as well as about Jim’s perspectives on improving his work on these standards and elements.

Considering this conversation, Jim should set a goal for himself regarding his work on these standards/elements and his ongoing development as a physical educator. An example of the overall goal Jim might set for himself is:

“I will use various types of activities to showcase different cultures and promote diversity. Assignments will be given that require students to research different cultural activities and interview family members about activities and games that they had experienced growing up. I will guide class discussions to promote positive verbal and nonverbal interactions amongst peers. I will provide direct instruction about team roles to encourage positive group interactions”.

Once Jim has written out his goals aligned with the standards, he and his evaluator should collaboratively decide how to measure Jim’s growth in these areas and how he will document and demonstrate his effectiveness.

For example, some measurable action steps related to some of Jim’s goals could be:

1. At the beginning of the semester class I will introduce the Sport Education Model that will give each student in class a team and role and then reinforce those roles throughout the class time. Students will be assessed twice throughout the quarter about their understanding of the roles.
2. Students will complete one assignment where they have to research and present a cultural activity/game which is different from their own culture/experiences.

Jim and his evaluator should also decide how his work will be documented. For instance, Jim could let his evaluator know when he is assigning the cultural activity. His evaluator may choose to observe the presentation process and Jim’s skill in implementing it. Jim could also use the team roles assessments as ways to show growth from his students on their understanding and ability to work in a group. Together, the evaluator and Jim can make a reasonable plan that both supports him in his ongoing growth as a physical educator and provides evidence of that development.

Except for the evidence required by S.B. 10-191 and described in Exhibit 1: Observations, Required Measures and Other Evidence/Artifacts, additional evidence/artifacts are not necessary unless the evaluator and physical education teacher being evaluated have differing opinions about final ratings. In such a case, additional evidence about performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and physical education teacher should agree on the specific evidence needed to support the rating(s) each believes is correct. Such evidence may include documents, communications, analyses, or other types of materials that are normally and customarily collected during the course of conducting their everyday activities.

Exhibit 1: Observations, Required Measures and Other Evidence/Artifacts and Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident during Classroom Observations, may prove to be useful for evaluating physical education teachers. Evaluators may find them helpful as they think about the work of Physical education teachers and how their specialized content knowledge and skills can be evaluated accurately. Physical education teachers may also find that Exhibit 1 and Exhibit 2 may assist in developing their own roadmaps to success as they complete their self-assessments, participate in the evaluation process, and develop professional goals.

The first three rows of Exhibit 1 provide information about what is required by S.B. 10-191. The fourth and fifth rows provide ideas for artifacts and other types of evidence that **may** be used to help confirm the accuracy of observations and ratings on non-observable items. It is important to note that these are ideas for evidence/artifacts, but they are not required to be used during the evaluation. Nor should a teacher be expected to collect all of these items. These examples are meant to serve as a catalyst for helping teachers and their evaluators generate a short and focused list of artifacts that may prove beneficial in fully understanding the quality of the teacher's performance. It must be noted that evaluations performed using the state model system may be completed without a consideration of any artifacts.

EXHIBIT 1: Observations, Required Measures and Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For Physical Education teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary** - At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary** – At least one documented observation every year and one evaluation that results in a written evaluation report, including fair and reliable measures of performance against Quality Standards.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES:

Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of lesson plans or student work samples.

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below, which are provided as examples of evidence an evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observation and evaluator ratings collected on the rubric.

Plans lessons that:

- Colorado Academic Standards for Physical Education teachers
- Application of learning targets
- Student choices and experimentation with concepts, materials, processes, and technology
- Appropriate scaffolding, modeling, and problem-solving.
- Use of reflective thinking
- Application of knowledge and skills learned through professional development activities
- Use of best practices
- Ideas for improving classroom environment and student behavior
- Use of feedback from written and verbal observations (formal and informal)
- Provide performance/demonstration opportunities
- Incorporation of skill-based strategies
- Appropriate skill progression is evident

Differentiates instruction:

- IEP, 504, and behavior plan development and monitoring
- Provides opportunities to challenge academically gifted and high achieving students
- Understands the variety of students' backgrounds and individual learning needs
- Connects curriculum to current trends in health and fitness education with consideration of differentiated learning styles and background and needs of students
- Uses developmentally appropriate ELL strategies such as sentence stems and visual aids

Assesses student learning:

- Assesses students uses both formative and summative assessments.
- Pre- and Post-tests
- Include comments on report card
- Uses rubrics
- Evaluates student performance and growth
- Reflects on lessons and student progress
- Includes reflection of self, group, and individual students to compare pre- and post- skill development
- Redesigns lessons based on reflection about class content, delivery and reception by students
- Includes Project-Based learning outcomes

Provide students opportunities to:

- Perform/participate in school events
- Participate in community events/exhibits, i.e. marathons/walks
- Reflect on their practices and their work
- Lead physical activity and wellness clubs or initiatives.

Communicates with other adults involved in the lives of students through:

- Email/phone logs
- Websites
- Facebook or other social media platform
- Face-to-face conferences
- Parent-Teacher Conferences.

Participates in professional learning activities, including, but not limited to:

- School and district sponsored trainings and workshops
- Attends professional conferences and workshops and applies learning in daily teaching
- Membership in professional organizations
- Professional organization committees and task forces
- Conducting individual research and/or serving in a teacher-leader role
- Staying abreast of emerging issues and current health and fitness trends

Leads school and/or district initiatives through:

- Committee participation
- Organization and running of health/fitness related events
- Providing health/fitness resources throughout the building
- Incorporating guest presenters from community, collegiate or professional programs
- Actively participating in district, state and/or national organizations workgroups
- Seeking external funding for programs through grant applications, leveraging community resources, and other activities

Again, evidence/artifacts listed in Exhibit 1: Observations, Required Measures and Other Evidence/Artifacts, are examples of items that **may** be used to demonstrate proficiency on any given standard/element. The evaluator and/or physical education teacher being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. The evaluator and/or physical education teacher may also use other evidence/artifacts to provide the rationale for specific standard/element ratings. CDE built flexibility into the use of artifacts and/or other evidence. The items listed above are provided as ideas for physical education teachers and their evaluators.

Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident during Classroom Observations, provides ideas for the evaluator to use during the observation process. The “practices that may be observed during observations” suggest teaching strategies, best practices, behaviors and activities that may be found in classrooms where the teacher demonstrates proficiency on the Teacher Quality Standards.

The listed practices that may be observed during observations have been combined for elementary and secondary settings, unless otherwise specifically noted. The current elements are aligned with the previous elements and use the Society of Health and Physical Educators (SHAPE) America Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison and the National Association for Sport and Physical Education’s (NASPE) Physical Education Teacher Evaluation Tool was utilized as a current best practice guideline for physical education instructors.

Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident During Classroom Observations

| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Learning and performance expectations/objectives/instructional goals are clearly communicated to students • Instruction and lesson is designed to meet physical education program goals and/or school improvement goals • Student objectives are posted for meaningful and challenging standard aligned learning opportunities <p><u>Elementary</u> Curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all students and are derived from state standards</p> <p><u>Secondary</u> Lessons are designed with progressions that allow students to build on previously learned content and skills by focusing on lifetime activities</p> |
| <p>ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Frequently links physical education experiences with concepts being taught in mathematics, reading, science, social studies, art and music • Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout lessons and curriculum • Lesson content is linked to and promotes the transfer of learning within physical education units and among other subject content areas • Scaffolding for reading and writing is utilized when appropriate • Encourages speaking and listening skills through classroom procedures • Acknowledges math connections when possible (e.g., nutrition, counting, grouping, etc.) • Uses graphs and tables to enhance learning when appropriate |
| <p>ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Real world connections are discussed <ul style="list-style-type: none"> ○ Help students understand that physical activity is an important part of everyday living (e.g., climbing the stairs instead of using the elevator, riding a bike or walking to school, etc.) ○ Lifelong physical activity and skillful movement are promoted ○ Teacher shows enthusiasm for an active, healthy lifestyle • Discusses with class the background information that goes with the content • Takes time to explicitly point out connections with content and real world <ul style="list-style-type: none"> ○ Students are educated to become wise consumers of the fitness/wellness and nutrition industries ○ Extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle • Encourages students to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons |

| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Children are allowed to try, to fail and to try again, free of criticism or harassment from the teacher or other students • Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly • Students support the learning of others • Students demonstrate respect and appreciation for individual differences • Climate of courtesy and respect is established • Interactions are positive • There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment • Fosters a safe environment for learning through promotion of skill improvement, team building and adventure activities • Emphasis is on intrinsic, rather than extrinsic, incentives • Greet students at the class door • Debrief with students following lessons • Students are recognized and praised for efforts and positive contributions • Appropriate behaviors are reinforced consistently • Effective management strategies are used • Effective and smooth transitions are apparent • Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations • Explicitly teach classroom protocols and procedures and hold students accountable to those practices • Students understand and adhere to class rules, routines and behavioral expectations • There is a behavior management plan that is fair, firm, and equitable • Instructional area is safe, orderly, and supports learning activities • Maintains facilities and equipment • Ensures student safety by monitoring and supervising class closely |
| <p>ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Use posters, curricula, resources, and other visual images that are representative of different races and cultures • Intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world) • Encourage diverse perspectives and foster respectful relationships among peers • Environment is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected. • Provide opportunities for students to share their own understanding of their culture and traditions related to physical activity • Engage community volunteers in the classroom that represent diverse backgrounds and thought • Activities are intentionally designed to allow children opportunities to work together, for the purpose of developing social skills (e.g., cooperative, competitive and sportsmanship) and learning responsible behavior • Makes every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., explain what the test is designed to measure) • Use gender-neutral language (students) |

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

Elementary and Secondary

- Provide opportunities for students to practice skills in a variety of ways
- Help students to identify physical activities of personal interest and create individualized plans
- Encourages children to avoid comparisons with others and instead, use the results as a catalyst for personal improvement
- Include discussions of current events as they relate to physical activity and fitness
- Provides opportunities for students to critique the quality of their skills and advocate for personal learning needs
- Differentiate class activities in order to provide challenging experiences for every student.
 - Lessons/activities are adjusted when necessary to address student needs (e.g., adapted for students of all fitness levels)
 - Matches activities to students' ability levels that are safe for all students, regardless of ability level
- Differentiate lessons to accommodate for different learning styles (ex. auditory, kinesthetic, visual)
 - Provides opportunities for students to practice skills in a variety of ways
- Scaffold learning experiences to enable all students to find success.
 - Establishes learning targets individualized for the age and developmental levels of students
 - All students (boys/girls, high/low skilled), regardless of developmental level and ability are challenged at an appropriate level
 - Adequate and developmentally appropriate equipment is accessible and utilized
 - Instructional support materials are utilized to enhance the lesson
 - Implements individualized education programs (IEP's) and or the school's accommodations
- Group students in a variety of different ways to promote a positive and safe learning experience
- Allow for students to assess their personal contributions to class and groups
- Promote the sharing of ideas within group discussions or when engaged in group activities

Elementary

A positive learning environment is focused on maximizing learning and participation in an atmosphere of respect and support from the teacher and peers

Secondary

A positive learning environment allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes

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| <p>ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Provides immediate, specific, constructive feedback to students • Student progress and achievement is communicated regularly to relevant stakeholders • Provide a variety of communication options for students and families (e.g., create website or online class format, utilize online grade book programs and/or journal notes to share at home, video students practicing skills with suggestions for improvement, etc.) • Provides opportunities for students to share with families and significant adults their personal strengths and/or fitness goals • Builds in activities or lessons that engage the family in physical activity • Participates in student-led parent-teacher conferences |
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QUALITY STANDARD III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Lessons show an appropriate developmental progression of skills and content knowledge • Content and tasks are developmentally appropriate and properly sequenced • Content is accurate and current and tasks are presented concisely and clearly, emphasizing key elements • Lessons include the visitation of skills and concepts previously learned • Skills are reinforced through a variety of activities • Uses a variety of direct and indirect teaching styles to provide for student’s success, depending on lesson objectives and content and students’ varied learning styles • Classes are organized to maximize opportunities for all students to learn and be physically active • The majority of class time is spent in moderate-to-vigorous activity • Lessons are organized and paced in an appropriate developmental progression • Plans for skill and concept instruction and provides adequate time for practice, skill development, and feedback based on appropriate skill analysis • Allows student guided choices in matters such as equipment, rule modification, or type of skill practice (e.g., completing individual task sheets or small-group instruction) • Classroom expectations of behavior are clearly defined • Positive social interaction is encouraged and reinforced • Students are able to articulate relevance and transfer of learning <p><u>Elementary</u> Adapts lesson for different classes within and between grade levels</p> <p><u>Secondary</u> Instruction follows a scope and sequence that is designed to scaffold prior learning and develop mature forms of skills and strategies</p> |
| <p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Specific, meaningful and timely feedback is provided to students on a consistent basis (e.g., “Remember to step forward on your opposite foot when you are throwing”) • Lesson presentation is changed in response to observation of student performance and/or information from formative assessment |

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| | <ul style="list-style-type: none"> • Formal and informal assessments are used on a regular basis to assess student understanding and are based on mastery of learning expectations which are aligned with state standards • Independent learning is promoted ,encouraged, and reinforced through daily assessments • Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., rubric is provided and explained during instruction) • Systematically teaches and assess all domains (e.g., cognitive, affective and physical), using a variety of assessment techniques • Formative and/or summative assessments and tools are used to monitor student learning, including those with disabilities • Students can self-assess and are aware of their own progress toward learning goals • Student performance is continually assessed to guide instruction • Uses pre-assessments to drive instruction • Students show improvement on summative assessments • Grading is based on assessment of student learning • Helps students interpret and use assessment data to set goals, and develop a lifelong fitness plan |
| <p>ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Includes technology to increase the lesson’s effectiveness and enhance student learning (e.g., quantifying activity with pedometers) • Uses a variety of technology to encourage physical activity (e.g., HR monitors, pedometers, fitness apps, videos, etc.) |
| <p>ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Emphasizes critical-thinking and problem solving tactics and strategies by using higher-order questions (e.g., those that deal with similarities, difference efficiency and effectiveness) • Holds students accountable for clear goals and objectives for student learning and performance through various strategies (e.g., goal-setting, teacher monitoring, assessment, evaluation, etc.) • High expectations for learning and behavior are evident • Instruction includes opportunities for team building strategies and high level thinking through appropriate questioning • Students demonstrate creative and critical thinking skills • Students accept responsibility for their learning and actions • Students can analyze strategies to improve skills and knowledge |
| <p>ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.</p> | <p><u>Elementary and Secondary</u></p> <ul style="list-style-type: none"> • Forms pairs, groups and teams in ways that preserve every child’s dignity and self-respect and encourage involvement (e.g., randomly, by fitness or skill level when necessary, or by class system such as birthdays, colors, numbers, etc.) • Guides students to understand that some students prefer competitive situations, while others do not; and either preference is acceptable • Encourages positive social interactions • Reinforces positive sportsmanship <p><u>Elementary</u> Develops learning experiences that help students understand the nature of and the different kinds of competition</p> |

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| | Secondary Encourages positive competitive situations through personal goal setting and/or team play |
| ELEMENT F: Teachers model and promote effective communication. | Elementary and Secondary <ul style="list-style-type: none"> Objectives and student learning outcomes are posted and followed Teacher/student interactions are positive and appropriate Test results are shared privately with students Makes every effort possible to create a safe learning environment for students (e.g., actively teaching safety, posting and practicing emergency action plans, etc.) |
| QUALITY STANDARD IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership. | |
| Elements | Practices that May be Observed During Observations |
| ELEMENT A: Teachers demonstrate high standards for professional conduct. | Elementary and Secondary <ul style="list-style-type: none"> Models appropriate appearance and behavior Adheres to professional and ethical standards Interacts appropriately with staff, parents and school volunteers |
| ELEMENT B: Teachers link professional growth to their professional goals. | Elementary and Secondary <ul style="list-style-type: none"> Establishes professional objectives each year Continually seeks new information to stay current (reads journals, attends conferences and in-service professional development) Continues to be a lifelong learner within the profession |
| ELEMENT C: Teachers respond to a complex, dynamic environment. | Elementary and Secondary <ul style="list-style-type: none"> Receives feedback well and seeks opportunities for personal growth Reflects upon and incorporates new learning into practice |
| ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession. | Elementary and Secondary <ul style="list-style-type: none"> Is the physical activity expert in the school and contributing member of the school community Helps create a school culture of physical activity Collaborates with community, colleagues, staff, and resource persons Advocates for the profession Shares information, resources and expertise with peers |

The “Practices that May be Observed during Observations” that are provided for Standard IV (Teachers demonstrate professionalism through ethical conduct, reflection and leadership), due to professional practices are identified as “not observable” during typical classroom observations. Standard IV is evaluated through an examination of artifacts and evidence documents such as items listed in Exhibit 1: Observations, Required Measures and Other Evidence/Artifacts and summative observations throughout the school year.

Conclusion

The evaluation of physical education teachers presents unique challenges for both evaluators and the physical education teachers who are being evaluated, to identify knowledge, skills and behaviors that are appropriate practices that can differ from a regular classroom setting.

This brief addresses the first concern of explaining how physical education teachers and their evaluators can take advantage of the flexibility built into the Rubric for Evaluating Colorado Teachers to address the unique responsibilities of physical education teachers. The Exhibits in this guide are designed to create an understanding of how to identify best practices in a physical education setting and give examples of what evaluators may look for. It is important that all teachers, including physical education teachers receive ongoing, meaningful evaluation. Evaluation can contribute to teacher's reflection and self-assessment of instruction and teaching practices, which will serve as an instructional and reflective tool that can ultimately result in the growth of teaching of best practices and standards-based instruction and assessment.

It is the Colorado Department of Education's hope that this brief will prove helpful to physical education teachers and their evaluators by providing them with real-life examples of evidence/artifacts, what to look for in observations and ways in which physical education teachers may discuss their performance with their evaluators.

Resources

National Association of Chronic Disease Directors – Promoting Health. Preventing Disease. (2017). The whole school, whole community, whole child model: A guide to implementation.

National Association for Sport and Physical Education. (2007). *Physical education teacher evaluation tool* [Guidance document]. Reston, VA: Author.

Shape America---Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison
<http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

Shape America--- NASPE--How Can I Demonstrate to My Building Principal That I Am an Effective Physical Education Teacher?
<http://www.shapeamerica.org/standards/guidelines/upload/How-to-Demonstrate-My-Effectiveness.pdf>

Shape America---NASPE--Teaching Large Class Sizes in Physical Education Guidelines and Strategies
<http://www.shapeamerica.org/publications/resources/teachingtools/qualitype/upload/Teaching-Large-Class-Sizes-in-PE-2006.pdf>