Tier 3 Addendum – Physical Education

IPTS Standard	0	1 - Unsatisfactory	2- Basic	3 – Proficient	4 - Exceptional
			Expected Range		
6.1: Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	Not Observed	Fails to demonstrate behaviors consistent with the belief that all students can become physically educated individuals. Bias is evident in the teacher's actions, diversity is not valued.	Occasionally, demonstrates behaviors consistent with the belief that all students can become physically educated individuals. Occasionally demonstrates accurate knowledge about the diverse needs of students Rarely identifies individual student needs, occasionally, bias is evident in the teacher's actions.	Demonstrates behaviors consistent with the belief that all students can become physically educated individuals. Regularly demonstrates accurate understanding about the diverse needs of students and is able to identify individual student needs. Seeks knowledge about learners from multiple sources. Bias is not evident in the teacher's actions.	Demonstrates behaviors consistent with the belief that all students can become physically educated individuals. Demonstrates accurate understanding of student diversity, Observes individuals and groups to identify specific needs and responds with appropriate support. Systematically seeks knowledge about learners from multiple sources. Recognizes how his/her identity affects perception and bias and reflects on the fairness and equity of his/her decisions
3.6: Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	Not Observed	Planning and instruction is not progressive or sequential. Planning does not addresses the diverse needs of all students.	Planning and instruction is not consistently progressive or sequential. Planning does not consistently addresses the diverse needs of all students.	Planning and instruction is consistently progressive or sequential. Planning consistently addresses the diverse needs of all students.	Planning and Instruction is consistently progressive and sequential. Planning and instruction demonstrates the ability to addresses the diverse needs of all students using multiple strategies.
3.7: Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	Not Observed	Does not demonstrate knowledge of current technologies. Demonstrates an inability to use technology to support instruction and enhance student learning.	Demonstrates limited knowledge of current technologies. Demonstrates limited ability to use technology to support instruction and enhance student learning.	Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	Demonstrates fluency in technology systems, uses technology appropriately to plan and support instruction and enhance student learning, designs learning experiences to develop student skills in the application of technology appropriate to the discipline. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

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4.2: Implement effective demonstrations, explanations and instructional cues and prompts to link physical activity concepts to appropriate learning experiences	Not Observed	Fails to implement effective demonstrations, explanations, and instructional cues and prompts.	Occasionally demonstrates the use of effective demonstrations, explanations, and instructional cues and prompts.	Consistently, implements effective demonstrations, explanations, and instructional cues and prompts.	Always implements effective demonstrations, explanations, and instructional cues and prompts.
3.2: Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.	Not Observed	Goals and objectives are not relevant, appropriate, student centered or measurable. The outcomes represent low expectations and lack rigor. Goals and objectives are not aligned with local, state and /or national standards.	Goals and objectives are not consistently relevant, appropriate, student centered or measurable. Occasionally, the outcomes represent low expectations and lack rigor. Goals and objectives are not consistently aligned with local, state and /or national standards.	Goals and objectives are consistently relevant, appropriate, student centered or measurable. Most often, the outcomes represent high expectations and rigor. Goals and objectives consistently aligned with local, state and /or national standards.	Almost always, goals and objectives are relevant, appropriate, student centered or measurable. The outcomes represent high expectations and rigor. Goals and objectives are aligned with local, state and /or national standards.
3.1: Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.	Not Observed	Short and long term plans Planning demonstrates a lack of understanding of cultural, linguistic, cognitive, physical, and social/emotional differences in learners and fails to consider the needs of each student.	Short and long term plans Planning occasionally considers differences in learners and the needs of each student. Planning demonstrates some understanding of cultural, linguistic, cognitive, physical, and social and emotional needs of the learners.	Short and long term plans Planning demonstrates an understanding of cultural, linguistic, cognitive, physical, and social and emotional differences in learners and considers the needs of each student.	Short and long term plans Lesson plans consider the needs of each learner, and contain specific strategies to differentiate learning experiences Lesson plans use multiple approaches to meet the needs of diverse learners, Content is accessible to linguistically diverse learners. Interventions are used needed (IEP, 504)

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4.5: Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.	Not Observed	Demonstrates a lack of knowledge of effective strategies for management, motivation, and engagement. Norms and expectations are not established. Fails to ensure a safe and productive learning environment. Negative interactions are regularly present. Disrespectful behavior is ignored. Instructional time and space are poorly used. Students are rarely engaged. Work requires only low level basic skills or rote learning. Low expectations are the norm.	Occasionally uses effective strategies for management, motivation, and engagement, with inconsistent or ineffective results. Classroom interactions are generally appropriate. Disrespectful behavior is addressed with uneven results. Instructional time and space could be better utilized. Students are often not engaged, work requires only low level skills or rote learning. Focus is not on quality work. Classroom Physical space is safe.	Interactions are polite and show respect and care. Regularly uses effective strategies for management, motivation, and engagement. Norms and expectations are explicit. Learning environment is productive and safe. Disrespectful behavior is consistently and successfully addressed. Instructional time and space are well utilized, students follow established routines. Students are engaged, in meaningful work.	Verbal and nonverbal communication demonstrates respect for every student. Explicit expectations for norms and behavior are articulated. Routines are developed to support norms. Teacher collaborates with learners to develop shared values and expectations for respectful interactions, academic discussions and responsibility for quality work Learning environment is managed to actively and equitably engage learners by organizing, allocating and coordinating resources of time, space and learners' attention with minimal loss of instructional time.
4.6: Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Not Observed	Student behavior is not assessed. Data related to student behavior is not collected. Teacher makes no attempt to meet the individual behavioral needs of each student.	Student behavior is occasionally assessed. Data related to student behavior is not consistently collected. Teacher makes no attempt to meet the individual behavioral needs of each student.	Student behavior is regularly assessed. Data related to student behavior is consistently collected. Teacher attempts to meet the individual behavioral needs of each student.	Student behavior is regularly assessed. Data related to student behavior is consistently collected. Teacher collaborates with others to create plans to address the individual behavioral needs of each student. Teacher uses multiple behavior management strategies.

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3.4: Plan for and manage resources to provide active, fair and equitable learning experiences.	Not Observed	Plans fail to provide active, fair and/or equitable learning opportunities.	Plans occasionally provide active, fair and/or equitable learning opportunities.	Plans consistently provide active, fair and/or equitable learning opportunities	Plans almost always provide active, fair and/or equitable learning opportunities.
3.3: Design and implement content that is aligned with lesson objectives.	Not Observed	Learning tasks are poorly aligned with outcomes.	Learning tasks are occasionally aligned with outcomes.	Learning tasks are consistently aligned with outcomes.	Learning tasks are almost always aligned with outcomes.
3.5: Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	Not Observed	Instruction is not differentiated. Resources, methods, and environment are not modified to meet student needs when it would be appropriate to do so. Student performance data is not used to modify instruction	Instruction is occasionally differentiated. Resources, methods, and environment are occasionally modified to meet student needs. Student performance data is occasionally used to modify instruction.	Instruction is regularly differentiated. Resources, methods, and environment are modified to meet student needs. Student performance data is used to modify instruction.	Instruction is differentiated. Resources, methods, and environment are modified to meet student needs. Student performance data is used to modify instruction. Teacher analyzes individual learner needs as well as patterns across groups of learners, and incorporates strategies to build group work skills. Learners are prepared to use academic language,
4.3: Provide effective instructional feedback for skill acquisition, student learning and motivation.	Not Observed	Students are not aware of assessment criteria. Little monitoring of student learning. Feedback is absent or poor quality. No self-assessment or peer assessment. (Danielson 1f, U).	Students are not always aware of assessment criteria or criteria is not clear. Monitoring of student learning and feedback is inconsistent. Formative assessment used but needs improvement. (Danielson 1f, B).	Students are often aware of assessment criteria. Monitoring of student learning is regular and feedback is consistent. Formative assessments are planned, and regular. (Danielson 1f, B).	Students are aware of assessment criteria. Monitoring of student learning is regular, feedback is consistent and high quality. Formative assessment is regularly planned and used for meaningful purposes. Teacher designs or adapts a variety of formative assessments, matches learning goals with assessment tools, gives learners multiple practice assessments to promote growth, and differentiates assessments.

4.4: Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	Not Observed	The candidate does not recognize the changing dynamics of the environment and fails to adjust instructional tasks based on student responses.	The candidate is inconsistent in recognizing the changing dynamics of the environment and regularly fails to adjust instructional tasks based on student responses.	The candidate consistently recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses.	The candidate consistently recognizes the changing dynamics of the environment and adjusts instructional tasks based on student responses. The candidate monitors each student's progress and keeps records to support the analysis and reporting of learner progress.
6.3: Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	Not Observed	Fails to model professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).	Inconsistently models professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).	Consistently models appropriate dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).	Consistently models and excels in appropriate dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).
6.2: Participate in activities that enhance collaboration and lead to professional growth and development.	Not Observed	Fails to demonstrate leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Does not engage in professional development activities and resists feedback.	Rarely demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Resists professional development activities and resists feedback.	Regularly demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Engages in professional development activities and accepts feedback.	Demonstrates outstanding leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Engages in professional development activities and accepts feedback. Makes practice transparent by sharing plans and inviting observation and feedback.

Student Teacher Name:_____**Date:**_____

University Supervisor Name:_____**University Supervisor Signature:**_____