

TEM 4.0 Teach Rubric *Look-Fors*
 Health, Physical Education and Lifetime Wellness Rubric Addenda

Indicator	Teacher / Student Actions
T1 Objective- Driven Lessons	<ol style="list-style-type: none"> 1. Asking students to talk about objective 2. Classroom talk about the performance task involves teacher-talk & student-talk Said or seen objective(s) <ul style="list-style-type: none"> • Lesson objectives should be in terms that show what the student will be able to do at the end of the lesson. For example, an objective should be stated, “Students will be able to dribble a soccer ball between three sets of cones.” Objectives should be clearly stated, posted (where possible), referred to and used to assess learning. 3. Examples illustrating mastery based on objective (students will know and be able to...) <ul style="list-style-type: none"> • In addition to performance objectives
T2 Explain Content	<ol style="list-style-type: none"> 1. Teacher adjusts to explain concept <ul style="list-style-type: none"> • Provides examples and demonstrations 2. Clear explanations for student understanding <ul style="list-style-type: none"> • Learning expectations (What we will learn? How will we learn it? How will we know we have learned it? How will we use it? Posted, Understood, or Partial) • Performance condition & criteria are clear, measurable, (i.e. how many times is mastery 3 out of 4 times) observable and developmentally appropriate for diverse learners. 3. Precise specific academic language <ul style="list-style-type: none"> • The purpose of the lesson relates to all objectives of the lesson, is age appropriate and linked to NASPE and SHAPE America Standards and structured logically. 4. Emphasizes key points <ul style="list-style-type: none"> • Teacher models then student models. 5. Developmentally appropriate language <ul style="list-style-type: none"> • Content and tasks are presented concisely and clearly emphasizing key elements 6. Cross-curricular connection or student interest/current events <ul style="list-style-type: none"> • There is evidence of cross-curricular connections in math, language arts, social studies, music, world languages, or other subjects.
T3 Challenging Work	<ol style="list-style-type: none"> 1. Teacher knows students’ levels/needs and adjusts to different skill levels. <ul style="list-style-type: none"> • Uses accurate task analysis of each skill in the lesson and is described and demonstrated in detail. • Engages students in learning by enabling all learners to participate through multiple modalities (e.g. ,seeing (visual), hearing (auditory), performance (tactile-physical). 2. Rigor for all <ul style="list-style-type: none"> • All activities have the potential for maximum participation of learners and linked to District curriculum. • Lesson presentation is redirected, if needed, in response to observation of student performance.
T4 Engagement Strategies	<ol style="list-style-type: none"> 1. Strategies/activities aligned to objective <ul style="list-style-type: none"> • Students are engaged in relevant, meaningful physical activity a minimum of 60% of the instructional time. • Stages of the gradual release model- Introduction and Awareness, Modeling, Guided Practice, Independent Application 2. Activities are purposeful (not busy work) <ul style="list-style-type: none"> • Efficient use of class start time 3. Appropriate differentiation <ul style="list-style-type: none"> • Content and activities are developmentally appropriate • Appropriate accommodations or modifications are in place with alternative activities provided 4. Balance between teacher-directed & student-centered learning <ul style="list-style-type: none"> • The teacher uses a variety of strategies to ensure the activity/skill is comprehensible to all learners. • Students acquire new vocabulary within a meaningful context within the HPELW curriculum.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">T5 Higher-Level Thinking Skills</p>	<ol style="list-style-type: none"> 5. Teacher builds student knowledge <ul style="list-style-type: none"> • Performance condition and criteria are clear. • Meaningful content is followed in all activities with appropriate progression. • Specific, meaningful and timely feedback is provided to students. 6. Analytical thinking <ul style="list-style-type: none"> • Problem solving or demonstrating activity <ul style="list-style-type: none"> ➤ Teacher allowed for individual or group problem solving ➤ Students create, officiate or modify a game or task 7. High level questioning (Why, Compare and Contrast questions) <ul style="list-style-type: none"> • Classroom talk about the performance task involves teacher talk and student talk is respectful, supportive and productive. • Questioning techniques includes open/closed, high/low or leading questions. 8. Teacher models thinking process <ul style="list-style-type: none"> • Teacher demonstration • Peer demonstration • Students will learn to develop patterns and combinations of movements using locomotor and non-locomotor skills. • Students will learn to manipulate objects with a partner (throwing, catching, striking, and kicking). 9. Lead student to own answers (doesn't provide answer) <ul style="list-style-type: none"> • In the early years of learning a new language, students' higher-level understanding may be evident through their verbal rather than through their performance responses. • It is also important for observers to understand that when students create in HPELW (e.g. accurate application of sport skills, rules, and activities) they are functioning at the highest level of Bloom's taxonomy. Repetitive movement and modified game situation allows for transfer of knowledge and internalization. 10. Content is often linked to and promotes the transfer of learning within physical education and CCSS.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">T6 Check for Understanding</p>	<ol style="list-style-type: none"> 1. Check for understanding and adjusts instruction <ul style="list-style-type: none"> • Performance feedback is provided to students. (Specific, Meaningful, Timely) 2. Help students to understand content without just re-explaining <ul style="list-style-type: none"> • Encourage questions and comments • Acknowledge difficult concepts and anticipate difficulties • Provide a variety of examples 3. Clarification of content when necessary <ul style="list-style-type: none"> • Check for Understanding: Open-ended questions for learners are planned that clarify content lesson and management of activity. 4. Constant assessment <ul style="list-style-type: none"> • Checking for student understanding will be at all levels and may be observed by the following: <ul style="list-style-type: none"> ➤ redirecting a student to a correct response psychomotor, non-psychomotor skills ➤ Repeating questions, directions or classmate correct answers may be used in obtaining an appropriate response. • To ensure comprehension of the rules, directions or psychomotor expectations, the teacher frequently checks for understanding throughout the lesson. Input is modified through a variety of techniques (e.g. simplification, restating, adjusting the speed, modeling, manipulation, peer demonstration) to clarify meaning as needed. • When learning a new skill, it is expected that students will make mistakes. Students will not understand everything the teacher is saying nor will they be able to perform demonstrated skills at the same level at the same time. Therefore, it is not always appropriate or necessary to immediately respond to a misunderstanding, particularly if this disrupts the lesson. • Performance feedback is provided to students • Student performance strategies are used with: <ul style="list-style-type: none"> ➤ Current and/or previous data posted ➤ Student's personal goals ➤ The use of rubrics and performance assessments ➤ Emphasis on effort and improvement goals.

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T7
Instruction
al Time

1. Time allotment for stating the lesson objective, transitions, activities and closure are evident and appropriate.
2. All transitions are written or explained in dialogue form and effectively planned to move learners and materials.
3. Teacher ready distribution and collection of material/ equipment is planned