Oklahoma's Marzano Model Guidance for Health & Physical Education

Administrator Observation & Evaluation Booklet

Introduction

This guidance document is designed to support administrators in effectively observing and evaluating health and physical education teachers using the Marzano Teacher Evaluation Model.

Health and physical education classrooms are dynamic, movement-based environments where learning is demonstrated through performance, participation, and skill development. This document aligns Marzano elements with best practices using SHAPE America's 20 Indicators of Effective Physical Education Instruction and SHAPE America's Appropriate Practices in School-Based Health Education.

Questions? Contact OSDE:

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Contact information for the Marzano Model: 1-888-849-0851, orders@marzanoresources.com, and 555 N. Morton St., Bloomington, IN 47404.

What to Expect

General Health & Physical Education Guidance for Administrators

When observing health and physical education, administrators should expect:

- High levels of student movement and engagement
- Instruction across cognitive, psychomotor, and affective domains
- Use of space, equipment, and grouping strategies
- Ongoing formative assessment through observation and feedback

Important Notes:

- Learning is demonstrated through movement, not just written work
- Noise, music, and activity often indicate student engagement
- Students may be working at different skill levels simultaneously

Marzano–SHAPE Crosswalk Embedded by Element

Element 1: Standards-Based Planning

Planning Standards-Based Lessons/Units
Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.
Planning Evidence (Check all that apply) ☐ Plans exhibit a focus on the essential standards ☐ Plans include a scale that builds a progression of knowledge from simple to complex ☐ Plans identify learning targets aligned to the rigor of required standards ☐ Plans identify specific instructional strategies appropriate for the learning target ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways ☐ Lessons are planned with teachable chunks of content ☐ When appropriate, lessons/units are integrated with other content areas ☐ When appropriate, learning targets and unit plans include district scope and sequence ☐ Plans illustrate how equity is addressed in the classroom
Planning Evidence – Equity, Access, SEL (Check all that apply) ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom ☐ When appropriate, plans integrate cultural competencies and/or standards
Example Implementation Evidence (Check all that apply) ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level ☐ Planned and completed student assignments/work require practice with complex text and its academic language ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices ☐ Planned and completed student assignments/work demonstrate grounding in real-world application ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)
Example Implementation Evidence – Equity, Access, SEL (Check all that apply) ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Physical Education Best Practices

Create a scope and sequence of lessons demonstrating a **progression of learning** established in Oklahoma Academic Standards for Physical Education (OAS-PE). Objectives in Standard 1 start from **easiest to most difficult** (e.g., elementary: locomotor, non-locomotor (non-manipulative), and manipulative skills) or use the Movement Wheel for skill progressions and to increase motor competence. Communicate and reflect on each lesson's objectives with students to increase personal relevance.

Health Education Best Practices

Health curriculum must be **sequential, standards-aligned, and skills-based**, emphasizing health literacy and behavioral outcomes.

Element 2: Aligning Resources to Standards

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence (Check all that apply)

- ☐ Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)

Example Implementation Evidence (Check all that apply)

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Planned resources include those specific to students' culture

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Physical Education Best Practices

Typical resources for physical education include **lesson plans, assessments, equipment lists,** task cards, GIFs, Powerpoint slides, posters, and a variety of equipment. **Check out the OSDE's Framework Projects to review resources aligned to the OAS-PE.** Lesson plans address student learning objectives including all learning (e.g., **cognitive, psychomotor, and affective**) domains. Technology should include a sound system and a device used for class, demonstrations, and videos may be shown of the objective or technical task to supplement the outcome desired for students.

Health Education Best Practices

Health teachers use **relevant and current materials**, including multimedia and culturally responsive resources.

Element 3: Closing the Achievement Gap

Planning to Close the Achievement Gap Using Data
Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.
Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.
Planning Evidence (Check all that apply) ☐ Plans include a process for helping students track their individual progress on learning targets ☐ Plans include potential instructional adjustments that could be made based on student evidence/data ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring) ☐ A coherent record-keeping system is developed and maintained on student learning
Planning Evidence – Equity, Access, SEL (Check all that apply) ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class) ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling ☐ Plans cite the data and rationale used to identify and incorporate accommodations ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
Example Implementation Evidence (Check all that apply) ☐ Planned student assignments/work show students track their individual progress on learning targets ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed ☐ Information about student progress is regularly sent home ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)
Example Implementation Evidence – Equity, Access, SEL (Check all that apply) ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Physical Education Best Practices

Look for varied involvement of students. Students are met where they are, and all students are **welcome** and **feel safe** in the physical education classroom. Teacher reads IEPs and includes adaptations into lessons. Teacher communicates with the student, case manager, and legal guardian on student progress. The teacher meets the needs of students and ensures all students are included and **accommodations** are made. **Assessments** are clear and appropriate to the student's performance and may include written formative and/or summative assessments, performance rubrics, and exit tickets.

Health Education Best Practices

Instruction and curriculum are **data-driven**, using student, community, and health data to meet the needs of all learners.

Element 4: Identifying Critical Content

Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Clear skill focus within lesson. Teacher emphasizes key **performance cues** (Critical Elements- Elementary and Secondary). A lesson should progress from **warm up, skill review/introduction, practice of the skill** (e.g., individual, partner, & small group), **cool-down and reflection.** Multiple techniques can be utilized to deliver the content.

Health Education Best Practices

Health education emphasizes the steps of the **health skills and higher-order thinking**, not just content knowledge. The teacher employs multiple instructional strategies that address and support students with varying abilities. The teacher provides students with maximal **practice** opportunities. The teacher provides opportunities for students to engage in small-group work and real-world application.

Element 5: Previewing New Content

Previewing New Content
Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.
Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.
Example Teacher Instructional Techniques (Check all that apply) ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content) ☐ Use preview questions before instruction or a teacher-directed activity ☐ Use K-W-L strategy or variation ☐ Provide advanced organizer (e.g. outline, graphic organizer) ☐ Facilitate a student brainstorm ☐ Use anticipation guide or other pre-assessment activity ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives) ☐ Use digital resources and/or other media to help students make linkages to new content ☐ Facilitate identification of previously seen mathematical patterns or structures
Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply) ☐ Use cultural resources to facilitate students making a link from what they know to the new content
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Identify basic relationship between prior content and new content ☐ Explain linkages with prior knowledge in individual or group work ☐ Make predictions about new content ☐ Summarize the purpose for new content ☐ Explain how prior standards or learning targets link to the new content ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify the task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Teacher introduces lesson objectives through **modeling, cueing, and connecting** to prior learning. Teacher uses key **performance cues** (Critical Elements- Elementary and Secondary).

Health Education Best Practices

Lessons begin with **clear objectives and connections to student experiences**, helping students relate learning to their lives.

Element 6: Processing New Content

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Break content into appropriate chunks
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Student Evidence of Desired Effect – Equity, Access, SEL
N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Immediate **practice** opportunities for a majority of class time through **repetition**. Be sure to include individual, partner, or small-group engagement while providing opportunities for **challenge and enjoyment.** Lessons progress from an introduction to mastery of the skill within the grade bands.

Health Education Best Practices

Health instruction uses **participatory learning, discussion, and cooperative strategies**.

Element 7: Questioning

Using Questions to Help Students Elaborate on Content
Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.
Example Teacher Instructional Techniques (Check all that apply) ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time ☐ Ask detail questions ☐ Ask category questions ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.) ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught ☐ Model the process of using evidence to support elaboration ☐ Model processes and proficiencies to support mathematical elaboration ☐ Model implementation of appropriate wait time when questioning
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students accurately elaborate on content ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content ☐ **Use Response Methods** to monitor that students accurately elaborate on content ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Answer detail questions about the content ☐ Identify characteristics of content-related categories ☐ Make general elaborations about the content ☐ Provide evidence and support for elaborations ☐ Identify basic relationships between ideas and how one idea relates to another ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences ☐ Discussions demonstrate students can make well-supported elaborative inferences ☐ Discussions are grounded in evidence from text, both literary and informational ☐ Discussions and student work provide evidence of mathematical elaboration
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Rephrase questions/scaffold questions ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Teacher provides **reflection** opportunities during and after activity and uses **performance-based questioning.**

Health Education Best Practices

Teachers use **questioning and formative checks** to deepen critical thinking and understanding.

Element 8: Reviewing Content

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)
N/A

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Student Evidence of Desired Effect – Equity, Access, SEL
N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Skill reinforcement should occur through **repetition and practice,** so students can build **confidence** in a variety of skills. Students review lesson objectives during closure and reflect upon their level of **challenge, enjoyment, and personal relevance.**

Health Education Best Practices

Curriculum is structured for **skill progression with repeated practice and reinforcement**.

Element 9: Practice skills

Helping Students Practice Skills, Strategies, and Processes
Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.
Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.
Example Teacher Instructional Techniques (Check all that apply) ☐ Model how to execute the skill, strategy, or process ☐ Model mathematical practices ☐ Model how to reason, problem solve, use tools, and generalize ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes ☐ Employ "worked examples" or exemplars ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context ☐ Provide opportunity for students to increase fluency and accuracy ☐ Provide opportunity for purposeful homework
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing ☐ Explanation of mental models reveals understanding of the strategy or process ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Execute or perform the skill, strategy, or process with increased confidence ☐ Execute or perform the skill, strategy, or process with increased competence ☐ Use problem-solving strategies based on their purpose and unique characteristics ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

High **repetition** in skill development. Students receive **maximal practice** opportunities. Majority of students **actively engaged**.

Health Education Best Practices

Health education is **skills-based**, requiring **practice, feedback, and real-life application**.

Element 10: Similarities & Differences

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Use culturally relevant activities to help students examine similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Comparing **techniques or strategies** such as peer assessments. Students deepen understanding through comparison.

Health Education Best Practices

Students analyze **health concepts across contexts**, supporting decision-making and health literacy.

Element 11: Examining Reasoning

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Students **explain decisions or strategies** used in variety of situations or tasks. Students have opportunities to **self-evaluate** and reflect on the learning experience.

Health Education Best Practices

Students engage in **reflection, self-assessment,** and **personal application of health concepts**.

Element 12: Revising Knowledge

Helping Students Revise Knowledge
Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
Example Teacher Instructional Techniques (Check all that apply) ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content ☐ Guide students to identify alternative ways to execute procedures ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
Example Teacher Instructional Technique – Equity, Access, SEL (Check all that apply) ☐ Ask students to state or record how hard they tried ☐ Ask students to state or record what they might have done to enhance their learning ☐ Utilize reflection activities to cultivate a growth mindset ☐ Prompt students to summarize and defend how their understanding has changed ☐ Guide students in a reflection process
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Explain what they are clear about and what they are confused about ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers) ☐ Groups make corrections and/or additions to information previously recorded about content ☐ Revisions demonstrate alternative ways to execute procedures ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Explain what they could have done to enhance their learning ☐ Actions and reflections display a growth mindset ☐ Explain previous errors or misconceptions about content ☐ Reflections show clarification in thinking or processing
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Modify task ☐ Utilize peer resources ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Student receive immediate **corrective feedback** on performance from the teacher or peers.

Health Education Best Practices

Teachers provide **ongoing feedback and adjust instruction** to improve understanding and behaviors.

Element 13: Complex Tasks

Helping Students Engage in Cognitively Complex Tasks
Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.
Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.
Example Teacher Instructional Techniques (Check all that apply) ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing • A proposition • A proposed theory • A hypothesis ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Provide prompt(s) for students to experiment with their own thinking ☐ Observe, coach, and support productive student struggle ☐ Coach students to persevere with the complex task ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to • Generate conclusions • Identify common logical errors • Present and support propositions, theories, or hypotheses • Navigate digital and traditional resources
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Explain the proposition, theory, or hypothesis they are testing ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation ☐ Justify the process used to support the proposition, theory, or hypothesis ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can • Generate conclusions • Identify common logical errors • Present and support the proposition, theory, or hypothesis • Navigate digital and traditional resources • Identify how multiple ideas are related
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Precisely explain perseverance with the task with reasoning and conclusions
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Utilize different coaching/facilitation techniques ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Students engage in **standards-based** activities and **strategy-based** gameplay, while including **problem-solving** through movement. Instruction promotes **higher-order thinking.**

Health Education Best Practices

Health instruction includes **real-world problem solving and decision-making scenarios**.

Element 14: Formative Assessment

Using Formative Assessment to Track Progress
Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.
Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.
Example Teacher Instructional Techniques (Check all that apply) ☐ Facilitate individual conferences regarding use of data to track progress ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.) ☐ Ask students to explain their progress toward the learning target ☐ Ask students to provide evidence of their progress toward the learning target ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.) ☐ Demonstrate autonomy in providing evidence of progress on learning targets ☐ Responses to formative assessment may involve cultural content
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Physical Education Best Practices

Teacher **monitors** and **adjusts** instruction. **Ongoing formative assessment** is aligned to objectives.

Health Education Best Practices

Frequent **formative assessments (exit tickets, discussion, reflection)** guide instruction.

Element 15: Feedback

Providing Feedback and Celebrating Progress
Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.
Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.
Example Teacher Instructional Techniques (Check all that apply) ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets ☐ Implement a systematic, ongoing process to provide feedback ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise) • Show of hands • Certificate of success • Parent notification • Round of applause • Academic praise • Digital media
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Celebrate as groups make progress toward learning targets ☐ Ensure celebrations involve culturally relevant components ☐ Ask students to explain how they use feedback ☐ Ask students how celebrations encourage them to continue learning
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Show signs of pride regarding development of mathematical practices ☐ Use feedback to revise or update work to help meet their learning target
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.) ☐ Initiate celebration of individual success, group success, and that of the whole class ☐ Surveys indicate students want to continue making progress ☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Utilize new methods to celebrate success ☐ Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Physical Education Best Practices

Teacher provides **specific, skill-based feedback**. Constructive feedback guides performance. Create a safe space where mistakes are okay, and successes are celebrated.

Health Education Best Practices

Teachers provide **timely, meaningful feedback** and communicate progress to students and families.

Element 16: Organizing Students

Organizing Students to Interact with Content
Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.
Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.
Example Teacher Instructional Techniques (Check all that apply) ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content ☐ Provide guidance regarding group interactions and critiquing the reasoning of others ☐ Provide guidance on one or more cognitive skills appropriate for the lesson ☐ Utilize assignments or tasks at the appropriate taxonomy level of content ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity) ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Provide guidance on one or more conative skills • Becoming aware of the power of interpretations • Avoiding negative thinking • Taking various perspectives • Interacting responsibly • Handling controversy and conflict resolution
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Work within groups with an organized purpose ☐ Exhibit awareness of the power of interpretations ☐ Actively ask and answer questions about the content (i.e. assignments or tasks) ☐ Explain individual student and/or group thinking about the content
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Avoid negative thinking ☐ Take various perspectives ☐ Interact responsibly and respectfully critique the reasoning of others ☐ Appear to know how to handle controversy and conflict resolution ☐ Add their perspectives to discussions ☐ Generate clarifying questions about the content ☐ Take responsibility for the learning of peers
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Reorganize groups ☐ Modify task ☐ Utilize peer resources ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Physical Education Best Practices

Teacher provides opportunities to work **individually, with a partner, and in small-sided** games. Students engage in small-group work instead of whole group activities. Competition is limited appropriately.

Health Physical Education Best Practices

Health education **requires structured peer interaction** (e.g., role plays, discussions, peer teaching). Students practice **communication and interpersonal skills**, which are core to health literacy. Grouping is intentional and supports **skill rehearsal (e.g., refusal skills, conflict resolution)**.

Element 17: Rules & Procedures

Establishing and Acknowledging Adherence to Rules and Procedures
Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.
Example Teacher Instructional Techniques (Check all that apply) ☐ Remind students of rules and procedures ☐ Ask students to restate or explain rules and procedures ☐ Provide cues or signals when a rule or procedure should be used ☐ Physically occupy all quadrants of the room ☐ Scan the entire room, making eye contact with each student ☐ Recognize potential sources of disruption and deal with them immediately ☐ Proactively address inflammatory situations ☐ Recognize and/or acknowledge students or groups who follow rules and procedures ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom ☐ Actively teach student self-regulation strategies ☐ Use classroom meetings to review and process rules and procedures to ensure equity ☐ Consistently exhibit "withitness" behaviors
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Follow clear routines during class ☐ Explain classroom rules and procedures ☐ Describe the classroom as an orderly and safe environment ☐ Recognize cues and signals by the teacher ☐ Recognize that the teacher is aware of their behavior ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head" ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures ☐ Move purposefully about the classroom and efficiently access materials
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Self-regulate behavior while working individually ☐ Self-regulate behavior while working in groups ☐ Interact responsibly with teacher and other students ☐ Explain how the individuality of each student is honored in the classroom ☐ Describe the teacher as fair and responsive to individual students
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Modify rules and procedures ☐ Seek additional student input ☐ Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Physical Education Best Practices

Clear **routines** and transitions. Safe and **structured** environment is established. Clear stop/start signals, equipment distribution and clean up, entry and exit **procedures**.

Health Education Best Practices

Procedures support **safe** discussions, movement and interaction, and confidentiality and respect. Classroom **norms** are especially important for discussions on sensitive topics (e.g., mental health, substance use, relationships).

Element 18: Engagement Strategies

Using Engagement Strategies
Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.
Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.
Example Teacher Instructional Techniques (Check all that apply) ☐ Take action or use specific strategies to re-engage students ☐ Use academic games ☐ Manage response rates ☐ Use physical movement ☐ Maintain a lively pace ☐ Use crisp transitions from one activity to another ☐ Demonstrate intensity and enthusiasm for the content ☐ Use friendly controversy ☐ Present unusual or intriguing information about the content
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Behaviors show awareness that the teacher is noticing students' level of engagement ☐ Behaviors show the engagement strategy increases engagement ☐ Student-centered tasks and processes produce high levels of engagement ☐ Talk with groups or in response to questions is focused on critical content ☐ Engage in the critical content with enthusiasm ☐ Actions show students are motivated by the teacher ☐ Behaviors show students are inspired by the teacher ☐ Multiple students or the entire class respond to questions posed by the teacher ☐ Artifacts/student work indicate students are engaged in the critical content
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Self-regulate engagement and engagement of peers
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Vary engagement technique ☐ Reorganize groups ☐ Modify task ☐ Utilize peer resources ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Physical Education Best Practices

High activity levels, ≥50% **moderate to vigorous** physical activity. Efficient use of space and equipment. Minimal downtime.

Health Education Best Practices

Engagement is driven by relevance to student lives, **voice and choice**, and **interactive strategies** (discussion, movement, collaboration). **Practice** often occurs through scenarios, role-play, and real-life application tasks for a majority (70%) of class time.

Element 19: Effective Relationships/ Student-Centered Classroom

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.
Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.
Example Teacher Instructional Techniques (Check all that apply) ☐ Compliment students regarding academic and personal accomplishments ☐ When appropriate, use humor and/or playful dialogue with students ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.) ☐ Remain calm in response to inflammatory situations ☐ Interact with each student in the same calm and controlled fashion ☐ Remain objective and in control by not demonstrating personal offense at student misconduct
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Encourage students to share their thinking and perspectives ☐ Seek student input regarding classroom activities and culture ☐ Relate content-specific knowledge to personal aspects of students' lives ☐ Discuss with students about topics in which they are interested ☐ Discuss equity and individual needs of students ☐ Use student input and feedback to maintain an academic focus on rigor ☐ Build student interests into lessons (i.e. incorporate cultural connections) ☐ Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset) ☐ Engage in conversations with students about events in their lives outside of school ☐ Celebrate students' individual diversity, uniqueness, and cultural traditions
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Contribute to a positive classroom community through interactions with peers
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher ☐ Respond positively to verbal interactions with the teacher ☐ Respond positively to nonverbal interactions with the teacher ☐ Readily share their perspectives and thinking with the teacher ☐ Describe their teacher as respectful and responsive to the diverse needs of each student ☐ Actions show students trust the teacher to advocate for them
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Seek additional input from students ☐ Seek additional resources for self and students ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Physical Education Best Practices

Appropriate **relationships** can be a key to creating a **positive classroom community.** The teacher utilizes **greetings**/acknowledgments of students, using the student **name**, having formal and informal conferences with students, providing leadership opportunities in the classroom, and by **showing respect** for the student, their family, and their culture.

Health Education Best Practices

Teachers in health education classrooms should convey **high expectations** for the students in their classrooms (e.g., clearly communicate rigorous learning targets, encourage a growth mindset, and model revision, practice, and persistence in their teaching); and include and celebrate students to ensure they feel **valued** and **part of the classroom community.**

Element 20: High Expectations/Achievement Gap

Communicating High Expectations for Each Student to Close the Achievement Gap
Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.
Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.
Example Teacher Instructional Techniques (Check all that apply) ☐ Ask each student to examine the sources of their evidence
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Use methods to ensure each student is held responsible for participation in classroom activities ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students ☐ Does not allow negative or sarcastic comments about any student ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions ☐ Ask questions of each student at the same rate and frequency ☐ Ask complex questions of each student that require conclusions at the same rate and frequency ☐ Rephrase questions for each student when they provide an incorrect answer ☐ Probe each student to provide evidence of their conclusions ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson ☐ Probe each student to further explain their answers when they are incorrect ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work. Check all that apply.) ☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Treat each other with respect ☐ Actions show students avoid negative thinking about personal thoughts and actions ☐ Respond to difficult questions ☐ Take risks by offering incorrect or alternative answers ☐ Participate in classroom activities and discussions ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence ☐ Model teacher behaviors that show care and respect for each classmate ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply) ☐ Modify questioning techniques and patterns ☐ Reorganize seating patterns and groups ☐ Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Physical Education Best Practices

The teacher **respects the skills** of each student and **maintains high expectations** for all. While the needs of individual students may be different, the instruction is based on what each student needs to **make progress**. Students are aware of their grades in class and what is necessary for them to be successful.

Health Education Best Practices

The teacher also tracks how many students have been **engaged in questioning** and makes an attempt to engage those who are not engaging. The teacher also **shows respect for** and expects students to respect each other. There is a sense of safety in the room and students are encouraged to speak up, **practice skills** in front of their peers, and be involved in their own learning.

Element 21: Adhering to School/District Policies & Procedures

Adhering to School/District Policies and Procedures
Focus Statement: Teacher adheres to school and district policies and procedures.
Desired Effect: Teacher adheres to school and district rules and procedures.
Example Teacher Evidence (Check all that apply) ☐ Performs assigned duties ☐ Fulfills responsibilities in a timely manner ☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.) ☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.) ☐ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.) ☐ Demonstrates personal integrity and ethics ☐ Uses social media appropriately
Example Teacher Evidence – Equity, Access, SEL (Check all that apply) ☐ Maintains confidentiality of colleagues, students, and families ☐ Advocates for equality for each student

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Health & Physical Education Best Practices

It is evident in the classroom that the teacher is aware of and **practices school and district policies.** The teacher should be following all national, state, district, and school policies along with safety guidelines that are clearly communicated to students. **Confidentiality** is maintained, and **professionalism** is exhibited by the teacher. Educators may have additional communications with students in certain classes or teams and these communications should follow district policies.

Element 22: Maintaining Expertise in Content & Pedagogy

Maintaining Expertise in Content and Pedagogy
Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).
Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.
Example Teacher Evidence (Check all that apply) ☐ Participates in professional development opportunities ☐ Demonstrates content expertise and knowledge in the classroom ☐ Seeks mentorship from subject area experts ☐ Seeks mentorship from highly effective teachers ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction ☐ Demonstrates a growth mindset and/or seeks feedback ☐ Implements a deliberate practice or professional growth plan ☐ Seeks innovative ways to improve student achievement ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses ☐ Uses formative and summative data to make instructional planning decisions ☐ Teacher observational data is correlated to student achievement data ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning
Example Teacher Evidence – Equity, Access, SEL (Check all that apply) ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Health & Physical Education Best Practices

Discuss **professional learning** (workshops, book studies, conferences, etc.) and/or **professional organization** and association meetings outside of the district. There are a wide variety of professional organizations available to health and physical education educators both in state and out of state. The educator may also be serving in a leadership role in the organizations or presenting sessions/workshops to membership. In addition, the educator may be working toward a **master's or doctorate degree**, pursuing OSDE's Micro-Credentials in health or physical education, or pursuing **National Board Certification**. Ask them about these opportunities. In the future, encourage educators to attend professional development outside of the district, especially if they are the only person in their content area. District professional learning opportunities may not fit the needs of the health and physical education teacher. Allow time for the teacher to **PLC** with other health and physical education content specialists in district, area, or state. Encourage teachers to **visit other teacher's classrooms** especially if the teacher is a "singleton" in the district. Work with the teacher to find a mentor teacher in the same subject area, which may require working with a neighboring district or a professional organization.

Element 23: Promoting Teacher Leadership & Collaboration

Promoting Teacher Leadership and Collaboration
Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.
Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.
Example Teacher Evidence (Check all that apply) ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors ☐ Documents specific situations of mentoring other teachers ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning ☐ Promotes positive conversations and interactions with teachers and colleagues ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust ☐ Seeks a role and participates in Professional Learning Community meetings ☐ Serves as a student advocate in the classroom, school, and community ☐ Serves on school and district-level committees ☐ Works to achieve school and district improvement goals
Example Teacher Evidence – Equity, Access, SEL (Check all that apply) ☐ Accesses available expertise and resources to support students' learning needs ☐ Encourages parent involvement in classroom and school activities ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families ☐ Uses multiple means and modalities to communicate with families ☐ Participates in school and community activities as appropriate to support students and families

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Health & Physical Education Best Practices

Administrators should take time to ask about and recognize leadership roles such as:

- **Mentoring** student teachers or cooperating with teacher preparation programs
- **Serving** on school or district committees (e.g., wellness committees, MTSS teams, Title IV, Part A needs assessments, school improvement teams)
- **Contributing** to Comprehensive School Physical Activity Programs (CSPAP) or coordinated school health initiatives

It is important to **discuss with teachers what school initiatives they have the time, resources, and professional alignment to support**, rather than assigning tasks that may not reflect their expertise or impact. For example:

- Leading a **school-wide** wellness initiative, field day, or fitness event
- Coordinating **health awareness campaigns** (e.g., mental health week, nutrition initiatives)
- Supporting **staff wellness** programs
- Developing **cross-curricular connections** with other content areas

Many leadership contributions are less visible and may occur outside the school or district. For example, the teacher may:

- Mentor new teachers, memberships, or leadership positions through professional organizations
- Serve in leadership roles within state or national health/physical education organizations such as Oklahoma Association for Health, Physical Education, Recreation, and Dance (OAHPERD) or SHAPE America
- Present at conferences or facilitate professional development sessions
- Contribute to curriculum writing or program development at the district or state level
- Advocate for health and physical education programming and policy
- Collaborate with community partners (e.g., health departments, local fitness organizations)
- Work to improve school culture through wellness, inclusion, and student engagement initiatives

Additionally, HPE teachers often play a **key role in shaping school climate** by promoting lifelong health behaviors, **fostering supportive environments**, and supporting the physical, social, and emotional well-being of all students.

Because many of these contributions are not immediately observable during a formal evaluation, administrators should intentionally create space before and after observations for teachers to share how they lead, collaborate, and contribute to the broader school community.

Oklahoma's Marzano Model Guidance for Physical Education

Administrator Observation & Evaluation Booklet

Aligned to SHAPE America's 20 Indicators of Effective Physical Instruction

Introduction

This guidance document is designed to support administrators in effectively observing and evaluating physical education teachers using the Marzano Teacher Evaluation Model.

Physical education classrooms are dynamic, movement-based environments where learning is demonstrated through performance, participation, and skill development. This document aligns Marzano elements with best practices in physical education instruction using SHAPE America's 20 Indicators of Effective Physical Education Instruction.

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What to Expect

General Physical Education Guidance for Administrators

When observing physical education, administrators should expect:

- High levels of student movement and engagement
- Instruction across cognitive, psychomotor, and affective domains
- Use of space, equipment, and grouping strategies
- Ongoing formative assessment through observation and feedback

Important Notes:

- Learning is demonstrated through movement, not just written work
- Noise and activity often indicate engagement
- Students may be working at different skill levels simultaneously

Marzano–SHAPE Crosswalk Embedded by Element

DOMAIN 1: Classroom Strategies & Behaviors

Element 4: Identifying Critical Content

Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Clear skill focus within lesson - Teacher emphasizes key performance cues

Aligned SHAPE Indicators

Learning objectives are posted and standards-aligned - Objectives address cognitive, psychomotor, and affective domains

DOMAIN 1: Classroom Strategies & Behaviors

Element 5: Previewing New Content

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply)

- ☐ Use cultural resources to facilitate students making a link from what they know to the new content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Student Evidence of Desired Effect – Equity, Access, SEL
N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Teacher introduces lesson objectives - Connections to prior learning

Aligned SHAPE Indicators

Students are introduced to lesson objectives - Instruction connects to prior knowledge

DOMAIN 1: Classroom Strategies & Behaviors

Element 6: Processing New Content

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Break content into appropriate chunks
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Student Evidence of Desired Effect – Equity, Access, SEL

N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Immediate practice opportunities - Partner or small-group engagement

Aligned SHAPE Indicators

Students engage in small-group work - Teacher uses multiple instructional strategies

DOMAIN 1: Classroom Strategies & Behaviors

Element 7: Questioning

Using Questions to Help Students Elaborate on Content
Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.
Example Teacher Instructional Techniques (Check all that apply) ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time ☐ Ask detail questions ☐ Ask category questions ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.) ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught ☐ Model the process of using evidence to support elaboration ☐ Model processes and proficiencies to support mathematical elaboration ☐ Model implementation of appropriate wait time when questioning
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students accurately elaborate on content ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content ☐ **Use Response Methods** to monitor that students accurately elaborate on content ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Answer detail questions about the content ☐ Identify characteristics of content-related categories ☐ Make general elaborations about the content ☐ Provide evidence and support for elaborations ☐ Identify basic relationships between ideas and how one idea relates to another ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences ☐ Discussions demonstrate students can make well-supported elaborative inferences ☐ Discussions are grounded in evidence from text, both literary and informational ☐ Discussions and student work provide evidence of mathematical elaboration
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Rephrase questions/scaffold questions ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Reflection during/after activity - Performance-based questioning

Aligned SHAPE Indicators

Teacher engages students through questioning - Students reflect on performance

DOMAIN 1: Classroom Strategies & Behaviors

Element 8: Reviewing Content

Reviewing Content
Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.
Example Teacher Instructional Techniques (Check all that apply) ☐ Begin lesson with a brief review of previously taught content ☐ Use a scaffolding process to systematically show the cumulative nature of the content ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another • Brief summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise • Warm-up activity ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students know the previously taught critical content ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content ☐ **Use Response Methods** to monitor that students know the previously taught critical content ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another ☐ Summarize the cumulative nature of the content ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) ☐ Explain previously taught concepts ☐ Demonstrate increased fluency and/or accuracy of previously taught processes
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Skill reinforcement - Closure reflection

Aligned SHAPE Indicators

Students review lesson objectives during closure

DOMAIN 1: Classroom Strategies & Behaviors

Element 9: Practice skills

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

N/A

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

High repetition - Minimal wait time

Aligned SHAPE Indicators

Students receive maximal practice opportunities - Majority of students actively engaged

DOMAIN 1: Classroom Strategies & Behaviors

Element 10: Similarities & Differences

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Use culturally relevant activities to help students examine similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Comparing techniques or strategies

Aligned SHAPE Indicators

Students deepen understanding through comparison

DOMAIN 1: Classroom Strategies & Behaviors

Element 11: Examining Reasoning

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Students explain decisions or strategies

Aligned SHAPE Indicators

Students engage in reflection and feedback

DOMAIN 1: Classroom Strategies & Behaviors

Element 12: Revising Knowledge

Helping Students Revise Knowledge
Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
Example Teacher Instructional Techniques (Check all that apply) ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content ☐ Guide students to identify alternative ways to execute procedures ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
Example Teacher Instructional Technique – Equity, Access, SEL (Check all that apply) ☐ Ask students to state or record how hard they tried ☐ Ask students to state or record what they might have done to enhance their learning ☐ Utilize reflection activities to cultivate a growth mindset ☐ Prompt students to summarize and defend how their understanding has changed ☐ Guide students in a reflection process
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Explain what they are clear about and what they are confused about ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers) ☐ Groups make corrections and/or additions to information previously recorded about content ☐ Revisions demonstrate alternative ways to execute procedures ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Explain what they could have done to enhance their learning ☐ Actions and reflections display a growth mindset ☐ Explain previous errors or misconceptions about content ☐ Reflections show clarification in thinking or processing
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Modify task ☐ Utilize peer resources ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Immediate corrective feedback

Aligned SHAPE Indicators

Feedback is used to improve performance

DOMAIN 1: Classroom Strategies & Behaviors

Element 13: Complex Tasks

Helping Students Engage in Cognitively Complex Tasks
Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.
Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.
Example Teacher Instructional Techniques (Check all that apply) ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing • A proposition • A proposed theory • A hypothesis ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Provide prompt(s) for students to experiment with their own thinking ☐ Observe, coach, and support productive student struggle ☐ Coach students to persevere with the complex task ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to • Generate conclusions • Identify common logical errors • Present and support propositions, theories, or hypotheses • Navigate digital and traditional resources
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Explain the proposition, theory, or hypothesis they are testing ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation ☐ Justify the process used to support the proposition, theory, or hypothesis ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can • Generate conclusions • Identify common logical errors • Present and support the proposition, theory, or hypothesis • Navigate digital and traditional resources • Identify how multiple ideas are related
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Precisely explain perseverance with the task with reasoning and conclusions
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Utilize different coaching/facilitation techniques ☐ Modify task ☐ Reorganize groups ☐ Provide additional resources ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Strategy-based gameplay - Problem-solving through movement

Aligned SHAPE Indicators

Instruction promotes higher-order thinking

DOMAIN 1: Classroom Strategies & Behaviors

Element 14: Formative Assessment

Physical Education Best Practices

Teacher monitoring and adjusting instruction

Aligned SHAPE Indicators
Ongoing formative assessment aligned to objectives

DOMAIN 1: Classroom Strategies & Behaviors

Element 15: Feedback

Physical Education Best Practices
Specific, skill-based feedback

Aligned SHAPE Indicators
Constructive feedback guides performance

DOMAIN 1: Classroom Strategies & Behaviors

Element 16: Organizing Students

Physical Education Best Practices
Small-sided games and grouping

Aligned SHAPE Indicators
Students engage in small-group work - Competition is limited appropriately

DOMAIN 1: Classroom Strategies & Behaviors

Element 17: Rules & Procedures

Physical Education Best Practices
Clear routines and transitions

Aligned SHAPE Indicators
Safe and structured environment - Clear stop/start signals

DOMAIN 1: Classroom Strategies & Behaviors

Element 18: Engagement Strategies

Physical Education Best Practices
High activity levels - Minimal downtime

Aligned SHAPE Indicators
≥50% moderate to vigorous physical activity - Efficient use of space and equipment

DOMAIN 2: Planning & Preparing

Element 1: Standards-Based Planning

Physical Education Best Practices
Standards-aligned objectives

Aligned SHAPE Indicators
Objectives are visible and standards-based

DOMAIN 2: Planning & Preparing

Element 2: Aligning Resources

Physical Education Best Practices
Equipment supports learning

Aligned SHAPE Indicators
Space and equipment maximize activity time

DOMAIN 2: Planning & Preparing

Element 3: Using Data to Plan

Physical Education Best Practices
Differentiation and modifications

Aligned SHAPE Indicators
Instruction adjusted based on student needs

DOMAIN 3: Reflecting on Teaching

Reflection Practices

Physical Education Best Practices
Instruction adjusted based on assessment

Aligned SHAPE Indicators
Modifications based on assessment results

DOMAIN 4: Collegiality & Professionalism

Professional Responsibilities

Physical Education Best Practices
Adherence to policies - Advocacy for physical education

Aligned SHAPE Indicators
Alignment with policy and environment recommendations

Administrator Walk-Through Checklist

- Objectives posted and aligned
- Students active ≥50% of class
- Minimal downtime
- Safe environment
- Differentiation evident
- Ongoing assessment and feedback
- Warm-up and cool-down present
- Closure includes reflection

Common Misinterpretations

- “Students are just playing” → Skill-based instruction is occurring
- “Too loud” → Engagement through movement
- “Not academic” → Learning demonstrated through performance

Administrator Reflection Questions

- Are students learning a skill?

- Are all students engaged?
- Is instruction standards-aligned?
- Is feedback specific and meaningful?

Contact Information

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One-Page Quick Reference: Physical Education Walk-Through Tool

What Should I See in an Effective physical education Lesson?

🟢 Instruction & Engagement

· Students actively moving **≥50% of class time**

· Minimal wait time (no long lines or elimination)

· Teacher actively circulating and providing feedback

· Clear demonstrations and skill cues

🔵 Learning Focus

· Posted learning objectives aligned to standards

· Lesson targets **skill development (not just gameplay)**

· Instruction addresses:

o Psychomotor (skills)

o Cognitive (knowledge)

o Affective (behavior/social skills)

🟡 Environment & Management

· Safe and structured environment

· Clear routines (start/stop signals, transitions)

· Efficient use of space and equipment

🟣 Differentiation & Inclusion

· Modifications for different skill levels

· All students actively included

· Multiple ways to be successful

🟠 Assessment & Feedback

· Ongoing teacher observation

· Specific, skill-based feedback

· Students adjusting performance based on feedback

⚪ Lesson Structure

· Instant activity upon entry

· Warm-up included

· Closure includes:

o Cool-down

o Reflection on objectives

🚫 Red Flags to Watch For

· Students standing in long lines

· Elimination games (students sitting out)

· No clear objective or purpose

· Free play with no instruction

· Majority of students inactive

🧠 3 Quick Questions for Administrators

1. Are students **learning a skill**, not just playing?

2. Are **most students moving and engaged**?

3. Is the teacher providing **specific feedback to improve performance**?

📝 Quick Rating Snapshot (Optional)

Area	Look-Fors Present?
Engagement (≥50% active)	□ Yes □ No
Clear Objectives	□ Yes □ No
Skill-Based Instruction	□ Yes □ No
Differentiation	□ Yes □ No
Feedback & Assessment	□ Yes □ No
Safe Environment	□ Yes □ No

💡 Administrator Tip

Physical education should look active, structured, and purposeful.
If students are moving, practicing skills, and receiving feedback—learning is happening.

End of Document

Oklahoma's Marzano Model Guidance for Physical Education

Administrator Observation & Evaluation Booklet

Aligned to SHAPE America's 20 Indicators of Effective Physical Instruction

Introduction

This guidance document is designed to support administrators in effectively observing and evaluating physical education teachers using the Marzano Teacher Evaluation Model.

Physical education classrooms are dynamic, movement-based environments where learning is demonstrated through performance, participation, and skill development. This document aligns Marzano elements with best practices in physical education instruction using SHAPE America's 20 Indicators of Effective Physical Education Instruction.

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What to Expect

General Physical Education Guidance for Administrators

When observing physical education, administrators should expect:

- High levels of student movement and engagement
- Instruction across cognitive, psychomotor, and affective domains
- Use of space, equipment, and grouping strategies
- Ongoing formative assessment through observation and feedback

Important Notes:

- Learning is demonstrated through movement, not just written work
- Noise and activity often indicate engagement
- Students may be working at different skill levels simultaneously

Marzano–SHAPE Crosswalk Embedded by Element

DOMAIN 1: Classroom Strategies & Behaviors

Element 4: Identifying Critical Content

Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Clear skill focus within lesson - Teacher emphasizes key performance cues

Aligned SHAPE Indicators

Learning objectives are posted and standards-aligned - Objectives address cognitive, psychomotor, and affective domains

DOMAIN 1: Classroom Strategies & Behaviors

Element 5: Previewing New Content

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply)

- ☐ Use cultural resources to facilitate students making a link from what they know to the new content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Student Evidence of Desired Effect – Equity, Access, SEL
N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Teacher introduces lesson objectives - Connections to prior learning

Aligned SHAPE Indicators

Students are introduced to lesson objectives - Instruction connects to prior knowledge

DOMAIN 1: Classroom Strategies & Behaviors

Element 6: Processing New Content

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Break content into appropriate chunks
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Student Evidence of Desired Effect – Equity, Access, SEL

N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Immediate practice opportunities - Partner or small-group engagement

Aligned SHAPE Indicators

Students engage in small-group work - Teacher uses multiple instructional strategies

DOMAIN 1: Classroom Strategies & Behaviors

Element 7: Questioning

Using Questions to Help Students Elaborate on Content
Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.
Example Teacher Instructional Techniques (Check all that apply) ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time ☐ Ask detail questions ☐ Ask category questions ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.) ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught ☐ Model the process of using evidence to support elaboration ☐ Model processes and proficiencies to support mathematical elaboration ☐ Model implementation of appropriate wait time when questioning
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students accurately elaborate on content ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content ☐ **Use Response Methods** to monitor that students accurately elaborate on content ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Answer detail questions about the content ☐ Identify characteristics of content-related categories ☐ Make general elaborations about the content ☐ Provide evidence and support for elaborations ☐ Identify basic relationships between ideas and how one idea relates to another ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences ☐ Discussions demonstrate students can make well-supported elaborative inferences ☐ Discussions are grounded in evidence from text, both literary and informational ☐ Discussions and student work provide evidence of mathematical elaboration
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Rephrase questions/scaffold questions ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Reflection during/after activity - Performance-based questioning

Aligned SHAPE Indicators

Teacher engages students through questioning - Students reflect on performance

DOMAIN 1: Classroom Strategies & Behaviors

Element 8: Reviewing Content

Reviewing Content
Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.
Example Teacher Instructional Techniques (Check all that apply) ☐ Begin lesson with a brief review of previously taught content ☐ Use a scaffolding process to systematically show the cumulative nature of the content ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another • Brief summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise • Warm-up activity ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students know the previously taught critical content ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content ☐ **Use Response Methods** to monitor that students know the previously taught critical content ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another ☐ Summarize the cumulative nature of the content ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) ☐ Explain previously taught concepts ☐ Demonstrate increased fluency and/or accuracy of previously taught processes
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Skill reinforcement - Closure reflection

Aligned SHAPE Indicators

Students review lesson objectives during closure

DOMAIN 1: Classroom Strategies & Behaviors

Element 9: Practice skills

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

N/A

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

High repetition - Minimal wait time

Aligned SHAPE Indicators

Students receive maximal practice opportunities - Majority of students actively engaged

DOMAIN 1: Classroom Strategies & Behaviors

Element 10: Similarities & Differences

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Use culturally relevant activities to help students examine similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Comparing techniques or strategies

Aligned SHAPE Indicators

Students deepen understanding through comparison

insert

DOMAIN 1: Classroom Strategies & Behaviors

Element 11: Examining Reasoning

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Students explain decisions or strategies

Aligned SHAPE Indicators

Students engage in reflection and feedback

DOMAIN 1: Classroom Strategies & Behaviors

Element 12: Revising Knowledge

Helping Students Revise Knowledge
Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
Example Teacher Instructional Techniques (Check all that apply) ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content ☐ Guide students to identify alternative ways to execute procedures ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
Example Teacher Instructional Technique – Equity, Access, SEL (Check all that apply) ☐ Ask students to state or record how hard they tried ☐ Ask students to state or record what they might have done to enhance their learning ☐ Utilize reflection activities to cultivate a growth mindset ☐ Prompt students to summarize and defend how their understanding has changed ☐ Guide students in a reflection process
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Explain what they are clear about and what they are confused about ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers) ☐ Groups make corrections and/or additions to information previously recorded about content ☐ Revisions demonstrate alternative ways to execute procedures ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Explain what they could have done to enhance their learning ☐ Actions and reflections display a growth mindset ☐ Explain previous errors or misconceptions about content ☐ Reflections show clarification in thinking or processing
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Modify task ☐ Utilize peer resources ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Immediate corrective feedback

Aligned SHAPE Indicators

Feedback is used to improve performance

DOMAIN 1: Classroom Strategies & Behaviors

Element 13: Complex Tasks

Helping Students Engage in Cognitively Complex Tasks
Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.
Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.
Example Teacher Instructional Techniques (Check all that apply) ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing • A proposition • A proposed theory • A hypothesis ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) ☐ Provide prompt(s) for students to experiment with their own thinking ☐ Observe, coach, and support productive student struggle ☐ Coach students to persevere with the complex task ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to • Generate conclusions • Identify common logical errors • Present and support propositions, theories, or hypotheses • Navigate digital and traditional resources
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Explain the proposition, theory, or hypothesis they are testing ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation ☐ Justify the process used to support the proposition, theory, or hypothesis ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can • Generate conclusions • Identify common logical errors • Present and support the proposition, theory, or hypothesis • Navigate digital and traditional resources • Identify how multiple ideas are related
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) ☐ Precisely explain perseverance with the task with reasoning and conclusions
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Utilize different coaching/facilitation techniques ☐ Modify task ☐ Reorganize groups ☐ Provide additional resources ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Physical Education Best Practices

Strategy-based gameplay - Problem-solving through movement

Aligned SHAPE Indicators

Instruction promotes higher-order thinking

dgpj

DOMAIN 1: Classroom Strategies & Behaviors

Element 14: Formative Assessment

Physical Education Best Practices

Teacher monitoring and adjusting instruction

Aligned SHAPE Indicators
Ongoing formative assessment aligned to objectives

DOMAIN 1: Classroom Strategies & Behaviors

Element 15: Feedback

Physical Education Best Practices
Specific, skill-based feedback

Aligned SHAPE Indicators
Constructive feedback guides performance

DOMAIN 1: Classroom Strategies & Behaviors

Element 16: Organizing Students

Physical Education Best Practices
Small-sided games and grouping

Aligned SHAPE Indicators
Students engage in small-group work - Competition is limited appropriately

DOMAIN 1: Classroom Strategies & Behaviors

Element 17: Rules & Procedures

Physical Education Best Practices
Clear routines and transitions

Aligned SHAPE Indicators
Safe and structured environment - Clear stop/start signals

DOMAIN 1: Classroom Strategies & Behaviors

Element 18: Engagement Strategies

Physical Education Best Practices
High activity levels - Minimal downtime

Aligned SHAPE Indicators
≥50% moderate to vigorous physical activity - Efficient use of space and equipment

DOMAIN 2: Planning & Preparing

Element 1: Standards-Based Planning

Physical Education Best Practices
Standards-aligned objectives

Aligned SHAPE Indicators
Objectives are visible and standards-based

DOMAIN 2: Planning & Preparing

Element 2: Aligning Resources

Physical Education Best Practices
Equipment supports learning

Aligned SHAPE Indicators
Space and equipment maximize activity time

DOMAIN 2: Planning & Preparing

Element 3: Using Data to Plan

Physical Education Best Practices
Differentiation and modifications

Aligned SHAPE Indicators
Instruction adjusted based on student needs

DOMAIN 3: Reflecting on Teaching

Reflection Practices

Physical Education Best Practices
Instruction adjusted based on assessment

Aligned SHAPE Indicators
Modifications based on assessment results

DOMAIN 4: Collegiality & Professionalism

Professional Responsibilities

Physical Education Best Practices
Adherence to policies - Advocacy for physical education

Aligned SHAPE Indicators
Alignment with policy and environment recommendations

Administrator Walk-Through Checklist

- Objectives posted and aligned
- Students active ≥50% of class
- Minimal downtime
- Safe environment
- Differentiation evident
- Ongoing assessment and feedback
- Warm-up and cool-down present
- Closure includes reflection

Common Misinterpretations

- “Students are just playing” → Skill-based instruction is occurring
- “Too loud” → Engagement through movement
- “Not academic” → Learning demonstrated through performance

Administrator Reflection Questions

- Are students learning a skill?

- Are all students engaged?
- Is instruction standards-aligned?
- Is feedback sphysical educationcific and meaningful?

Contact Information

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One-Page Quick Reference: Physical Education Walk-Through Tool

What Should I See in an Effective Physical Education Lesson?

🟢 Instruction & Engagement

· Students actively moving **≥50% of class time**

· Minimal wait time (no long lines or elimination)

· Teacher actively circulating and providing feedback

· Clear demonstrations and skill cues

🔵 Learning Focus

· Posted learning objectives aligned to standards

· Lesson targets **skill development (not just gameplay)**

· Instruction addresses:

o Psychomotor (skills)

o Cognitive (knowledge)

o Affective (behavior/social skills)

🟡 Environment & Management

· Safe and structured environment

· Clear routines (start/stop signals, transitions)

· Efficient use of space and equipment

🟣 Differentiation & Inclusion

· Modifications for different skill levels

· All students actively included

· Multiple ways to be successful

🟠 Assessment & Feedback

· Ongoing teacher observation

· Specific, skill-based feedback

· Students adjusting performance based on feedback

⚪ Lesson Structure

· Instant activity upon entry

· Warm-up included

· Closure includes:

o Cool-down

o Reflection on objectives

🚫 Red Flags to Watch For

· Students standing in long lines

· Elimination games (students sitting out)

· No clear objective or purpose

· Free play with no instruction

· Majority of students inactive

🧠 3 Quick Questions for Administrators

1. Are students **learning a skill**, not just playing?

2. Are **most students moving and engaged**?

3. Is the teacher providing **specific feedback to improve performance**?

📝 Quick Rating Snapshot (Optional)

Area	Look-Fors Present?
Engagement (≥50% active)	□ Yes □ No
Clear Objectives	□ Yes □ No
Skill-Based Instruction	□ Yes □ No
Differentiation	□ Yes □ No
Feedback & Assessment	□ Yes □ No
Safe Environment	□ Yes □ No

💡 Administrator Tip

Physical education should look active, structured, and purposeful.
If students are moving, practicing skills, and receiving feedback—learning is happening.

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