Oklahoma's Tulsa Model Guidance for Health & Physical Education

Administrator Observation & Evaluation Booklet

Introduction

This document supports administrators in conducting accurate observations of Health and Physical Education teachers and specifically highlights best practices in health and physical education classrooms. While both subjects promote wellness, they demonstrate learning through different domains:

- **Physical Education (PE):** A performance-based, movement-centered content area where learning is demonstrated through skill execution and active participation.
- **Health Education (HE):** A student-centered, skill-based subject focused on developing health literacy and health-enhancing behaviors.

This document includes every indicator of the Tulsa Model. After each indicator, there is a table with best practices and information on what to look for in the various health and physical education classrooms. The information in the tables is not exhaustive, but it is a starting place for administrators and the evaluation process. Also, the information in the tables is meant to supplement the rubric– consider the rubric information first and then supplement with specific information. Keep in mind your local context and resources, when using this guidance.

Health and physical education classrooms are dynamic, movement-based environments where learning is demonstrated through performance, participation, and skill development. This document aligns every indicator of the Tulsa Model 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.

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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

Tulsa Model–SHAPE Crosswalk Embedded by Domain and Indicators

Domain: Classroom Management | Dimension: Preparation

Indicator 1: Teacher plans for and executes a lesson related to short-term and long-term objectives.

Indicator No.

1	Domain: **Classroom Management**		Dimension: **Preparation**	
	Teacher plans for and executes a lesson relating to short-term and long-term objectives.			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.
Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.	Develops instructional plans that are not consistently in alignment with most current state standards.	Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.	Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.	Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.
Plans rarely address student diversity nor describe how instruction will be differentiated.	Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.	Plans consistently address student diversity and describe how instruction will be differentiated.	Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.	Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.
Materials and equipment are not ready at the start of the lesson or instructional activity.	Materials and equipment are usually ready at the start of the lesson or instructional activity.	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.

Physical Education Best Practices

Create a clear scope and sequence of lessons that reflects a progression of learning aligned with the Oklahoma Academic Standards for Physical Education (OAS-PE). Within Standard 1, objectives should move from simple to more complex skills (e.g., beginning with locomotor, then non-locomotor [non-manipulative], and progressing to manipulative skills), or follow a structured framework such as the Movement Wheel to build motor competence over time.

Each lesson should include objectives that address all three learning domains: psychomotor (skill development), cognitive (knowledge and understanding), and affective (behavior and attitudes). Lessons should be organized within a scaffolded unit, using a progression of activities (e.g., lead-up games that build toward strategic gameplay) to support student learning and skill development.

Health Education Best Practices

Health curriculum should be sequential, standards-aligned, and skills-based, with a focus on health literacy and positive behavioral outcomes. Lessons should follow a backward design process, beginning with the desired health behavior (e.g., avoiding tobacco) and then selecting relevant functional information to support that goal.

Domain: Classroom Management | Dimension: Discipline

Indicator 2: Teacher clearly defines and effectively manages student behavior.

2	Domain: **Classroom Management**			Dimension: **Discipline**
	Teacher clearly defines and effectively manages student behavior.			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Standards of conduct have not been established. Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students. Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions. Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.	Standards of conduct have been established with inconsistent implementation. Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students. Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions. Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Establishes, communicates and consistently implements appropriate standards of conduct. Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students. Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students. Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students. Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards. Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students. Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom. As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and relationships and encourages students to self-discipline.

Physical Education Best Practices

Consistent use of **"Start/Stop" signals** (e.g., whistle, music, hand signs). Equipment is distributed and collected through **established**, non-chaotic **routines**. Entry and exit procedures are established and practiced. **Clear expectations** are established for equipment use, teamwork, collaboration, and participation in age- and developmentally-appropriate activities. Classes may look like organized chaos (e.g., **small groups or individuals** working in different areas on different skills) and conversation with the educator should clarify questions about class activities and the goals of the learning.

Health Education Best Practices

Establishment of "**Ground Rules**" for sensitive discussions and creates a **positive learning** environment through community building. The teacher manages the safety of the room, so students feel comfortable sharing **personal health perspectives**. Students manage **expectations** on their own while the teacher is working with individuals/small groups.

Domain: Classroom Management | Dimension: Building Wide Climate Responsibilities

Indicator 3: Teacher assures a contribution to building-wide positive climate responsibilities.

3	Domain: **Classroom Management**	Dimension: **Building-Wide Climate Responsibilities**		
	Teacher assures a contribution to building-wide positive climate responsibilities.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.	Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives, inspiring others to participate.
Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.	Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.	Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.

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.

Keep in mind: physical educators at the elementary level usually see **every child** in the building. They can help lead **school-wide events** or behaviors if given a chance to be part of the process. In addition, if there is a concern about a student, these educators may be able to contribute to the conversation.

Health Education Best Practices

Instruction and curriculum are **data-driven**, using student, community, and health data (e.g., Oklahoma's Youth Risk Behavior Survey [YRBS] data) to meet the needs of all learners. Distinguish between the nice to know and the need to know information and teach the need to know.

Domain: Classroom Management | Dimension: Lesson Plans

Indicator 4: Teacher develops daily lesson plans designed to achieve the identified objectives.

5	Domain: Classroom Management			Dimension: Assessment Practices
	Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely uses assessments to evaluate student learning and guide instruction.	Inconsistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.	Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.
Grading is arbitrary and not in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies.	Grading is fair and in accordance with district's grading policies.	Grading is fair, transparent to students and in accordance with district's grading policies.	Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback– separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals. Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.
There is no evidence that the teacher recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

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

Lessons prioritize student-centered activities over passive lecturing and include resources that are represent all students and are medically accurate. 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.

Domain: Classroom Management | Dimension: Assessment Practices

Indicator 5: Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.

5	Domain: Classroom Management		Dimension: Assessment Practices	
Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Rarely uses assessments to evaluate student learning and guide instruction.	Inconsistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.	Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.
Grading is arbitrary and not in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies.	Grading is fair and in accordance with district's grading policies.	Grading is fair, transparent to students and in accordance with district's grading policies.	Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback– separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals. Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.
There is no evidence that the teacher recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

Physical Education Best Practices

Grading is based on progress toward standards, not just "dressing out" or "participation." Assessments include rubrics, checklists, peer-checks, or heart rate data. **Check out the OSDE's Framework Projects to see assessments aligned to the OAS-PE.** The teacher should be using specific phrases of positive feedback ("Good job" is not as effective as "Your follow through was excellent").

Health Education Best Practices

Assessment focuses on the application of a skill (e.g., a role-play rubric for refusal skills) rather than a multiple-choice test on anatomy. **Check out the OSDE's Framework Projects to see assessments aligned to the OAS-HE.**

Domain: Classroom Management | Dimension: Student Relations

Indicator 6: Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

6	Domain: **Classroom Management**		Dimension: **Student Relations**	
Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.	Oral, written, and nonverbal communication may not be considerate or respectful.	Oral, written and nonverbal communications with students are considerate and respectful.	Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.	Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.
Does not consistently display an interest in the curriculum or high academic expectations for most students.	Does not consistently display an interest in the curriculum or high academic expectations for most students.	Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.	Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students	Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.

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 (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.

Domain: Instructional Effectiveness | Dimension: Literacy

Indicator 7: Teacher embeds the components of literacy into all instructional content.

7	Domain: **Instructional Effectiveness**			Dimension: **Literacy**
Teacher embeds the components of literacy into all instructional content.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.	Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.
Instruction is rarely provided through text.	Instruction is occasionally provided through text.	As appropriate for the content area, instruction is provided through text.	Instruction is routinely provided through text and teacher requires students to cite text to support answers.	Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.

Note One: Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples ("turn and talk"); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

Note Two: A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the "bonding agent" or "glue" for the content.

Note Three: Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students' use of literacy strategies is random, isolated or has no connection to the lesson objectives.

Physical Education Best Practices

Evidence of **embedded literacy** includes the use and understanding of **movement concepts**, exercise or sport-specific terminology. A physical text may be evident with the use of cue or station cards and **word walls** (e.g., *Force, Trajectory, Agility*).

Health Education Best Practices

Analysis of media **messages**, reading food labels, and practicing "**Functional Literacy**" (interpreting health data/news).

Domain: Instructional Effectiveness | Dimension: Current State Standards

Indicator 8: Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same (i.e., state standards) on student learning and achievement.

8	Domain: **Instructional Effectiveness**		Dimension: **Current State Standards**	
Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Neither understands nor participates (at even the "conversation / awareness" level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a "change agent" and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.

Physical Education Best Practices

There are **discipline-specific standards** for physical education. Instruction is explicitly tied to the OAS-Physical Education.

Health Education Best Practices

There are **discipline-specific standards** for health education. In health, the focus is on the 8 OAS-HE (e.g., Analyzing Influences, Accessing Valid Information).

Domain: Instructional Effectiveness | Dimension: Involves All Learners

Indicator 9: Teacher uses active learning, questioning techniques and/or guided practices to involve all students.

9	Domain: Instructional Effectiveness			Dimension: Involves All Learners
Teacher uses active learning, questioning techniques and/or guided practices to involve all students.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.
		Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.

Note: Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of* Education, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

Physical Education Best Practices

The 50% Rule: At least 50% of class time is spent in Moderate to Vigorous Physical Activity (MVPA). Small-sided games (3v3) are used instead of full-sided (11v11) to ensure everyone touches the ball. **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**. **Health:** Use of engagement strategies such as, "Think-Pair-Share," rotating stations, and case studies to ensure every student is mentally active.

Domain: Instructional Effectiveness | Dimension: Explains Content

Indicator 10: Teacher teaches the objectives through a variety of methods.

10	Domain: **Instructional Effectiveness**			Dimension: **Explains Content**
Teacher teaches the objectives through a variety of methods.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.	Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.	Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.
Technology is not used as designed and not used as an instructional tool.	Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.	Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.	Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.	

Physical Education Best Practices

Instruction includes **performance cues** of the skill (Critical Elements- Elementary and Secondary), demonstration (e.g., by the teacher, peer modeling, GIF, or video) of the skill, exploration of the skill. **Technology** is used through a sound system to enhance motivation.

Health Education Best Practices

Instruction includes **visual** (short videos/diagrams), **auditory** (steps of the skill), and **kinesthetic** (scenarios, role-playing, gallery walks, fishbowl, etc.) methods.

Domain: Instructional Effectiveness | Dimension: Clear Instruction & Directions

Indicator 11: Teacher provides clear instruction and direction.

11	Domain: **Instructional Effectiveness**		Dimension: **Clear Instruction & Directions**	
	Teacher provides clear instruction and direction.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.	When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.	Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.	Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.	Uses all of the characteristics of Levels 3 and 4. Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.
Does not give students directions for transitions and does not plan for transitions.	Attempts to give students directions for transitions but does not plan for transitions.	Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.	Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.	Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.
Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.	Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.	Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.	Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.

Physical Education Best Practices

Consistent use of **"Start/Stop" signals** (e.g., whistle, music, hand signs). "When I say go..." protocol (giving all directions before allowing students to move). Equipment is distributed and collected through **established**, non-chaotic **routines**.

Health Education Best Practices

In health, **clear instruction** and **direction** are necessary, and it is very evident when clear instructions have been processed by the students. Evidence can be seen when students can quickly and easily attempt the specific skills or activities they are supposed to be performing. Also, clear **scaffolding** of **complex health skills** and **breaking down** "Decision Making" into a **step-by-step process**.

Domain: Instructional Effectiveness | Dimension: Models

Indicator 12: Teacher demonstrates/models the desired skill or process.

12	Domain: **Instructional Effectiveness**			Dimension: **Models**
	Teacher demonstrates / models the desired skill or process.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

Physical Education Best Practices

Teacher or a proficient student **demonstrates the skill** at full speed, then broken down with **cues** or Critical Elements- Elementary and Secondary).

Health Education Best Practices

Teacher **models the steps of the skill** such as the use of "I-statements," or decision-making during a mock scenario.

Domain: Instructional Effectiveness | Dimension: Monitors

Indicator 13: Teacher checks to determine if students are progressing toward stated objectives.

13	Domain: **Instructional Effectiveness**			Dimension: **Monitors**
	Teacher checks to determine if students are progressing toward stated objectives.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

Physical Education Best Practices

Teacher moves through the "**perimeter**" of the gym/field to see all students, rather than standing in one spot. Teacher uses **observation, checklists, or summative assessments** to check for understanding and provides immediate, corrective feedback.

Health Education Best Practices

Teacher **circulates** during **small group work**, **checking for understanding** or misconceptions in health facts or skill application.

Domain: Instructional Effectiveness | Dimension: Adjusts Based Upon Monitoring

Indicator 14: Teacher changes instruction based on the results of monitoring.

14	Domain: **Instructional Effectiveness**		Dimension: **Adjusts Based Upon Monitoring**	
	Teacher changes instruction based on the results of monitoring.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.	Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.	Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.	Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.	Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.
Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.
There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.	There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.	Reviews data from assessments to modify instruction and guide intervention strategies.	Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.	Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.

Physical Education Best Practices

If an activity is too challenging, the teacher **provides choice** and **modifications** (e.g., bigger ball, shorter distance) through intentional planning to build **confidence** and **competence.**

Health Education Best Practices

If a discussion reveals a **common health myth**, the teacher stops to address the **misconception** immediately.

Domain: Instructional Effectiveness | Dimension: Establishes Closure

Indicator 15: Teacher summarizes and fits into context what has been taught.

15	Domain: **Instructional Effectiveness**			Dimension: **Establishes Closure**
	Teacher summarizes and fits into context what has been taught.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
There is no ending to the lesson. Students disengage at the end of the class with no teacher direction.	The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity.	Ends the day's learning / activity by summarizing the lesson or asking students to summarize the lesson.	Ends the day's learning / activity by summarizing the lesson in a variety of ways. Students are able to summarize in a variety of ways and reflect on their own learning.	Ends the day's learning / activity by facilitating students in summarizing and discussing main ideas.
Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.	Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.	Connects what is learned to prior learning.	Relates instruction to prior and future learning.	Students are able to connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.

Physical Education & Health Best Practices

A "Cool Down" or "Exit Ticket" that asks students to **reflect** on how today's lesson applies to their personal life or fitness goal. This reflection establishes **personal relevance** for students.

Domain: Instructional Effectiveness | Dimension: Student Achievement

Indicator 16: Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.

16	Domain: **Instructional Effectiveness**		Dimension: **Student Achievement**	
Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.	There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.	Modifies assessments for special education student populations in alignment with the IEP.	Modifies assessments for special education student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success."	Modifies assessments and curriculum for special student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success."
		Provides required feedback to student, roster teacher and/or parent.	Provides frequent / timely feedback to student, teacher or parent.	Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.
		Assures that all students have access to standard / common core / district curriculum.	Assures that all students have access and modifications to standard /common core /district curriculum.	The teacher consistently advocates for all special needs students to have direct access to standard /common core /district curriculum.
Gives up, blames the student, or blames the student's home environment if the student has difficulty learning.	When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.	Accepts responsibility for the success of all students.	When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.	Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.

Physical Education Best Practices

Implementation of **Adapted Physical Education (APE)** principles by modifying equipment (e.g., bell-balls for visually impaired). Use the S-T-E-P (e.g., space, task, equipment, people) framework to modify activities for all learners.

Health Education Best Practices

Teacher provides **alternative health assessments** (e.g., a poster or video recording instead of a written assignment).

Domain: Professional Growth and Continuous Improvement

Indicator 17: Uses Professional Growth as a Continuous Improvement Strategy

Indicator 18: Exhibits behaviors and efficiencies associated with professionalism.

17	Domain: **Professional Growth and Continuous Improvement** **Uses Professional Growth as a Continuous Improvement Strategy**			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

18	Domain: **Professional Growth and Continuous Improvement** **Exhibits behaviors and efficiencies associated with professionalism.**			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

Physical Education & Health Best Practices

The educator may display professional growth with involvement or memberships in state or national organizations or presenting sessions/workshops. 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**.

Domain: Interpersonal Skills

Indicator 19: Effective interactions and collaboration with stakeholders.

19	Domain: **Interpersonal Skills** **Effective Interactions and Collaboration with Stakeholders.**			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.	Interacts with families and colleagues in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation. Communication is clearly understood by diverse stakeholders.
Does not consult or collaborate with other staff members.	Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

Physical Education & Health Best Practices

Communicates with parents about the importance of **physical and health literacy**. **Collaborates** with the school nurse or cafeteria staff to promote a "Whole School, Whole Community, Whole Child" (WSCC) model. Provides **physical activity opportunities** before, during and after school to support the [Comprehensive School Physical Activity Program (CSPAP).]

Domain: Leadership

Indicator 20: Exhibits positive leadership through varied involvements.

20	Domain: **Leadership** **Exhibits Positive Leadership through Varied Involvements.**			
Ineffective	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

Physical Education & Health Best Practices
Serves as a Department Chair, **mentors** new HPE teachers, or **advocates** for the program at school board meetings to ensure HPE is recognized as an essential subject.

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 specific and meaningful?

Contact Information

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