

Early and Middle Childhood/ Physical Education

Component 2: Differentiation in Instruction

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Early and Middle Childhood/Physical Education (EMC/Physical Education) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards.

EMC/Physical Education Component 2 Portfolio Entry

In the EMC/Physical Education Component 2 portfolio entry:

- You select and submit two assessments with instructional materials and two students' responses that demonstrate your ability to tie assessment to learning goals.
- You show how you use results of assessments to inform your teaching and differentiate instruction for students.
- You submit a Written Commentary analyzing your teaching.

EMC/Physical Education Standards Measured by Component 2

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entry and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, "Differentiation in Instruction," measures the following EMC/Physical Education Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Knowledge of Students
- II. Knowledge of Subject Matter
- III. Curricular Choices
- IV. Wellness within Physical Education
- VI. Diversity and Inclusion
- VII. Teaching Practices
- VIII. Assessment
- IX. Reflective Practice

For the complete EMC/Physical Education Standards, refer to **www.boardcertifiedteachers.org**.

The EMC/Physical Education Component 2 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 2 tasks.

You should read the Standards and rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "Portfolio Instructions for EMC/Physical Education Component 2," which describes how to develop and submit your evidence, and "Scoring Rubric for EMC/Physical Education Component 2," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EMC/Physical Education Component 2 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An Electronic Submission at a Glance chart listing the materials you are required to collect and/or prepare as well as the release forms to keep for your records. Use this chart to complete and submit the appropriate materials to ensure proper scoring of your portfolio entry.

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **www.boardcertifiedteachers.org**.

Scoring Rubric

The EMC/Physical Education Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **www.boardcertifiedteachers.org**.

Portfolio Instructions for EMC/Physical Education Component 2

This section contains the directions for developing and submitting the Component 2 EMC/Physical Education portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to format, assemble, and submit your portfolio entry.

What Do I Need to Do?

This entry captures your ability to describe, analyze, and assess students' understanding of a specific learning goal in physical education and to move your students to higher levels of proficiency and a deeper understanding of the learning goal.

In this entry, you

- demonstrate your ability to integrate assessment into your instruction to promote learning by all students;
- show how you use the results of the assessment to differentiate instruction for individual students and to improve your teaching.

What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the "[Component 2 Forms](#)" section of this document).
- **Written Commentary (no more than 12 pages)** that contextualizes, analyzes, and evaluates your teaching throughout the process of assessing to inform instruction.
- **Assessment materials.**
 - **Assessment Materials Form (two forms, no more than 1 page each).**
 - **Two assessments with instructional materials (no more than 6 pages combined).**
 - **Two student responses for each assessment (no more than 10 pages combined).**

Select an instructional sequence in which you are teaching an important and specific physical education learning goal. Then choose two distinct assessments from the instructional sequence that are significant in assessing, deepening, and developing students' understanding and ability to achieve the goal. You must show how you use the assessment results to inform and differentiate instruction. The two assessments that you select to feature within the instructional sequence can be consecutive or separated by a span of time.

It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this entry must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in *General Portfolio Instructions* and the National Board's ethics policy.

Before beginning to work on this entry, read the following directions for developing each element. Refer to the "[Component 2 Forms](#)" section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from **www.boardcertifiedteachers.org**.

The student work submitted for Component 2 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives.

Selecting a Learning Goal, Assessments, and Student Responses

Collect two assessments and two students' responses to each assessment.

Important Learning Goal and the Instructional Sequence

Select an important and specific learning goal within an instructional sequence from which you will choose evidence of students' responses to two assessments. The instructional sequence is one in which the students are engaged in building understanding or competence. It should give you an opportunity to demonstrate your approach to integrating assessment into your instruction and using assessment results to support student understanding and development. The instructional sequence you feature should also provide a foundation for your ongoing formative assessment and inform your teaching. The learning goal you feature should be a significant physical education skill or concept that is important for your students to learn at this time.

Read "[Composing Written Commentary](#)" in this document to determine the kinds of information you want to record, what came before and after the assessments, and evidence to support your analysis of the instructional sequence.

Assessments

Select two assessments from any point in the instructional sequence. You should consider the assessment strategies you will use before you begin the instruction on which your response will be based. Identify the most important understandings or skills your students must acquire and a logical order for students to learn them. You should also consider how you will use the assessments to inform your instruction.

As your instruction unfolds, collect assessment materials, student work, and other evidence of student response such as diagrams, paper-pencil tests, checklists, performance activity cards, rubrics, student journal entries, transcriptions of events, sequences of pictures, your written analysis of performances, and your own descriptions. If you collect samples during all aspects of your assessment process, you have a better chance of identifying those assessments that best represent your approach to assessment.

The assessments you choose should be related to the same goal but be from different points in time during the featured instructional sequence. The assessments should give you an opportunity to demonstrate your ability to integrate assessment into your instruction. Choose assessments that allow students to demonstrate the extent of their progress in relation to

the physical education learning goal so that you can adjust instruction and plan students' next steps accordingly.

The assessments should generate evidence of student response that allows you to assess a student's growth within the instructional sequence and understand student progress to make informed decisions about further instruction (whether the student is improving or not). Only your instructional decisions and teaching practice are being assessed, not student achievement.

Evidence of Student Responses

While not all assessment activities in your daily teaching practice lead to a tangible piece of student work, the assessments that you select for this entry must lead to documented evidence of student responses that can be examined by assessors. For example, you may have observed a student's performance and asked the student related questions but the student did not produce any tangible product. Consequently, you may submit evidence of student response that consists of your own record or description of events or your analysis of a student's performance that occurred during the assessment.

The two students whose responses you include as evidence of student responses must be from the same class. They should represent different instructional challenges to you and draw on the range of student needs, abilities, and interests in your classroom. While students who seem to excel in physical education do present an instructional challenge that is worthy of inclusion in this response, you may find other students also offer an opportunity to demonstrate your contribution to their development. By selecting students with different needs, abilities, and interests, you may be better able to display your teaching skills and ability to differentiate instruction.

As you prepare, collect more than one set of student responses to the assessments and record the necessary details to complete your analysis. To facilitate your selection, you may want to collect evidence from more than two students over the course of the instructional period. This may give you greater choice in your final selection and greater opportunity to show your best teaching.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.boardcertifiedteachers.org. Retain completed student release forms for your records; do not submit them with your evidence.

How to Format and Submit Your Assessments

- Complete a new Assessment Materials Form (no more than **1 page each**) for each assessment (refer to the "[Component 2 Forms](#)" section of this document). Use single-spaced 11-point Arial font. Include the associated assessment and any other relevant assessment artifacts that would help assessors understand the activity (handouts, excerpts from teacher guides, instructions to students, etc.) after the form in your file for submission.
- Submit no more than **6 pages total** of assessment materials combined (two assessments, no more than 3 pages each). Additional pages will not be scored. Forms do not count toward this total.

- Be sure that your assessment materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit.
- Format your assessment materials to fit onto an 8.5" × 11" page. If assessment materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If assessment materials were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- If supporting materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a digitized drawing, image, or color photograph, or a **1-page** description of the material. (If you submit a description, it must be typed in double-spaced text with 1" margins on all sides using 11-point Arial font.)

Refer to the “[Component 2 Electronic Submission at a Glance](#)” chart in this document for file types acceptable for submission and how to assemble assessment packets for submission.

How to Format and Submit Your Evidence of Student Response

- Complete a new Evidence of Student Response Form for each assessment (refer to the “[Component 2 Forms](#)” section of this document). Include the associated student responses after each form in your file for submission.
- Submit no more than **10 pages total** of four student responses combined. Additional pages will not be scored. Forms do not count toward this total.
- Each piece of evidence of student response must
 - represent a student’s original work or be accurate descriptions of the student’s response. The original electronic file or scanned image of student work is acceptable.
 - come from students who are in the class that is the basis for your Written Commentary.
 - be from **the same two students**, responding to the same two assessments that you are featuring in this entry.
- Be sure that your evidence of student responses is legible and refers to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit. Clearly label evidence with the student’s first name, with “Student A” or “Student B,” and with the assessment number (#1 or #2).

- Format your evidence of student responses to fit onto an 8.5" × 11" page. If evidence of student responses contains Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If evidence of student responses was created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- Do **not** submit video or audio recordings. If a student creates such a product or a multi-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for file types acceptable for submission, page totals for each piece of evidence, and how to assemble evidence of student responses for submission.

Composing Written Commentary

In this entry, you submit a Written Commentary that contextualizes, analyzes, and evaluates your teaching throughout the process of assessing to inform instruction.

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
 1. **Instructional Context**
 2. **Instructional Planning and Approach to Assessment**
 3. **Analysis of Evidence of Student Responses**
 4. **Reflection**
- Address the italicized questions in the following section entitled "What to Include in Your Written Commentary." Provide your analysis under the appropriate section heading in your document.
- Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.

- Use the following language and format specifications when writing your commentary:
 - Write in English.
 - Use double-spaced 11-point Arial font.
 - Format 1-inch margins on all sides of the document.

Refer to the "[Component 2 Electronic Submission at a Glance](#)" chart in this document for complete submission requirements.

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of **no more than 12 pages**. If you submit a longer document, only the first 12 pages will be scored.

What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

1. Instructional Context (Suggested length: 1 page)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What are the number, grade(s), and age(s) of the students featured in this entry and the name of the course?* (Example: 21 students in grade 4, ages 9 and 10, cooperative activities)
- *What are the relevant characteristics of this class that influenced the instructional strategies featured in this portfolio entry response?* (Example: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the "personality" of this class)
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (e.g., the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)?* Give any other information that might help the assessor "see" this class.
- *What are the relevant features of your teaching context that influenced the selection of this instructional sequence?* This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, structure of your teaching assignment—such as team teaching or self-contained classroom).

2. Instructional Planning and Approach to Assessment (Suggested length: 4 pages)

In this section, the questions about your planning and approach to assessment are designed to help you provide assessors with an overview of the way you integrate assessment into your instruction.

In this section, address the following questions:

- *What are your goals for this instructional sequence? Include concepts, attitudes, processes, and skills you want students to develop.*
- *Why are these specific learning goals important and appropriate for these students? Justify why these goals are important for these particular students.*
- *What do you look at when you assess students? How do you communicate this to the students? In other words, what sources of evidence do you look at in order to determine the level or depth of understanding or development of the important physical education goal? Although each assessment has its own specific criteria, each teacher has his or her own set of standards that govern their approach to assessment. What are yours?*
- *What was the relationship between your approach to assessment and the learning goals you set for your students? Why was this approach appropriate for your students? Why was this approach appropriate for addressing your goals for these students? How do the two assessments selected for this entry relate to the learning goals for the instructional sequence?*

3. Analysis of Evidence of Student Responses (Suggested length: 5 pages)

Respond to the following questions in separate sections for each of the two students you have selected. Label each section with an identifier (Student A or Student B) and the student's first name. In your response to the questions, provide concrete examples to illustrate your points by referring explicitly to the two featured assessments and the evidence of student responses. Remember, answer each question for each student. Cite the assessments and work samples by their number (assessment 1 or 2, work sample 1 or 2).

- *Why did you choose this student? What must you know about this student to understand and interpret the included work samples or other evidence of student response? What instructional challenges does this student represent?*
- *What are the significant characteristics of each of the two pieces of evidence? Taking the two pieces together, what does this tell you about the student's growth in understanding or development of the selected learning goal featured in this instructional sequence? What does the work or other evidence of student response tell you about any challenges or misunderstandings this student experienced?*
- *How did you provide feedback to the student based on the assessment? How did you help the student understand and interpret the outcomes of the assessment?*
- *What further instruction did you provide to the student based on your assessment? What, if any, adjustments did you make to your instructional approach?*
- *Did your post-assessment feedback or instruction contribute to the student's growth in understanding or development of the learning goals that were the focus of your instruction? If so, how?*

4. Reflection (Suggested length: 2 pages)

The focus of this entry is to accurately describe your practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. In this section, address the following questions:

- *Considering your entire response, what does the student work or other evidence of student responses suggest about next steps for your instruction for the class or for the individual students? Cite specific evidence from the student responses to support your ideas for next steps.*
- *What would you do differently, and why, if you could teach this particular sequence with these students again? What would you do again? Explain your rationale. Cite examples from the student work or evidence submitted.*
- *Explain why you chose this particular assessment strategy. If this is the first time you're using this strategy, why did you change from previous practice?*

Component 2 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files that you can download from www.boardcertifiedteachers.org as well as on the following pages of this document.

Early and Middle Childhood/Physical Education Component 2: Differentiation in Instruction				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
Contextual Information Sheet(s) (form provided)	doc, docx, odt, or pdf	1	No more than 1 page	<ul style="list-style-type: none"> • Use 11-point Arial font • Single space
Written Commentary	doc, docx, odt, or pdf	1	No more than 12 pages	<ul style="list-style-type: none"> • Use 11-point Arial font • Double space with 1" margins on all sides
Assessment Materials (form provided)	doc, docx, odt, or pdf	2	<p>Two Assessment Materials Forms no more than 1 page each—forms do not count in page totals</p> <p>No more than 6 pages of assessment materials combined (two assessments, no more than 3 pages each)</p>	<p>Submit 1 packet for each assessment:</p> <ul style="list-style-type: none"> • Assessment #1 Packet <ul style="list-style-type: none"> ▪ Assessment Materials Form for Assessment #1 ▪ Assessment #1 and related materials • Assessment #2 Packet <ul style="list-style-type: none"> ▪ Assessment Materials Form for Assessment #2 ▪ Assessment #2 and related materials
Evidence of Student Responses (form provided)	doc, docx, odt, or pdf	2	No more than 10 pages for four student responses combined (two students, two responses each)—forms do not count in page totals	<p>Submit evidence from two students for each assessment:</p> <ul style="list-style-type: none"> • Assessment #1 <ul style="list-style-type: none"> • Evidence of Student Response Form with Student A response to Assessment #1 • Evidence of Student Response Form with Student B response to Assessment #1 • Assessment #2 <ul style="list-style-type: none"> • Evidence of Student Response Form with Student A response to Assessment #2 • Evidence of Student Response Form with Student B response to Assessment #2

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.boardcertifiedteachers.org. **Retain completed student release forms for your records; do not submit them with your evidence.**

Component 2 Forms

This section contains forms required for Component 2. You may complete these forms in two ways depending on the content of the form:

- For forms that require descriptions or explanations of evidence, you must download the word-processing files available at **www.boardcertifiedteachers.org**, fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

OR

- For forms that do not require descriptions or explanations of evidence and that are used solely to identify submitted evidence, you may print out the forms on the following pages, fill them out by hand, scan the completed forms with the associated evidence, and then upload the electronic file to the electronic portfolio management system.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**.

EMC/Physical Education Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses: []

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

[]

EMC/Physical Education Assessment Materials Form

Directions: Use a new form for each assessment.

Indicate your Candidate ID and the assessment (#1 or #2) below. Respond to the prompts (**no more than 1 single-spaced page in Arial 11-point font, including the prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Assessment Materials Form, include the associated assessment/prompt and answer key or acceptable responses as well as any other relevant assessment artifacts that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students).

Assessment: #1 [] #2 []

Candidate ID#: []

1. Describe the assessment. What did you do? What did the students do?

[]

2. Describe the purpose of this assessment? What do you want your students to do to show that they understand?

[]

3. Describe the criteria you used to evaluate student responses. Why did you choose those criteria?

[]

4. How did you communicate the criteria for this assessment to your students?

[]

EMC/Physical Education Evidence of Student Response Form

Directions: Use a new form for each student response.

Indicate your Candidate ID, the student (A or B), and the assessment (#1 or #2) below.

With each completed Evidence of Student Response Form, include the associated student response. Label the evidence with the student's first name, with "Student A" or "Student B," and with the assessment number (#1 or #2).

Candidate ID#: []

Student: A [] B []

Assessment: #1 [] #2 []

Scoring Rubric for EMC/Physical Education Component 2

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to use assessment strategies and the interpretation of the results to provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding and abilities by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching.

Overall, there is *clear, consistent, and convincing* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 3 performance provides *clear* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to use assessment strategies and the interpretation of the results to provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding and abilities by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals. The analysis may be somewhat uneven.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be somewhat limited in depth or scope.

The Level 3 performance may show imbalance in the analysis and/or evidence and one part of the response may be more indicative of accomplished practice than other parts, but viewed as a whole, there is *clear* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 2 performance provides *limited* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals. The goals may be vague, of limited significance, or only loosely connected to the assessment and instruction.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context. The rationale for the goals may be vague or weak, or the goals may be inappropriate for these students.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to use assessment strategies and the interpretation of the results to provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding and abilities by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals. The criteria may be poorly defined or the connection to learning goals may be vague or missing.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be global or sketchy and show limited understanding of past teaching and implications for future practice.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 1 performance provides *little or no* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals. The goals may be vague, of little or no significance, or unconnected to the assessment and instruction.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context. The rationale for the goals may be vague or weak, or the goals may be inappropriate for these students.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback. Evidence of effective integration of assessment into instruction may be vague or missing.
- that the teacher is able to use assessment strategies and the interpretation of their results to provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding and abilities by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be missing or unconnected to the instructional evidence and shows little or no understanding of past teaching and implications for future practice.

Overall, there is *little or no* evidence that the teacher uses knowledge of students' development, abilities, and needs to facilitate and support learning for all students and uses assessment to differentiate instruction and improve teaching as students actively engage in learning an important physical education goal.

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