

# Physical Education Teacher Evaluation Tool



National Association for  
Sport and Physical Education

NASPE Sets the Standard

## Physical Education Teacher Evaluation Instrument

The following chart provides a five-level scoring guide and a selection of descriptive terms to use in an evaluation. When giving feedback, provide a number in the rating column adjacent to the statement. Use N/A if the statement is not applicable to this observation. Comment sections can be added under each statement or, as provided, under each broad section. Provide identifying information as necessary for records. Customize for specialized uses.

5	4	3	2	1
Outstanding	Above Average	Satisfactory	Below Average	Unsatisfactory
Mastery	Proficient	Basic	Needs Improvement	Unacceptable
Clearly exceeds standards	Strong	Meets standard	Developing	Does not meet standards
Exemplary	Very good	Good	Poor	Needs significant attention

Teacher's name \_\_\_\_\_

Evaluator's name \_\_\_\_\_

Date \_\_\_\_\_ Class observed \_\_\_\_\_

**F = Formative**

**S = Summative**

1.	Instruction	Rating
a.	Instruction is based on local, state and/or national physical education standards	
b.	Supports school improvement goals	
c.	Supports physical education program goals	
d.	Lesson introduction is appropriate	

## Physical Education Teacher Evaluation Tool (cont.)

e.	Learning expectations/objectives/instructional goals are clearly communicated to students	
f.	Content is accurate and current	
g.	Content and tasks are developmentally appropriate and properly sequenced	
h.	Content and tasks are presented concisely and clearly, emphasizing key elements	
i.	Engages students in learning by enabling all learners to participate through multiple modalities	
j.	Opportunities for teachable moments are recognized and utilized	
k.	Instruction is differentiated for all learners	
l.	Specific, meaningful and timely feedback is provided to students	
m.	Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas	
n.	Student performance is continually assessed to guide instruction	
o.	Lesson presentation is changed in response to observation of student performance and/or information from formative assessment	
p.	Independent learning is promoted ,encouraged, and reinforced through daily assessments	
q.	Technology enhances instruction	
r.	Lesson pace is appropriate	
s.	Appropriate closure is provided	
Comments:		
<b>2.</b>	<b>Evidence of Student Learning</b>	
a.	Assessment is based on mastery of learning expectations which are aligned with local, state and national standards	
b.	Grading is based on assessment of student learning	

## Physical Education Teacher Evaluation Tool *(cont.)*

c.	There is ongoing formal and informal assessment	
d.	Assessment criteria is communicated to students	
e.	Multiple assessment strategies and tools are used (formative and summative) to monitor student learning	
f.	Students can self assess and are aware of their own progress toward learning goals	
g.	Students are able to articulate relevance and transfer of learning	
h.	Students demonstrate creative and critical thinking skills	
i.	Evidence of students' independent learning outside of class is part of assessment	
j.	Student progress is documented in a retrievable record-keeping system	
k.	Student progress and achievement is communicated regularly to relevant stakeholders	
Comments:		
<b>3.</b>	<b>Management/Organization</b>	
a.	Lesson plans and curriculum are aligned w/ current local, state, and national standards	
b.	Instructional area is safe, orderly, and supports learning activities	
c.	Adequate and developmentally appropriate equipment is accessible and utilized	
d.	Instructional support materials are utilized to enhance the lesson.	
e.	Students understand and adhere to class rules, routines and behavioral expectations	
f.	Class routines maximize instructional time	
g.	There is a behavior management plan that is fair, firm, and equitable	
h.	Appropriate behaviors are reinforced consistently	
i.	Effective management strategies are used	

## Physical Education Teacher Evaluation Tool (cont.)

j.	Students are actively monitored and closely supervised	
k.	Students are appropriately grouped	
l.	Effective and smooth transitions are apparent	
m.	Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations.	
n.	Students are engaged in relevant, meaningful physical activity a minimum of 60 % of the instructional time.	
o.	Progress toward school improvement goals is documented	
p.	Accurate records are maintained	
Comments:		
<b>4.</b>	<b>Learning Climate</b>	
a.	Lifelong physical activity and skillful movement are promoted	
b.	There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment	
c.	High expectations for learning and behavior are evident	
d.	Climate of courtesy and respect is established	
e.	Students demonstrate respect and appreciation for individual differences	
f.	Students accept responsibility for their learning and actions	
g.	Students support the learning of others	
h.	Students are recognized and praised for efforts & positive contributions	
i.	All interactions are positive	
Comments:		

## Physical Education Teacher Evaluation Tool (cont.)

<b>5.</b>	<b>Professionalism</b>	
a.	Teacher is a lifelong learner within the profession	
b.	Teacher is an advocate for the profession	
c.	Teacher adheres to professional and ethical standards	
d.	Teacher is receptive to feedback and seeks opportunities for personal growth	
e.	Teacher participates in professional organizations	
f.	Teacher establishes professional objectives each year	
g.	Teacher reflects upon and incorporates new learning into practice	
h.	Teacher shares information, resources and expertise with peers	
i.	Teacher is collegial and interacts appropriately with staff, parents and school volunteers	
j.	Teacher is an integral, contributing member of the school community	
k.	Teacher collaborates with community, colleagues, staff, and resource persons	
l.	Teacher models appropriate appearance and behavior	
Comments:		

\*Excerpted from NASPE Physical Education Teacher Evaluation Tool.

For full document go to:

<http://www.aahperd.org/naspe/publications/teachingTools/upload/Physical-Education-Teacher-Evaluation-Tool-2007.pdf>