



TEAM Observation Considerations Physical Education

A physical education (PE) classroom allows an observer the opportunity to gather evidence of instructional practice in a setting where student work may look or sound different than a traditional classroom setting. Strong instructional practice leads to improved student outcomes, and PE classes are no exception. The [Physical Education Standards](#) represent the skills, knowledge, or behavioral outcomes for a student at the completion of a grade. PE instructors are tasked with creating developmentally appropriate learning experiences that meet these standards. A physical education teacher can provide insight on student engagement that is centered on motor skills, fitness, skill analysis, lifetime activities, tactics and strategies, rules and etiquette, and health related concepts.

Additionally, physical educators have an opportunity to align the [social and personal competencies](#) with the physical education standards. Considerations for including these in observation conversations are referenced below.

Through the collaborative process of observation, feedback, and support, every teacher can see areas where he/she improves student learning, and every observer can support a rigorous vision of excellent instruction throughout a school. While this document focuses on PE specific connections, the approach to using the TEAM rubric remains the same for any content area.

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Observer Considerations: Pre-Conference

The educator’s lesson plan should serve as the foundation for the pre-conference. Using the planning and environment rubrics to guide pre-conference questions helps focus the conversation on student outcomes and provides evidence for instructional practice. Encourage educators to discuss the components of the plan and how that plan supports successful student outcomes. Observers should consider the pre-conference the first stage of collecting evidence of instructional practice.

Possible Pre-Conference Question on Instructional Practice	Planning or Environment Rubric Connection	Instructional Rubric Connection
How do you plan for PE instruction that addresses the individualized needs of the student while meeting the requirements of state standards?	Instructional Plans	Standards and Objectives Motivating Students Presenting Instructional Content Lesson Structure and Pacing Activities and Materials Grouping Students Teacher Content Knowledge Teacher Knowledge of Students
In a PE classroom, student work is often a physical activity or is performance-based. In what ways have you planned for students to demonstrate skills like analysis, drawing conclusions, and interpreting information? What techniques do you plan to use to actively engage students in this learning?	Student Work Assessment	Motivating Students Presenting Instructional Content Activities and Materials Questioning Academic Feedback Teacher Content Knowledge Thinking Problem Solving
What are some techniques you use to establish the environment of your PE classes?	Expectations Managing Student Behavior Environment Respectful Culture	Motivating Students Lesson Structure and Pacing Questioning Academic Feedback Grouping Students Teacher Content Knowledge Teacher Knowledge of Students

Teacher Considerations: Pre-Conference

During a pre-conference, PE teachers should be prepared to share the lesson alignment to content level standards, the reasoning behind the plans for instruction, the location of the lesson within the greater unit, and how the success of the lesson will be measured. PE teachers have an obligation to become familiar with the TEAM rubric so they can articulate the connections between their instructional practice and the standards for which they are responsible. Alignment to the core Social and Personal Competencies is optional.

Considerations for Lesson Plans	TN Core Social and Personal Competencies	Rubric Connections
Alignment and Rigor of Content and Standards	Self-Management Self-Awareness Responsible Decision Making	Instructional Plans Assessment Standards and Objectives Teacher Content Knowledge Teacher Knowledge of Students
Instructional Plan	Responsible Decision Making Self-Management Social Awareness	Student Work Lesson Structure and Pacing Questioning Activities and Materials Teacher Content Knowledge Assessment
Instructional Technique	Relationship Skills Self-Awareness Responsible Decision Making Self-Management	Managing Student Behavior Environment Expectations Motivating Students Presenting Instructional Content Grouping Academic Feedback Presenting Instructional Content Teacher Knowledge of Students
Differentiation	Self-Awareness Self-Management Social Awareness Responsible Decision Making	Teacher Content Knowledge Teacher Knowledge of Students Questioning Grouping Academic Feedback Expectations Respectful Culture
Student Engagement	Self-Awareness Self-Management Social Awareness Responsible Decision Making Relationship Skills	Student Work Lesson Structure and Pacing Questioning Teacher Knowledge of Students Thinking Problem Solving

Observer Considerations: Evidence Collection

Evidence for practice performance levels may come from pre-conference conversations, classroom observation, or conversations with the teacher after the observation but prior to the post-conference. In all cases, the observer should seek to understand the teacher’s approach to instruction and, more importantly, the students’ responses to the instructional practices implemented during instruction. Observers should gather evidence on how the learning lift is managed between the teacher and the students.

Indicator	Possible Evidence
Instructional Plans	Pre-conference notes should provide evidence on how the teacher is aligning and sequencing student activities to the standards. Notes should reflect how the teacher articulates what students know coming into the lesson and the support planned for learners that are at different levels of experience with a given sport or skill. Observers should note how frequently the teacher indicates opportunities for students to reflect and provide/be provided feedback for skill improvement.
Student Work	Pre-conference notes should capture the planned student work, which in PE classes may be fitness-based or skill progressions. Notes should reflect how the teacher plans to support students’ abilities to analyze and draw conclusions about how accurately they are applying techniques/strategies/skills. In a PE class, this might center around the accurate and appropriate application of rules to a game or connecting strength building moves to lifetime of physical independence such as muscle strength supporting lifetime mobility or injury recovery. Seek evidence of how effectively the teacher uses written assignments to allow students to share their thinking and problem solving.
Assessment	Pre-conference notes should capture the ways students can demonstrate mastery of a given skill or progression. This demonstration might look like individual mastery of a unique physical skill such a completing a lay-up, mastery as part of a group by successfully identifying and implementing specific game strategy such as running a play, successfully applying speed and/or force in a variety of small-sided games, or by accurately capturing rules and penalties of a game in writing.
Expectations	Observer notes should reflect how the teacher creates entry points for each student based on skill level and how students know the requirements for mastery/skill progression. This tool might be a rubric or progression chart used by the teacher to document starting and ending skill level. Observers should seek evidence of opportunities for every student to have successful engagement at each skill level. This evidence might be seen through grouping, in the way the teacher provides feedback to students, or students giving feedback to each other. Note how students handle equipment including sharing equipment with other students.

Managing Student Behavior	Observer evidence might include notes on how safely students manage equipment, engage in moments of competition, deal with loss/frustration, and interact with other students at different skill levels. Seek information on how students monitor selves, space, and disruptions. Note how the teacher interacts with students in each situation.
Environment	Seek evidence that students know how their space may be used for individual and group work. Note how students handle receiving, using, and returning equipment. Capture evidence on student-to-student engagement and how they support one another's attempts at skill progression. Capture evidence of how well students understand rules of both the classroom and the activity and abide by them.
Respectful Culture	Seek evidence on student interactions, both competitive and non-competitive. Look for the frequency of accurate student-to-student feedback and the level of student-to-student support in all aspects of the activity. Watch for the number of students excluded or not engaging in the activity. Note when students aid or critically support classmates.
Standards and Objectives	Capture evidence of how well students connect daily skills to broader idea vs. simply playing a game. In a PE classroom, this might look like the connection of manipulative skills (throwing/catching) to improved performance as demonstrated through small-sided gameplay, or the use of a fitness tracker for setting goals to improve health outcomes.
Motivating Students	Capture evidence of how often students engage, especially outside of their comfort zone. Seek evidence for how effectively the teacher supports students to see relevance to other parts of their lives, including but not limited to, lifetime wellness and development of personal and social responsibility. Capture evidence on how the teacher and/or classmates reinforce and reward individual effort regardless of skill level. Capture evidence that indicates the level of student independence as they engage with the lesson.
Presenting Instructional Content	Evidence notes should reflect how well students are able to follow instructions and execute the task. Seek evidence on how students manage space, equipment, and movements through grouping. Note how the students implement the assigned task and any confusion on how to begin or progress. Note if students are modeling the skill(s) for each other. Seek evidence on teacher modeling of skills expectations and how effectively students can replicate the expectations provided.
Lesson Structure and Pacing	Seek evidence for student and teacher awareness of time needed vs. time spent in transitions such as to and from the locker room, grouping and regrouping for activities, and distribution/return of equipment. Seek evidence that students are encouraged to assess their own skill set, reflect, and make changes in a timely manner so that poor habits are not reinforced.
Activities and Materials	Look for evidence that the tasks are aligned to the rigor of the standard. Seek evidence that students are given multiple ways/opportunities to demonstrate progress toward skill mastery such as demonstrating motor skills through hopping/galloping/skipping, game drills, dance, or other rhythmic activities such

	<p>as jump rope. Seek evidence that students are interacting and providing feedback/support to each other that leads to skill or team improvement such as practicing non-dominant dribbling or creating open space on offense. Capture data on the appropriateness of the technology/equipment being used to meet the requirements of the standard. Seek evidence of self-directedness through the task and self-monitoring of behavior so that all students engage in the activity. Seek evidence of how well all students know the rules of the game/activity and use those rules to develop strategy or identify appropriate game play. Note student ability to implement safety procedures during game play. Capture video or pictures to document student work for post-conference review.</p>
Questioning	<p>Capture question and answer sessions between teacher and students, as well as between students, for evidence of the question types that are being used. Look for signs of student understanding of how the rules dictate strategy vs. simply using the rules to dictate gameplay or of student understanding of what locomotor skills need to be demonstrated. Capture evidence of teacher wait time and purposeful application of student knowledge to answer questions about the skill or game. Capture the types of questions student ask as an indicator of how deeply they understand the task/game at hand.</p>
Academic Feedback	<p>Capture evidence of the corrections and adjustments provided by the teacher as well as interactions in which students are supporting each other's skill improvement. Capture frequency of feedback, type of feedback, and repetitiveness of the feedback shared, both between students and between students and teacher. Note if the instructor provides more or different feedback to different teams or individuals. Seek evidence that the feedback aligns to the rigor of the standard. Note if feedback is motivational only. Capture evidence of the effectiveness of performance cues to self-correction.</p>
Grouping Students	<p>Note the composition of the student teams and their applicability to ensuring group and/or individual success. Seek evidence that all students have a role on the team and that if the teacher or teammates ensure the expectations of all roles are met. Note how students engage with each other and if the team members work in tandem to meet the goal of the day's activity. Note how conflicts are resolved among teammates. Note how other groups, such as whole group jump roping, or small groups or pairs, are used to support student progress to the standards.</p>
Teacher Content Knowledge	<p>Seek evidence of how students demonstrate understanding the connections between the game/activity to the standard. Note when the teacher uses PE specific instructional strategies such as cueing, connecting a skill such as dribbling to a task such as a lay-up, or follow-through to a successful swing. Look for evidence of the teacher helping students make the connections between scenarios with transferability of skill(s), or from isolated skills to larger ideas such as game strategy to problem solving or balance to mature patterns of movement. Capture data on the appropriateness of the technology/equipment being used to meet the requirements of the standard.</p>

Teacher Knowledge of Students	Capture evidence of the instructor providing a specific solution to an individual student's issue with skill mastery. Seek ways the teacher is connecting to students' lives/cultural identities and incorporating that into the instruction. This approach might include musical choices for rhythmic skills or introduction of game etiquette from other cultures. Note instances of students engaging with technology to support outcomes. Note differentiation provided by multiple access points or multiple ways to demonstrate mastery.
Thinking	Capture evidence of how successfully students self-analyze their progress and self-identify areas of improvement. Seek evidence that students are exploring different ways to accomplish a task for better results such as using different grips or stances or developing personal improvement goals. Look for evidence of how effectively a teacher is supporting students to review gameplay or strategy, then helping them generate alternate strategies to achieve success. Capture evidence around the students' abilities to understand why they are focused on a given task and why they might choose one game strategy over another. Seek evidence of how well students can connect the activities of the day to lifetime wellness.
Problem Solving	Seek evidence of how well a teacher provides students the opportunity to engage in several types of problem solving. This support might include observing and experimenting through different stances, grips, or approaches to interacting with equipment. Students might predict outcomes of using a given game play strategy in a particular situation. Students might create or design an original game using a specific set of strategies or analyze the use of force and speed to control game play.

Observer Considerations: Preparing for the Post-Conference and Using the Performance Level Guide

After the observation, observers should ask clarifying questions as needed **prior** to the post-conference. These questions might happen immediately after the observation or occur later after reviewing evidence notes. Questions might include:

- How were the teams created for this lesson and how often do they change?
- How do you address students that resist engagement?
- How do you communicate expectations for mastery with students of various levels of physical skill?
- How do you ensure social and personal competencies are being used appropriately?
- What types of individualized support are you able to offer for students that struggle to meet the balance skills/locomotor skills/manipulative skills you were practicing?
- How were you monitoring students' use of fitness apps throughout the lesson?
- How do your students learn to communicate with teammates during game play?

Observers should **always** analyze student work after every lesson in any classroom. For a PE class, this analysis might involve reviewing pictures or videos from the lesson. Each standard is observable and measurable and therefore can be assessed. Consider:

- Do the activities in which students were engaged assess the standard being taught?
- To what extent does the student work provide evidence of individual mastery of the lesson's objective?
- To what extent does the student work require thinking and/or problem solving?
- How does the educator use the data from student work to inform future lessons?
- How does the teacher capture data on the progression of each student?

Observers should use the performance level guide and appropriate general educator rubric to support alignment of evidence (coding) to scores. Each performance level has nuanced differences, described below. This guide helps identify the expertise with which practice is implemented. Note that both consistency and impact are considered when determining performance level.

Performance Level Guide

1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. He/she has little to no impact on student outcomes .
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them inconsistently . His/her impact on student outcomes is below expectations .
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. His/her impact on student outcomes is meeting expectations .
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently . He/she makes a strong impact on student outcomes .
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail . He/she meets ambitious teaching and learning goals and makes a significant impact on student outcomes . Performance at this level should be considered a model of exemplary teaching .

After evidence gathered throughout the observation process has been coded and scored, the observer will **design the post-conference**. This conference should focus on three things:

- Identified areas of reinforcement and refinement.
- Resources for the teacher to use as they hone their refinement area practice.
- A follow-up plan for the leader to support teacher progress and success.

More detailed support for post-conferences may be found in the [Teacher Evaluation Handbook](#).

With additional questions, please contact TEAM.Questions@tn.gov.