



# NASPE STARS

## Criteria Chart

A description of the 31 STARS criteria



This document can be better understood by first reading the *STARS Application Instructions* at <http://www.aahperd.org/naspe/awards/recognitionPrograms/STARS/apply.cfm>.

(\*) indicates that evidence is required for each teacher

### 1. Time Requirements \* (this is the only criterion that has different standards for elementary school, middle school, and high school)

#### Elementary School Time Requirements\*

1 STAR	2 STARS	3 STARS
At least <u>one</u> class period per week for all grades for the entire school year.*	At least <u>two</u> class periods per week for all grades for the entire school year.*	At least <u>three</u> class periods per week for all grades for the entire school year.*
*Due to differences in programming, kindergarten may be omitted from the evidence portfolio, but the reason for omission must be included.		

Required Evidence:

Narrative: Describe specific instructional time for each grade.

Documentation: Include a copy of policies (school/district/state as available). Provide a copy of all physical education teachers' schedules.

Examples: Include a sample student schedule for each grade level in the school (delete student last names).

#### Middle School Time Requirements\*

1 STAR	2 STARS	3 STARS
At least <u>two</u> class periods per week for the entire school year.	At least <u>three</u> class periods per week for the entire school year.	At least <u>three</u> class periods per week for the entire school year, or for those schools that use block scheduling, at least five class periods, for a total of 270 minutes of instruction every two weeks.

Required Evidence:

Narrative: Describe specific instructional time for each grade.

Documentation: Evidence of total school enrollment and corresponding number of students enrolled in physical education. Include a copy of policies (school/district/state as available). Provide a copy of all physical education teachers' schedules. If school is on block schedule, provide documentation of how this criterion is met (e.g. evidence that instruction is scheduled for the entire school year)

Examples: Include a sample student schedule for each grade level (delete student last names).

### High School Time Requirements\*

1 STAR	2 STARS	3 STARS
At least <u>one</u> credit of physical education is required for graduation.	At least <u>1.5</u> credits of physical education are required for graduation.	At least <u>2.0</u> credits of physical education are required for graduation.

Required Evidence:

Narrative: Describe specific instructional time for each grade.

Documentation: Include a copy of policies (school/district/state as available) stating that physical education is a required subject, and the specified number of credit hours required. Provide a copy of all physical education teachers' schedules.

Examples: Include a sample student schedule for each grade level (delete student last names).

### 2. Teacher Preparation Degrees in PE\*

1 STAR	2 STARS	3 STARS
At least 50% of those who teach physical education have an undergraduate degree in physical education. All others have an undergraduate degree in education and are working toward a degree in physical education.	At least 75% of those who teach physical education have an undergraduate degree in physical education. All others have an undergraduate degree in education and are working toward a degree in physical education.	All those who teach physical education have an undergraduate degree in physical education.

Required Evidence:

Narrative: Provide a list indicating the degrees earned, year of graduation, college/university, and major for each teacher (include description of progress for those working toward a degree, but have yet to complete it).

Documentation: Include a copy of the degrees listed for each teacher, including all full and part time teachers.

Examples: The documentation may act as the examples for this criterion.

### 3. State License/Certification to teach PE\*

1 STAR	2 STARS	3 STARS
<u>All</u> who teach physical education have a current state license/certificate to teach physical education in the state.	<u>All</u> who teach physical education have a current state license/certificate to teach physical education in the state.	<u>All</u> who teach physical education have a current state license/certificate to teach physical education in the state.

Required Evidence:

Narrative: Describe the state license procedures for teachers in your state (requirements, duration, expiration).

Documentation: Include a copy of the state license, specific to physical education, for each physical education teacher.

Examples: The documentation may act as the examples for this criterion.

#### 4. Certification: First Aid/CPR\*

1 STAR	2 STARS	3 STARS
At least one physical education teacher is certified in First Aid <u>or</u> CPR.	At least one physical education teacher is certified in First Aid <u>and</u> at least one teacher is certified in CPR.	<u>All</u> physical education teachers are certified in First Aid <u>or</u> CPR and at least 50% of the physical education teachers are certified in both First Aid <u>and</u> CPR.

Required Evidence:

Narrative: List all safety certifications held by each teacher as required by this criterion (include effective date and expiration date for each). Include any additional certifications that enhance preparation for specific teaching assignments such as aquatics, fitness, other.

Documentation: Include a copy of certifications held by each teacher.

Examples: The documentation may act as the examples for this criterion.

#### 5. In-Service Activities\*

1 STAR	2 STARS	3 STARS
All physical education teachers have participated in at least one physical education related professional development activity in the past 12 months.	All physical education teachers have participated in at least one physical education related profession development activity and at least 50% of the physical education teachers have participated in at least two PE related professional activities in the past 12 months.	All physical education teachers have participated in at least one physical education related professional development activity and at least 75% of the physical education teachers have participated in at least two physical education related professional development activities in the past 12 months.

Required Evidence:

Narrative: Describe the requirements of the school in-service program as well as voluntary participation by each teacher (e.g. coaching conferences, Physical Best training).

Documentation: Include registration information (forms, fees paid, agendas, provider, etc). Include evidence of attendance (e.g. certificate of attendance).

Examples: The documentation may act as the examples for this criterion.

## 6. Membership in Physical Education/Activity Professional Organizations\*

1 STAR	2 STARS	3 STARS
At least one physical education teacher is a current member of NASPE/AAHPERD.	At least one physical education teacher is a current member of NASPE/AAHPERD and at least one teacher is a member of their state AHPERD or other state professional organization related to physical education and/or physical activity	At least 50% of they physical education teachers are current members of NASPE/AAHPERD and all teachers have membership in a professional HPERD organization (e.g. state AHPERD or other professional organization related to physical education and/or physical activity.

**Required Evidence:**

Narrative: List teachers' names and the names of professional organizations related to physical education (including coaching, fitness, etc.) to which each belongs.

Documentation: Include a copy of membership certificates (including expiration date and membership number) for each teacher.

Examples: The documentation may act as the examples for this criterion.

Tip: NASPE/AAHPERD offers an institutional membership, which includes member privilege for up to four teachers.

## 7. Teacher to Student Ratio

1 STAR	2 STARS	3 STARS
No physical education classes are more than 20% higher than the ideal teacher to student ratio*	No physical education classes are more than 15% higher than the ideal teacher to student ratio*	No physical education classes are more than 10% higher than the ideal teacher to student ratio*
*The ideal teacher to student ration is 1:25 for elementary schools and 1:30 for middle and high schools.		

**Required Evidence:**

Narrative: Describe class sizes for each teacher including the number for the smallest and largest class.

Documentation: Include a copy of school/district policies in place which dictate class size. Provide evidence by class of the number of students in each.

Examples: The documentation may act as the examples for this criterion.

## 8. Facilities

1 STAR	2 STARS	3 STARS
There is an assigned location for all physical education classes that allows for safe movement by all students.	There is an assigned location for all physical education classes that allows for safe movement by all students. <u>No cancellation of physical education classes due to use of facilities by other programs.</u>	There is an assigned location for all physical education classes that allows for safe movement by all students. No cancellation of physical education classes due to use of facilities by other programs and includes <u>both indoor (gymnasium) and outdoor space to adequately support physical activity.</u>

### Required Evidence:

Narrative: Describe both indoor and outdoor facilities available for physical education instruction, process used in assigning/scheduling facilities and any situations that may cause alternate instructional plans (e.g. inclement weather).

Documentation: Include diagrams, dimensions, surfaces, and pictures (if possible) of all indoor and outdoor spaces available.

Examples: The documentation may act as the examples for this criterion.

## 9. Equipment

1 STAR	2 STARS	3 STARS
There is sufficient equipment to facilitate learning and practice time for all students in each class period using multiple learning stations and a variety of equipment and skills.	There is sufficient equipment to facilitate maximum learning and practice time for all students in each class period to <u>practice independent, or in pairs</u> , when appropriate.	There is an <u>extensive variety</u> of equipment (reflecting multiple movement forms and varying student sizes) in sufficient quantities to facilitate maximum learning and practice time for all students.

### Required Evidence:

Narrative: Describe types and amounts of equipment available for instruction.

Documentation: Provide an inventory of available equipment showing specific equipment, sizes and quantities.

Examples: The documentation may act as the examples for this criterion.

## 10. Student Information Relevant to Physical Education/Activity

1 STAR	2 STARS	3 STARS
A process is in place for all teachers to get information regarding students' health conditions relevant to physical education activity.	A process is in place which provides teachers with information regarding students' health conditions relevant to physical education activity, and that leads to <u>individualized planning</u> to meet the students' limitations/needs.	A process is in place which provides teachers with information regarding students' health conditions relevant to physical education activity, requirements for <u>active monitoring during physical activity</u> , and seeks <u>information about the condition</u> to plan for specific instructional needs.

**Required Evidence:**

**Narrative:** Describe the process for collecting information regarding specific health conditions for individual students and how physical education teachers are formally informed of student limitations that affect participation in physical activity.

**Documentation:** Include school/district policy and other written documents describing the process of collection and distribution of this information.

**Examples:** Include sample of completed forms used to collect and report this information (delete student last names).

## 11. Emergency Plan

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers follow a written emergency plan for responding to injuries and other health related incidents in physical education.	<u>All</u> physical education teachers follow a written emergency plan for responding to and <u>documenting</u> injuries and other health related incidents in physical education.	<u>All</u> physical education teachers follow a written emergency plan for responding to and documenting injuries and other health-related incidents in physical education, which includes a policy for <u>follow-up</u> to determine re-entry in the program and participation in physical activity.

**Required Evidence:**

**Narrative:** Describe emergency plans for injuries, sudden illness and other hazardous situations established by each teacher for his/her class. These emergency plans should reflect procedures established by the school.

**Documentation:** Include copy of written documents regarding emergency procedures/policies for the school.

**Examples:** Include samples of completed forms used to document incidents (delete student last names).

## 12. Safety of Facilities and Equipment

1 STAR	2 STARS	3 STARS
There is a process for monitoring the safety of facilities and equipment, and reporting hazardous situations.	There is a process for monitoring and maintaining the safety of facilities and equipment on a <u>regular basis</u> , and reporting and <u>repairing</u> hazardous situations in a timely manner.	There is a process for monitoring and maintaining the safety of facilities and equipment, and reporting and repairing hazardous situations in a timely manner. There is also a process/procedure in place for <u>periodic evaluation by the building administrator or designee</u> .

**Required Evidence:**

Narrative: Describe the procedures for monitoring, reporting and repairing facilities and equipment.

Documentation: Include a copy of written policy, forms and procedure for monitoring, reporting and repairing facilities and equipment.

Examples: Include samples of completed forms available for this purpose, which are used by teachers, officials, maintenance department and outside vendors.

## 13. Exemption Policy or Plan

1 STAR	2 STARS	3 STARS
All students are enrolled in the physical education program and/or an adapted physical education program as appropriate.	There is a <u>written policy</u> that requires all students to be enrolled in required physical education courses and/or an adapted physical education program as appropriate.	There is a written school/district policy that requires all students to be enrolled in required physical education courses. <u>Students may not be given waivers</u> to participate in alternate activities, or be exempt from required physical education courses.

**Required Evidence:**

Narrative: Describe the policy for enrolling all students in physical education and the written exemption policy (school/district/state).

Explain how it is implemented in the program.

Documentation: Include written information regarding the enrollment of students in physical education (e.g. parent letters, school handbook). Provide a copy of a written “No Waiver” policy in place.

Examples: The documentation may act as the examples for this criterion.

#### 14. Policy on Temporary Excuses from Physical Activity\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers have a policy for temporarily excusing a student from physical education physical activity.	<u>All</u> physical education teachers use a written <u>departmental policy</u> for temporarily excusing a student from physical education physical activity	<u>All</u> physical education teachers use a written <u>district policy</u> for temporarily excusing a student from physical education physical activity.

Required Evidence:

Narrative: Describe procedures used for students who are temporarily unable to participate in the physical activities of physical education class due to medical or other reasons. Include policy for make-up of work missed or other requirements involved.

Documentation: Provide copies of written policies in place that temporarily excuse students due to conditions restricting physical activity. Include written information and forms provided to parents regarding requirements for reporting requests, and acceptable reasons for temporary excusal from physical activity. Also include directives for reinstatement and alternate learning activities.

Examples: Include completed samples of forms used to communicate the need for alternate learning activities (delete student last names). Samples of student work completed as part of the alternate plan should also be included.

#### 15. Temporary Alternate Learning Activities\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers provide alternate meaningful learning activities related to physical education for students who are temporarily excused from physical education physical activity.	<u>All</u> physical education teachers provide alternate meaningful learning activities for students who are temporarily excused from physical education physical activity <u>by engaging students with the lesson content of the class.</u>	<u>All</u> physical education teachers follow a written plan for students temporarily excused from physical activity in physical education classes that addresses acceptable reasons, required documentation of condition and excused time needed, and work assignments in alternative learning <u>activities that engage students with the active participants and the lesson content.</u>

Required Evidence:

Narrative: Describe alternate activities provided to students with temporary limitations for participating in physical activity.

Documentation: Include written policy statements, such as a handbook or parent newsletter.

Examples: Provide sample alternate plans used in specific lessons or specific situations. Include samples of completed student work assignments (delete student last names).

Note: This information should be included in unit and lesson plans as well with a sample included here (See criteria 21 and 22).

## 16. Including Students with Disabilities\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers have a plan for appropriate instruction that enable individuals with disabilities to practice skills and engage in physical activity in the least restrictive manner.	<u>All</u> physical education teachers follow the <u>school plan/policy for accessing resources to assist in planning and implementing instructional practices</u> that enable individuals with disabilities to practice skills and engage in physical activity in meaningful ways.	<u>All</u> physical education teachers follow the school plan/policy for resources to provide <u>adapted physical education instruction and/or to successfully mainstream</u> individuals with disabilities enabling them to practice skills and engage in physical activity in meaningful ways.

Required Evidence:

Narrative: Describe procedures used to accommodate students with disabilities. Include scheduling/mainstream options.

Documentation: Include written curricular policies and parental/medical forms used to inform teachers about specific student needs regarding inclusion in instruction in the regular program and/or adapted physical education.

Examples: Provide a copy of a completed sample form and a sample lesson/unit describing accommodations implemented for specific disabling condition(s).

Note: This information should be included in unit and lesson plans as well with a sample included here (See Criteria 21, 22).

## 17. Mission Statement

1 STAR	2 STARS	3 STARS
The school physical education department has a mission statement	The physical education department mission statement is aligned with the school <u>district</u> mission statement.	The physical education department mission statement is aligned with the <u>district mission statement for physical education and the overall mission statement of the school.</u>

Required Evidence:

Narrative: Describe the broad intent of your physical education program and how the mission statement is reviewed and approved.

Documentation: Provide a copy of the mission statement that may be included in curriculum documents for physical education for the school and district as well as the broad educational mission statement of the school.

Examples: The documentation may act as the examples for this criterion.

## 18. Written Sequential and Progressive Curriculum

1 STAR	2 STARS	3 STARS
All physical education teachers use a written sequential and progressive curriculum that includes skills and concepts of movement and health related fitness.	All physical education teachers use a written sequential and progressive curriculum that includes skills and concepts of movement and health related fitness, and that represents <u>at least three (3) of the following movement forms</u> : dance, aquatics, sports (team, dual, individual), fitness training activities, and/or adventure/outdoor activities.	All physical education teachers use a written sequential and progressive curriculum that is aligned with standards, includes skills and concepts of movement, health and skill related fitness, and that represents <u>at least four (4) of the following movement forms</u> : dance, aquatics, sports (team, dual, individual), fitness training activities, and/or adventure/outdoor activities.

**Required Evidence:**

**Narrative:** Describe the overall intent, rationale and objectives, essential content, learning activities, expected levels of achievement for each grade, relationship to content standards, and other unique components of the curriculum.

**Documentation:** Include a copy of portions of written curriculum documents specific to the grade level of the e-portfolio and that relates to the K-12 physical education program and demonstrates sequence, progression and relationship to multiple movement forms (e.g. title page, grade level objectives, appropriate grade level content, learning activities/list of units, expectations of achievement, etc)

**Examples:** Include reference to the written curriculum in unit and lesson plans (See criteria 21 and 22).

## 19. Review/Revision of Curriculum

1 STAR	2 STARS	3 STARS
The physical education curriculum is reviewed and revised by teachers on a regular basis.	The physical education curriculum is reviewed and revised by teachers and <u>administrators</u> on a regular basis.	The physical education curriculum is reviewed and revised by teachers and administrators and <u>shared with parent representatives on a regular basis and as a part of a district wide review/revision.</u>

**Required Evidence:**

**Narrative:** Describe the process of curriculum revision implemented (frequency, staff responsibility, administrative and parental involvement, etc).

**Documentation:** Provide copy of school/district documents directing curricular revision.

**Examples:** Sample of work/revisions resulting from a recent review.

## 20. Department Year Plan for Curriculum Delivery

1 STAR	2 STARS	3 STARS
The physical education department has a year plan that includes units of study, the number of class periods per unit and is aligned with the physical education curriculum.	The physical education department has a year plan that includes units of study, number of class periods, <u>grade level sequence and progression</u> , and is aligned with the physical education curriculum.	The physical education department has a year plan that includes units of study, number of class periods, grade level sequence and progression, <u>student assessment</u> , and is aligned with the physical education curriculum.

**Required Evidence:**

**Narrative:** Describe the plan for instruction including grade level specificity, learning activities, facility and teacher assignment.

**Documentation:** Include a year calendar including grade level specificity, appropriate grade level content, learning activities, facility and teacher assignment and formal student assessments.

**Examples:** The documentation may act as the examples for this criterion.

**Tip:** Consider creating a chart showing all teachers and classes by grade, facility assigned, learning activity, and formal assessments to provide evidence that may be used by reviewers to assess multiple criteria (see criteria 7 and 8).

## 21. Unit Planning\*

1 STAR	2 STARS	3 STARS
<u>Each</u> physical education teacher develops and uses written unit plans that are aligned with the department year plan.	<u>Each</u> physical education teacher develops, adapts and uses written unit plans that are aligned with the department year plan and <u>are grade level specific</u> .	<u>Each</u> physical education teacher develops, adapts and uses written unit plans that are aligned with the department year plan, are grade level specific, and that <u>accommodate individualization of instruction</u> specific to varying skill levels/abilities (e.g. remediation/on target/extension)

**Required Evidence:**

**Narrative:** Describe relationship of unit plans to the written curriculum, the process, teacher responsibility/expectation for writing, modifying and using unit plans including any department specifications and/or school wide developed units.

**Documentation:** Provide copy of any written policy or format (prescribed by the school, department or district).

**Examples:** Include a sample unit plan recently taught for each teacher. Include any modifications made as the result of student work/response to the unit.

## 22. Lesson Planning\*

1 STAR	2 STARS	3 STARS
<u>Each</u> physical education teacher uses daily lesson plans.	<u>Each</u> physical education teacher develops, adapts and uses daily lesson plans that <u>relate to the written unit plan and includes at least these elements</u> ; objectives, essential content, critical/essential elements (cues), learning activities, and specific procedures for class management.	<u>Each</u> teacher develops, adapts, and used daily lesson plans that relate to the written unit plan and includes at least these elements; objectives, essential content, critical/essential elements (cues), <u>assessment of lesson objectives</u> , learning activities, and specific procedures for class management.

### Required Evidence:

Narrative: Describe the relationship of curriculum and unit plans to lesson planning and the process of teacher responsibility/expectation for writing, modifying and using lesson plans including any department specifications.

Documentation: Provide a copy of any written policy or format prescribed by the department or district for writing and using lesson plans.

Examples: Include at least three (3) sample lesson plans recently taught by each teacher that relate to the unit plan included for that teacher (see criterion 21). Lesson plans should indicate modifications made as the result of prior lesson assessments. Include examples of completed student work (e.g. work sheets, peer/self assessments) that may be indicated in the written lesson plan (delete student last names).

## 23. Class Management Procedures\*

1 STAR	2 STARS	3 STARS
<u>Each</u> physical education teacher establishes and implements appropriate class management procedures to maximize instruction and safety.	<u>Each</u> physical education teacher establishes and implements appropriate class management procedures that maximize instruction, <u>student practice time</u> and safety.	<u>Each</u> physical education teacher establishes and implements appropriate class management procedures and instructional strategies that maximize student practice time and safety, and <u>address varying student learning styles</u> .

### Required Evidence:

Narrative: Describe general class management procedures used by all teachers (e.g. locker room procedures, student responsibilities for care and storage of equipment, attendance record, individualization of instruction, methods used to address various skill levels/learning styles, discipline, emergency situations, etc).

Documentation: Provide copies of department/school policies regarding class management.

Examples: Include specific class management procedures used by each teacher that relate to the unit plan/lesson plans included for that teacher (see criteria 21 and 22).

## 24. Sources of Information used for Content Delivery\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers use at least one source of information (other than the teacher) to deliver essential content to students, such as other students (peer coach/teacher), written materials (books, posters, bulletin boards), technology (video, computer).	<u>All</u> physical education teachers use <u>multiple</u> sources of information (other than the teacher) to deliver essential content to students, such as other students (peer coach/teacher), written materials (books, posters, bulletin boards), technology (video, computer).	<u>All</u> physical education teachers use multiple sources of information (other than the teacher) to deliver essential content to students, such as other students (peer coach/teacher), written materials (books, posters, bulletin boards), technology (video, computer) and at least one technology-based instructional strategy that <u>provides feedback to students</u> regarding personal performance in relation to essential content of the program.

### Required Evidence:

Narrative: Describe the multiple sources of information used by the all teachers.

Documentation: Document evidence of its availability (e.g. equipment inventory including technology, bulletin boards, task cards, library resources, print and online resources, etc).

Examples: Evidence of the application(s) by each teacher that relate to the unit plan/lesson plans included for that teacher indicating examples specific to this criterion (see criteria 21, 22, and 23).

## 25. Assessment of Essential Cues\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers use essential/critical elements (cues) when assessing student achievement of knowledge and skills.	<u>All</u> physical education teachers use essential/critical elements (cues) and <u>scoring rubrics for informing students of performance expectations</u> and assessing student achievement of knowledge and skill.	<u>All</u> physical education teachers use essential/critical elements (cues) and scoring rubrics for informing students of performance expectations, assessing student achievement of knowledge and skills, and <u>providing feedback to students and parents</u> regarding student success.

### Required Evidence:

Narrative: Describe how teachers use essential/critical elements to assess, score and provide feedback regarding achievement of the essential content of physical education.

Documentation: Provide a copy of school/district policies regarding assessment of content.

Examples: Include sample assessments and examples of completed student work demonstrating how each teacher assesses student achievement of knowledge and skill related to essential physical education content of the units/lesson included for each teacher (see criteria 21, 22, 23).

## 26. Assessment of Content Objectives\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers informally assess students on achievement of lesson objectives related to knowledge and performance of motor skills and health related concepts.	<u>All</u> physical education teachers informally assess students on achievement of lesson objectives and <u>formally assess</u> students on achievement of unit objectives related to knowledge and performance of motor skills, health related concepts, and fitness level.	<u>All</u> physical education teachers informally assess students on achievement of lesson and unit objectives including personal and social responsibility and formally assess students on achievement related to knowledge and performance of motor skills from a variety of movement forms, health and <u>performance related fitness concepts, and personal fitness goals related to current fitness level.</u>

### Required Evidence:

Narrative: Describe how teachers use lesson/unit/course objectives for both formal and informal assessment.

Documentation: Provide a copy of school/district policies regarding formal assessment of content.

Examples: Include sample assessments and examples of completed student work (delete student last names) demonstrating how each teacher assesses student achievement of knowledge and skills that relate to the unit and lesson plans included for that teacher (see criteria 21, 22, 23, 25).

## 27. Evaluation of Student Achievement\*

1 STAR	2 STARS	3 STARS
<u>All</u> physical education teachers use a written grading plan that reflects student achievement of essential physical education content.	<u>All</u> physical education teachers use a written <u>departmental grading plan</u> that reflects student achievement of essential physical education content.	<u>All</u> physical education teachers use a written departmental grading plan that reflects student achievement on essential physical education content and is based on <u>documented results of learning.</u>

### Required Evidence:

Narrative: Describe the evaluation process for determining grades used by each teacher, the department, and/or the district.

Documentation: Provide a copy of teacher/school/district policies regarding student evaluation/grading.

Examples: Include a sample of student records for each teacher, demonstrating the calculation of grades for students in one class (i.e. a copy of one marking period from the teacher record/grade book, delete student last names). Codes used to identify source of scores found in the record should be defined to assist reviewer understanding of essential PE content included in the grade. The grade book sample should include the record of achievement (student work) for the units, lessons and assessments included for each teacher (see criteria 21, 22, 23, 25, 26) and grading plan.

## 28. Teacher Communication and Coordination

1 STAR	2 STARS	3 STARS
Physical education teachers communicate with other members of the department on a regular basis.*	Physical education teachers communicate with other physical education teachers of the school* and district, and the district physical education department coordinator on a regular basis.	Physical education teachers communicate with other faculty members of the school for the purpose of integrating content from multiple areas, other physical education teachers of the school* and district, and the district physical education department coordinator on a regular basis.
* schools with only one PE teacher should indicate communication with teachers of other schools at the same grade level, including an explanation in the narrative		

Required Evidence:

Narrative: Describe opportunities for teacher communication with other physical education professionals regarding the physical education program of the school grade level and how it links to the K-12 program and the total school program.

Documentation: Include school/district calendar of scheduled meetings.

Examples: Provide a sample agenda and meeting minutes. Include samples of any other ways used to communicate with other teachers and school officials.

## 29. Parent Communication

1 STAR	2 STARS	3 STARS
All parents receive written progress reports regarding student achievement at least once per quarter.	All parents receive written progress reports regarding student achievement at least once per quarter and <u>at least one other form of communication regarding student achievement</u> once per quarter.	All parents receive written progress reports regarding student achievement at least once per quarter, at least one other form of communication regarding student achievement once per quarter, and <u>at least one form of communication about the physical education program.</u>

Required Evidence:

Narrative: Describe all communication and opportunities for contact with parents including the school/district policy for reporting student achievement in physical education to parents.

Documentation: Include a copy of school/district policy, all progress report forms used and a calendar of planned communications with parents for the school year.

Examples: Provide samples of student report cards (delete student last names), interim progress reports, and any other written communication (e.g. newsletter or website)

### 30. Student/Parent Feedback

1 STAR	2 STARS	3 STARS
The physical education staff actively solicits student feedback about the physical education program through informal discussion.	The physical education staff actively solicits student and <u>parent feedback</u> about the physical education program through informal discussion.	The physical education staff actively solicits, <u>summarizes and reflects</u> on results of student and parent feedback about the physical education program through informal discussion and at least on opportunity to provide <u>written feedback</u> .

Required Evidence:

Narrative: Describe all opportunities for students and parents to give feedback regarding the PE program including informal discussion and formal surveys.

Documentation: Provide a list of planned opportunities for parents and students to provide feedback for the school year.

Examples: Include samples of feedback received from students and parents and a summary of any surveys conducted. Describe sample changes that were made as a result of feedback received and that positively impacted student learning.

### 31. Evaluation of Teacher Performance

1 STAR	2 STARS	3 STARS
There is regular periodic performance evaluation of teachers by an appropriate administrator.	There is regular periodic performance evaluation of teachers by an appropriate administrator which <u>includes review of planning, instructional practices and provides written feedback</u> .	There is regular periodic performance evaluation of teachers by an appropriate administrator, which includes review of planning, instructional practices, <u>use of student assessment of achievement of essential content, teacher plans for professional growth</u> , and provides written feedback.

Required Evidence:

Narrative: Describe the process of teacher performance evaluation used by school/district administrators and how feedback is received and used by teachers.

Documentation: Provide a copy of the school/district policy regarding teacher evaluation.

Examples: Include a sample of evaluation response provided to teachers (delete last names).