## Physical Education Content Specialist Application Scoring Rubric

### Identification of Basic Qualifications

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectation (4)</th>
<th>Meets Requirements (3)</th>
<th>Partially Addresses Requirements (2)</th>
<th>Minimally Addresses Requirements (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Information</td>
<td>Applicant has • Experience in the content area under revision. • Identified the grade levels taught. • Experience working with multiple demographic groups, student needs, and economic groups.</td>
<td>Applicant has • Experience in the content area under revision. • Identified the grade levels taught. • Experience working with some demographic groups, student needs, and economic groups.</td>
<td>Applicant has • Experience in related areas to the content area under revision. • Identified the grade levels taught. • Limited experience working with demographic groups, student needs, and economic groups.</td>
<td>Applicant has • No experience in the content area under revision or a related area. • Identified the grade levels taught. • Limited or no experience working with demographic groups, student needs, or economic groups.</td>
</tr>
</tbody>
</table>

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### Previous Participation in Standards/Curriculum Development and Impact on Instruction

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectation (4)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Participation in Standards/curriculum development</td>
<td>Applicant has previously served on state standards writing committees and provides specific examples of participation in district-level curriculum development committee work aligned to state standards within the discipline and had a leadership role in that work.</td>
<td>Applicant provides examples of participation in district-level curriculum development committee work aligned to state standards within the discipline.</td>
<td>Applicant provides examples of standards or curriculum development work completed within the school or district.</td>
<td>Applicant has had limited, or no experience in curriculum or standards work.</td>
</tr>
</tbody>
</table>
### (cont’d) Previous Participation in Standards/Curriculum Development and Impact on Instruction

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectation (4)</th>
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<th>Minimally Addresses Requirements (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards/Curriculum alignment work completed</td>
<td>Applicant identifies specific examples of role in work vertically and horizontally aligning curriculum/standards within the discipline completed in district and/or school. Applicant has previous experience identifying priority standards and developing/using proficiency scales.</td>
<td>Applicant provides examples of role in work vertically and horizontally aligning curriculum/standards within the discipline completed in school and/or district. Applicant has some experience or knowledge identifying priority standards and developing proficiency scales.</td>
<td>Applicant provides some examples of participation in work vertically and horizontally aligning curriculum/standards completed in the district or school. Applicant has limited knowledge about priority standards or developing proficiency scales.</td>
<td>Applicant had limited or no experience in vertically or horizontally aligning curriculum or standards. Applicant does not provide information regarding priority standards or proficiency scale development.</td>
</tr>
<tr>
<td>Standards Implementation</td>
<td>Applicant identifies specific examples and/or information of how standards have been implemented within the district, school, or classroom.</td>
<td>Applicant provides some information on how standards have been implemented within the district, school, or classroom.</td>
<td>Applicant provides limited information about the implementation of standards within the district, school, or classroom.</td>
<td>Applicant provides no information about the implementation of standards.</td>
</tr>
<tr>
<td>Impact of Standards/Curricular Work on Instruction</td>
<td>Applicant provides specific examples of how standards/curriculum development work has impacted instruction.</td>
<td>Applicant provides examples of how standards/curriculum development work has impacted instruction.</td>
<td>Applicant provides vague information about how standards/curriculum development work has impacted instruction.</td>
<td>Applicant does not provide information about how standards/curriculum development work has impacted instruction.</td>
</tr>
</tbody>
</table>
### Instructional Strategy Used to Deliver Classroom-Level, Standards-Based Instruction

<table>
<thead>
<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Description of Strategy</td>
<td>Applicant provides a clearly detailed description of the instructional strategy used. The strategy identified reflects current best practices in the discipline and promotes increased depth of knowledge levels.</td>
<td>Applicant provides a clear description of the instructional strategy used. The strategy identified reflects current practice and describes some promotion of increased depth of knowledge.</td>
<td>Applicant provides a description of the instructional strategy used. The strategy describes current practice.</td>
<td>Applicant provides a vague description of the instructional strategy used. The description does not explain a current best practice.</td>
</tr>
<tr>
<td>Link of Strategy to Standard</td>
<td>Applicant provides specific details describing how the strategy is linked to standards used in the classroom.</td>
<td>Applicant provides some details describing how the strategy is linked to standards used in the classroom.</td>
<td>Applicant provides vague details describing how the strategy is linked to standards used in the classroom.</td>
<td>Applicant provides no details describing how the strategy is linked to standards used in the classroom.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Applicant provides a detailed description explaining the impact of the strategy on student engagement and standards proficiency.</td>
<td>Applicant provides a description explaining the impact of the strategy on student engagement and/or standards proficiency.</td>
<td>Applicant provides a vague explanation of the impact of the strategy on student engagement and/or standards proficiency.</td>
<td>Applicant provides no information explaining the impact of the strategy on student engagement or standards proficiency.</td>
</tr>
</tbody>
</table>
### Examples of Participation in Committee-Based Strategic Planning

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<tr>
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<th>Minimally Addresses Requirements (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences of Approach</td>
<td>Applicant provides a detailed description and cites specific examples of how they handle differences in approach while working on a committee.</td>
<td>Applicant provides a description citing some examples of how they handled differences in approach while working on a committee.</td>
<td>Applicant provides a description explaining how they handled differences in approach while working on a committee.</td>
<td>Applicant provides a vague description of how they handled differences in approach while working on a committee.</td>
</tr>
<tr>
<td>Conflicts of Interest</td>
<td>Applicant provides a detailed description and cites specific examples of strategies used to handle conflict while working on a committee.</td>
<td>Applicant provides a description, including an explanation of some strategies used to handle conflict while working on a committee.</td>
<td>Applicant provides a description of how they handled conflict while working on a committee.</td>
<td>Applicant provides a vague description of how they handled conflict while working on a committee.</td>
</tr>
<tr>
<td>Participation Style</td>
<td>Applicant provides a detailed description and cites specific examples of their participation style while working on a committee.</td>
<td>Applicant provides a description, including some examples of their participation style while working on a committee.</td>
<td>Applicant provides a description of their participation style while working on a committee.</td>
<td>Applicant provides a vague description of their participation style while working on a committee.</td>
</tr>
<tr>
<td>Effectiveness of Participation</td>
<td>Applicant provides a detailed description and cites specific examples of how effectively they work with the committee during work sessions.</td>
<td>Applicant provides a description and some examples of how effectively they work with the committee during work sessions.</td>
<td>Applicant provides a description of how effectively they work with the committee during work sessions.</td>
<td>Applicant vaguely describes how they effectively work with the committee during work sessions.</td>
</tr>
</tbody>
</table>
# Administrator Letter of Support

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td></td>
<td>Administrative letter of support:</td>
<td>Administrative letter of support:</td>
<td>Administrative letter of support:</td>
<td>Administrative letter of support:</td>
</tr>
<tr>
<td></td>
<td>- Clearly identifies and describes the applicant’s participation in state, district/school curriculum development work.</td>
<td>- Identifies and describes the applicant’s participation in district and school curriculum development work.</td>
<td>- Identifies and describes the applicant’s participation in district or school curriculum development work.</td>
<td>- Does not identify or describe the applicant’s participation in curriculum development work.</td>
</tr>
<tr>
<td></td>
<td>- Clearly explains how the applicant delivers standards-based instruction in the classroom.</td>
<td>- Explains how the applicant delivers standards-based instruction in the classroom.</td>
<td>- Provides some explanation of how the applicant delivers instruction in the classroom.</td>
<td>- Vaguely explains how the applicant delivers instruction in the classroom.</td>
</tr>
<tr>
<td></td>
<td>- Clearly identifies and explains the applicant’s participation and leadership in team-centered professional development activities related to curriculum implementation.</td>
<td>- Identifies and explains the applicant’s participation in team-centered professional development activities related to curriculum implementation.</td>
<td>- Provides some explanation of the applicant’s participation in team-centered professional development activities related to curriculum implementation.</td>
<td>- Vaguely describes the applicant’s participation in team-centered professional development activities.</td>
</tr>
<tr>
<td></td>
<td>- Clearly identifies applicant’s participation in professional development on and implementation of current instructional practices.</td>
<td>- Identifies applicant’s participation in professional development on current instructional practices.</td>
<td>- Identifies some of the applicant’s professional development activities.</td>
<td>- No district/school or community committee participation is included.</td>
</tr>
<tr>
<td></td>
<td>- Clearly describes the applicant’s participation in district/school or community committees.</td>
<td>- Describes the applicant’s participation in district/school or committees.</td>
<td>- Identifies the applicant’s participation on school committees.</td>
<td></td>
</tr>
</tbody>
</table>
### Resume’ Information

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectation (4)</th>
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<th>Minimally Addresses Requirements (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Applicant has many years of experience teaching or working within the discipline under revision.</td>
<td>Applicant has some experience teaching or working within the discipline under revision.</td>
<td>Applicant has limited experience teaching or working within the discipline under revision.</td>
<td>Applicant has teaching experience.</td>
</tr>
<tr>
<td>Training</td>
<td>Applicant has:</td>
<td>Applicant has:</td>
<td>Applicant has:</td>
<td>Applicant has:</td>
</tr>
<tr>
<td></td>
<td>- A degree in the discipline under revision.</td>
<td>- A degree in the discipline under revision.</td>
<td>- A degree in the discipline under revision.</td>
<td>- A degree in the discipline under revision.</td>
</tr>
<tr>
<td></td>
<td>- Participated in training related to the discipline.</td>
<td>- Participated in training related to the discipline.</td>
<td>- Participated in training related to the discipline.</td>
<td>- Participated in training related to the discipline.</td>
</tr>
<tr>
<td></td>
<td>- Participated in training related to standards/curriculum development and implementation.</td>
<td>- Participated in training related to standards/curriculum development and implementation.</td>
<td>- Participated in training on instructional best practices.</td>
<td>- Participated in training on instructional best practices.</td>
</tr>
<tr>
<td></td>
<td>- Participated in training on instructional best practices.</td>
<td>- Participated in training on instructional best practices.</td>
<td>- Participated in training on instructional best practices.</td>
<td>- Participated in training on instructional best practices.</td>
</tr>
<tr>
<td>Organization Membership</td>
<td>- Applicant is an active member of a professional organization(s) related to the discipline under revision.</td>
<td>- Applicant is a member of a professional organization related to the discipline under revision.</td>
<td>- Applicant has attended training provided by a professional organization related to the discipline under revision.</td>
<td>- Applicant has no affiliation with a professional organization related to the discipline under revision.</td>
</tr>
<tr>
<td></td>
<td>- Applicant has attended training provided by that professional organization.</td>
<td>- Applicant has attended training provided by that professional organization.</td>
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PE Content Specialist Application Scoring

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<tr>
<th>Total Points (Total Points possible 64):</th>
<th>Comments:</th>
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<tr>
<td>Identification of Basic Qualifications: _____ pts.</td>
<td></td>
</tr>
<tr>
<td>Participation in Standards/Curriculum Work: _____ pts.</td>
<td></td>
</tr>
<tr>
<td>Standards/Curriculum Development: _____</td>
<td></td>
</tr>
<tr>
<td>Standards/Curriculum Alignment: _____</td>
<td></td>
</tr>
<tr>
<td>Standards Implementation: _____</td>
<td></td>
</tr>
<tr>
<td>Standards/Curriculum Work Impact: _____</td>
<td></td>
</tr>
<tr>
<td>Instructional Strategy: _____ pts.</td>
<td></td>
</tr>
<tr>
<td>Strategy Description: _____</td>
<td></td>
</tr>
<tr>
<td>Link to Standards: _____</td>
<td></td>
</tr>
<tr>
<td>Assessment of Impact: _____</td>
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<td>Committee Participation: _____ pts.</td>
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<td>Organization Membership: _____</td>
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**Certification:** I hereby certify that my immediate family nor I have a conflict of interest with this applicant in response to this application for selection.

**Reviewer Signature:** ___________________________  **Date:** ________________