WHPE Adapted PE Teacher of the Year Scoring Rubric

Applicant Name:
# of years as WHPE Member:

Points	Criteria
	The application and criteria essays are presented in effective and clear writing, utilizing professional terminology and grammar, aligned with professional expectations. Criteria essays adhere to the required formatting: Bold heading as criteria prompt, qualifications outlined in paragraph form below the bolded criteria heading. All criteria essays have been submitted as one Word document. **Yes = 3 points Partial = 1 No = 0 points**
	Letters of Recommendation: Yes ____ No ____
	Essays
	Scoring rubric for the following essays: **Exceptional 4** = Presented relevant, detailed, concrete evidence which clearly, convincingly, and thoroughly responds to each component of the stated criteria/prompt. **Good 3** = Presented specific evidence which clearly and consistently addresses the targeted criteria/prompt. **Average 2** = Presented partial evidence to address parts of the stated criteria. The evidence does not clearly, consistently, or convincingly address all of the components of the targeted criteria/prompt **Minimal 1** = Presented minimal or irrelevant evidence, which does not clearly or convincingly address the stated criteria/prompt.
	1. Describe how you design and implement comprehensive adapted physical education services that align with the SHAPE America National Physical Education Standards while meeting the individualized needs of students with disabilities identified in students' Individualized Education Programs (IEPs) and 504 plans. ***Supporting Guidelines:*** *Teacher adheres to the best practices specific to adapted physical education instruction, including implementing a standards-based curriculum, and clearly articulates the ways in which this is accomplished. The applicant includes examples of how they:* *• Align curricula with the 2024 SHAPE America National Physical Education Standards* *• Create inclusive learning environments through intentional planning, Universal Design for Learning (UDL), differentiated instruction, and appropriate accommodations and modifications* *• Support lifelong participation in physical activity and movement* *• Utilize evidence-based instructional strategies and varied teaching methodologies* *• Create equitable access and opportunities for all learners.*
	2. Demonstrates leadership and collaboration within the school and community by creating, supporting, or enhancing opportunities that promote lifelong physical activity, health, inclusion, and access for students with disabilities beyond the adapted physical education setting.

	Supporting Guidelines: *The applicant includes examples of how they:* *• Demonstrate leadership in promoting physical activity, health, and inclusion for students with disabilities* *• Create or support opportunities for physical activity beyond adapted physical education classes* *• Collaborate with school staff, families, and community partners* *• Advocate for equitable access and meaningful participation* *• Remove barriers and increase inclusion in school and community programs* *• Promote lifelong engagement in physical activity and wellness.*
	3. Describe how you utilize comprehensive, valid, and individualized assessment practices to gather and analyze student performance data, develop measurable goals, inform IEP and 504 plan decisions, monitor progress, and guide instructional planning. ***Supporting Guidelines:*** *The applicant includes examples of how they:* *• Utilize valid and appropriate assessment tools and methods for students with disabilities* *• Analyze assessment data to inform instructional planning and decision-making* *• Develop measurable and meaningful goals that align with student needs and abilities* *• Monitor, document, and communicate student progress over time* *• Use assessment results to support IEP and/or 504 plan development, implementation, and review* *• Collaborate with families, educators, and related service providers to support data-informed decisions* *• Adjust instruction, accommodations, and supports based on assessment findings to promote student*
	4. Describe how you demonstrate leadership and advocacy for adapted physical education and physical activity opportunities within your school, district, community, and/or profession. ***Supporting Guidelines:*** *Applicant provides descriptions and evidence of, but not limited to, service to the school or local community and professional organizations. The applicant includes examples of:* *• Advocate for equitable and high-quality adapted physical education programs;* *• Support student wellness and lifelong physical activity* *• Engage in professional learning and ongoing reflective practice* *• Contribute to professional organizations, mentorship, partnerships, or collaborative initiatives* *• Drafting or contributing to publications, facilitating presentations, or acquiring funding for programs and services • Promote awareness of the value and impact of adapted physical education.* *• Other pieces of evidence that demonstrate they advocate or support the profession not listed here*
Points	**Criteria total: _____ Essays total: _____ Final total: _____/19**

Comments: