### PEK Final Portfolio Review

<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
<th>Exceeds Expectations (3-4)</th>
<th>Meets Expectations (1-2)</th>
<th>Below Expectation (0)</th>
<th>Comments</th>
</tr>
</thead>
</table>
|      | Home Page | • Professional picture (head shot not glamour shot or party pics)  
• Full name, e-mail contact information  
• Well written introductory statement that articulates unique personality related to teaching.  
• Working links | • Professional picture  
• Full name, E-mail contact information  
• Introductory statement  
• All links work (no dead links) | | • Picture not professional  
• Full name or e-mail contact not complete  
• Poorly written introductory statement  
• Some links not working |
|      | Philosophy | • Clearly and concisely communicates thoughts on why they want to teach  
• Interesting personal philosophy describing your classroom with a focus on  
  o Discipline, classroom environment, learning strategies, diversity incorporating theory  
• Persuasive presentation of content area philosophy (Why PE, or Health Education is important) | • Articulate why they want to teach  
• Includes personal educational philosophy, incorporating  
  o Discipline, classroom environment, learning strategies, diversity  
• Content area philosophy (Goals Paper from KNFB 416) | • Unclear and/or poorly written statement on why they want to teach.  
• Grammatical errors  
• Personal educational philosophy lacks  
  o Discipline, classroom environment, learning strategies  
• Content area philosophy not convincing | |
|      | Documentation | • Provides documented evidence on form provided in KNFB 222, including contact names, e-mails, phone numbers, and signatures for each field experience  
• Exceeds required hours in one or more categories | • Provides documented evidence including contact names, e-mails, phone numbers, and signatures for each field experience  
• 100 hrs documented with at least 25 in each category, and 5 or more in elementary or secondary,  
  o Community  
  o School  
  o Coaching | • Poorly documented, information and/or signatures missing  
• Incomplete hours | |
<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Resume</th>
<th>STANDARDS/OUTCOMES</th>
</tr>
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</table>
| (Based on a total of 100 hrs of field based experiences you have independently completed in coaching, community, and school categories as well as coursework) | • Articulates what they have learned:  
  o About themselves as a teacher  
  o About students  
  o About learning  
  • Identifies strategies to address what they still need to learn to become an effective teacher | • Articulates what they have learned:  
  o About themselves as a teacher  
  o About students  
  o About learning  
  • Identifies what they still need to learn to become an effective teacher |
| Resume | • Attractive professional layout easy to follow including all expected elements | • Current e-mail contact information  
• Identifies professional objective  
  o lists teaching fields  
  o lists certifications/licenses  
• Educational background  
• Appropriate professional experiences  
• Collegiate and community honors  
• References with complete contact information |
| STANDARDS/OUTCOMES | | • Incomplete reflection due to missing elements  
• Poorly written with grammatical errors |

**Category**  
The beginning Physical Education teacher  

**Exceeds Expectations (3-4)**  
Students should identify the titles of the representative artifacts in the space provided  

**Meets Expectations (1-2)**  
Students should identify the title of the representative artifact in the space provided  

**Below Expectation (0)**  

<table>
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<tr>
<th>Category</th>
<th>Exceeds Expectations (3-4)</th>
<th>Meets Expectations (1-2)</th>
<th>Below Expectation (0)</th>
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</thead>
</table>
| 1. Communicate effectively in written, oral and technological formats appropriate to content, learners, and environment | Provides 2 or more representative artifacts  
   Titles: | Provides 1 representative artifacts  
   Title: | No artifacts provided |
| 2. Prepare and implement plans that meet the needs and enhance learning for students from different backgrounds (i.e., socioeconomic status, family situations), ethnicities, and ability levels | Provides 2 or more representative artifacts  
   Titles: | Provides 1 representative artifacts  
   Title: | No artifacts |
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<tr>
<th></th>
<th>3 a. Access, critique, analyze, interpret, and synthesize pertinent information from the literature</th>
<th>Provides 2 or more representative artifacts Titles:</th>
<th>Provides 1 representative artifacts Title:</th>
<th>No artifacts</th>
</tr>
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<tbody>
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<td></td>
<td>3 b. Uses a reflective cycle (e.g. descriptions, rationales, critiques, assessments of performance, and implementation of changes) to determine the effects of and improve instruction for all students</td>
<td>Provides 2 or more representative artifacts Titles:</td>
<td>Provides 1 representative artifacts Title:</td>
<td>No artifacts</td>
</tr>
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<td></td>
<td>4. Display behaviors considered professional, legally responsible and ethical</td>
<td>Provides 2 or more representative artifacts Titles:</td>
<td>Provides 1 representative artifacts Title:</td>
<td>No artifacts</td>
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<td>5. Create plans for developing productive relationships with parents/guardians, school colleagues, and the community to advocate for physical education in the school and community supporting student growth and well being</td>
<td>Provides 2 or more representative artifacts Titles:</td>
<td>Provides 1 representative artifacts Title:</td>
<td>No artifacts</td>
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<td>6 a. Demonstrate competency in core physical education content (eg. Fundamental skills, sport and specialized movement skills, health-related fitness, physiological and biomechanical processes, and motor development)</td>
<td>Provides 2 or more representative artifacts Titles:</td>
<td>Provides 1 representative artifacts Title:</td>
<td>No artifacts</td>
</tr>
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<td></td>
<td>6 b. Plan developmentally appropriate assessment strategies and learning experiences that motivate and include a repertoire of direct and indirect instructional formats to facilitate higher order thinking (e.g., asking questions, posing scenarios, promoting problem solving, critical thinking and application)</td>
<td>Provides 2 or more representative artifacts Titles:</td>
<td>Provides 1 representative artifacts Title:</td>
<td>No artifacts</td>
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