PROPOSAL OF EVALUATION INDICATORS IN PHYSICAL EDUCATION.
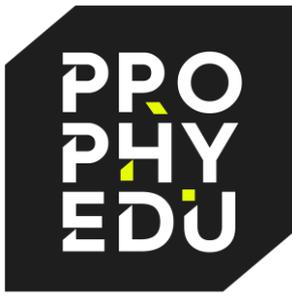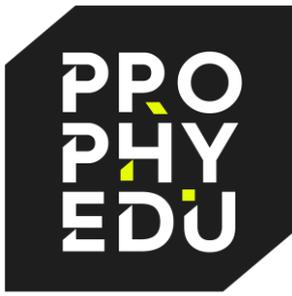
This document is part of WP2 task 2.9.

VERSION: 1.1

1 Introduction

This set of indicators has been designed based on the 'Quality Parameters for Physical Education in Latin America' (Deliverable 2.2), the result of the co-construction process of WP2. These indicators make it possible to monitor not only technical aspects of training, but also fundamentally compliance with the dimensions of social responsibility, cultural relevance and curricular justice derived from the PRO-PHY-EDU project. Its implementation will ensure that the curricular modernisation funded by Erasmus+ effectively responds to the identified needs.

This proposal complies with the technical requirements of the European Commission by directly linking the *Outputs* (the parameter document) with the *Outcomes* (the measurement of the improvement in quality). To generate it, the **8 Quality Dimensions** (from document D2.2) **have been crossed with the specific contents of Modules 1 to 5** of the training program.

The **Specific Evaluation Items** are broken down below, and are operationalized in **two instruments: a) a self-evaluation questionnaire; and, b) an evaluation rubric.** Both instruments can measure the impact of the training through a Pre-Post design, passing them on to the participants at two key moments:

- Pre-Test (Before training): To establish the baseline of teaching competence.
- Post-Test (At the end of Module 5): To measure progress.

The analysis of the difference between the Pre and Post score will allow to objectively quantify the acquisition of skills (Capacity Building) in the critical dimensions of the project: inclusion, digitalization and connection with the community, thus complying with the result indicators indicated in the Grant Agreement.

2 Proposal of specific items to be evaluated

1. Epistemological and Cultural Dimension

Objective: To evaluate whether the biomedical/technical vision has been overcome towards a cultural vision.

- **(Ref. Module 1):** Is the participant able to critically identify how the social contexts of Brazil and Chile condition the concept of "success" or "failure" in their PE proposals?
- **(Ref. Module 1):** Does the pedagogical proposal integrate cultural motor manifestations (games, dances) not as folklore, but as vehicles of identity, following the analysis of the cultural context?

2. Ethical-Political and Social Dimension

Objective: To assess commitment to social justice and inclusion.

- **(Ref. Module 3):** Is Universal Design for Learning (**UDL**) applied from the beginning of planning, ensuring that "retrofits" are not necessary for diverse learners?
- **(Ref. Module 3 - DEI):** Does it incorporate explicit Diversity, Equity, and Inclusion (DEI) strategies to make marginalized groups visible within the PE classroom?

3. Structural and Organizational Dimension

Objective: To evaluate curricular coherence and the overcoming of gaps.

- **(Ref. Module 2):** Does the proposal directly address the diagnosed "theory-practice gap", proposing activities that connect academic knowledge with real situations in the school environment?
- **(Ref. Module 2):** Is there evidence of planning that considers the structural deficiencies detected in the diagnosis (lack of resources, time) proposing viable solutions?

4. Theoretical-Methodological Dimension

Objective: To evaluate the use of active methodologies and meaningful technology.

- **(Ref. Module 3 - Gamification):** Do the proposed gamification strategies foster cooperation and a sense of belonging (inclusive approach) instead of reinforcing competitiveness and the exclusion of the less skilled?
- **(Ref. Module 4 - ICT):** Does the proposed use of technology respond to a real pedagogical need (evaluation, feedback) or is it merely accessory? Is the digital divide contemplated?

5. Dimension of Teaching Practice

Objective: To evaluate the capacity for intervention in situated.

- **(Ref. Module 4):** Does the teacher demonstrate the ability to design safe "learning situations" where they can experiment and fail before actual implementation?
- **(Ref. Module 4):** Are formative assessment tools used to regulate intensity and learning during practice?

6. Dimension of Environment and Institutional Climate

Objective: To evaluate the management of coexistence and conflict.

- **(Ref. Modules 2 and 3):** Does the proposal include specific tools for conflict management and school coexistence, responding to the need for mental health detected in the diagnosis?
- **(Ref. Module 4):** Are emotional safety protocols established so that students feel safe when participating, regardless of their level of motor skills?
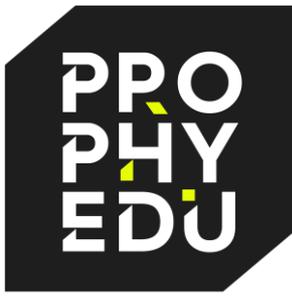
7. Reflective and Investigative Dimension

Objective: To evaluate the teacher as a producer of knowledge.

- **(Ref. Module 4):** Does the participant use video recording or peer observation to reflect on their own teaching decisions and biases during class?

- **(Ref. Module 5):** Has the teacher been able to argue strengths and weaknesses of his or her own practice based on the evidence collected?

8. Extension Dimension and Community Bond

Objective: To evaluate co-creation and dialogue.

- **(Ref. Module 5):** Have you actively participated in AGORA, providing constructive feedback to the proposals of other colleagues (co-creation)?

- **(Ref. Module 5):** Does the final proposal incorporate the voices or feedback received from the educational community (other teachers, students) during the design phase?

3 Proposal for the "PRO-PHY-EDU Self-Assessment Questionnaire of Teaching Competencies".

Instructions for the participant: *Rate your level of competence or agreement with the following statements on a scale of 1 to 5 (1: Very low/Disagree - 5: Very high/Strongly agree).*

MODULE 1: Cultural Context Analysis

Linkage: Epistemological and Cultural Dimension.

1. **Cultural Vision of the Body:** I am able to explain how the socioeconomic and cultural factors of my country define which bodies and motor practices are considered "successful" or "failed" in school.

2. **Performance Deconstruction:** In my planning, I prioritize the cultural and expressive value of movement over purely biological or technical-sporting performance.

MODULE 2: Adaptability and Needs Assessment

*Linkage: Structural and Organizational Dimension.*

3. **Situated Diagnosis:** I feel empowered to identify the specific shortcomings of my school environment (resources, times, spaces) and turn them into pedagogical opportunities instead of insurmountable obstacles.

4. **Theory-Practice Connection:** I have concrete tools to bridge the gap between the academic concepts I learned (or teach) and the everyday reality of the schoolyard.

MODULE 3: Collaborative Curriculum Design

Linkage: Ethical-Political and Methodological Dimension.

5. **Universal Design (UDL):** I am able to design a teaching unit applying Universal Design for Learning from the beginning, without the need to make subsequent "adaptations" for students with disabilities.

6. **Inclusive Gamification:** I know how to design gamified strategies where the game mechanics encourage cooperation and inclusion, avoiding reinforcing the exclusion of the less skilled.

7. **Social Justice Approach (DEI):** I explicitly integrate Diversity, Equity, and Inclusion themes (gender, race, class) into the objectives of my Physical Education classes.

MODULE 4: Teacher Training and Support
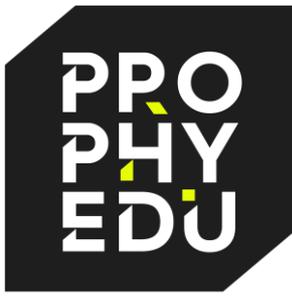
Linkage: Dimension of Teaching Practice and Use of ICT.

8. **Critical Use of Technology:** I am able to use digital tools (video analysis, apps) with a clear pedagogical purpose (feedback, evaluation), and not just as an accessory element.

9. **Formative Assessment:** I use assessment instruments that allow the student to regulate their own learning during physical activity, beyond the final grade.

10. **Emotional Safety:** I have clear strategies to create a "safe laboratory" where students can experiment and fail motorically without fear of ridicule or harassment.

MODULE 5: Community Engagement and Feedback

Linkage: Extension and Reflective Dimension.

11. **Reflective Practice:** I regularly use feedback from my students and colleagues to question and modify my own teaching methods.

12. **Co-Creation:** I feel comfortable sharing my doubts and pedagogical designs in collaborative spaces (such as the Agora) to improve them with the vision of other teachers.

4 Proposal for the "Rubric for the Evaluation of Teaching Competencies PRO-PHY-EDU".

The three levels proposed are:

1. **Initial Level (Traditional):** Usual practices detected in the diagnosis.
2. **Intermediate Level (In transition):** Incorporates concepts but with partial application.
3. **Advanced Level (Transformer/PRO-PHY-EDU):** Full alignment with project standards

The objective of the **PRO-PHY-EDU** project is to mobilize the majority of participants from **Level 1** (situation diagnosed in WP2) to **Level 3** (quality standards defined in D2.2), thus demonstrating the success of Capacity *Building*.

Item / Competence	Level 1: Beginner (Traditional Approach)	Level 2: Intermediate (In Transition)	Level 3: Advanced (PRO-PHY-EDU Cultural Approach)
1. Conception of Success in PE	It defines the student's success based on physical performance standards, aptitude tests or correct technical execution.	It recognizes the influence of the social context, but continues to evaluate mainly individual motor performance.	It defines success as the ability to participate meaningfully in the motor culture, considering the barriers of the environment and valuing personal progress.
2. Integration of Local Culture	Use traditional games or dances only as "folklore," warm-up, or isolated recreational activity.	It includes didactic units on local culture, but disconnected from social critical reflection.	It uses local motor manifestations as a vehicle to reflect on identity, territory and cultural belonging.
Item / Competence	**Level 1: Initial (Deficit Approach)**	**Level 2: Intermediate (Reactive Adaptation)**	**Level 3: Advanced (Creative Adaptability)**
3. Resource and Space Management	They perceive the lack of adequate material or spaces as an insurmountable impediment to a quality class.	He adapts planned activities to the scarcity of resources, but feels that the quality decreases.	It transforms structural limitations (few resources, small spaces) into creative and functional pedagogical opportunities.

Item / Competence	Level 1: Beginner (Traditional Approach)	Level 2: Intermediate (In Transition)	Level 3: Advanced (PRO-PHY-EDU Cultural Approach)
4. Theory-Practice Connection	He has difficulty applying academic concepts (pedagogy, sociology) in the chaotic reality of the schoolyard.	Manages to apply educational theories in controlled situations or ideal planning.	Fluidly articulates theoretical knowledge with real practice, using theory to solve emerging problems in class.

Item / Competence	Level 1: Initial (Homogeneous Design)	Level 2: Intermediate (Differentiated Design)	Level 3: Advanced (Universal Design - DUA)
5. Universal Design (Inclusion)	Plan for the "average" student and make subsequent accommodations if there are students with disabilities.	Design differentiated activities for different skill levels from the start.	Apply UDL from the ground up: the original design is accessible to everyone without the need for segregating adaptations.
6. Gamification and Inclusion	Use competitive games where the most skilled win (scores, rankings), reinforcing hierarchies.	It uses game narratives, but the mechanics still mainly reward motor performance.	Design cooperative gamified mechanics where the success of the group depends on the unique contribution of each member, regardless of their ability.
7. Social Justice Perspective (DEI)	Ignores issues of gender, race, or class ("PE is neutral") or intervenes only in the face of explicit conflicts.	Include inclusion topics in a timely manner on specific dates or theoretical units.	It mainstreams equity: it actively questions gender and race stereotypes through daily motor practice.

Item / Competence	Level 1: Beginner (Technocratic/Managerial)	Level 2: Intermediate (Instrumental)	Level 3: Advanced (Digital and Formative Pedagogy)
8. Use of Technology (ICT)	It does not use technology or uses it only as a music/video player with no pedagogical purpose.	Use apps or devices to measure data (steps, time) or illustrate exercises.	Use technology (video analysis, apps) to give qualitative feedback, encourage self-assessment and document learning.
9. Learning Assessment	Evaluates by summative grade (final grade) based on uniformity and compliance.	It provides verbal feedback during lessons,	It uses formative and shared assessment to regulate learning during the process;

Item / Competence	Level 1: Beginner (Traditional Approach)	Level 2: Intermediate (In Transition)	Level 3: Advanced (PRO-PHY-EDU Cultural Approach)
		but the final grade still weighs more.	Mistakes are part of learning.
10. Safety Climate (Laboratory)	The classroom climate generates anxiety in the less skilled; fear of ridicule or public error.	There are rules of coexistence and respect, but insecurities persist in practice.	It creates a "safe laboratory": an environment of radical trust where students dare to try and fail without fear of judgment.
Item / Competence	**Level 1: Initial (Isolation)**	**Level 2: Intermediate (Exchange)**	**Level 3: Advanced (Community of Practice)**
11. Reflective Practice	He does not systematically reflect on his practice; He attributes the failures to the students.	Reflect when something goes wrong, looking for individual solutions.	Systematizes reflection (diaries, recordings) as a professional habit to improve their own teaching.
12. Co-Creation (Agora)	Plan and work alone; jealous of his materials.	Share final resources with colleagues or download resources from others.	She actively participates in networks (Agora), co-designing, giving and receiving critical feedback to improve everyone's proposals.
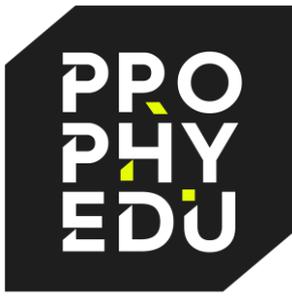
5   Proposal of institutional indicators.

The above items and instruments have been generated to measure individual impact. However, in case it is of interest, an **additional proposal of institutional indicators has been generated.** adjusted to the 8 Quality Dimensions explicitly established in the new document (D2.2). This matrix will serve to assess whether teacher education programmes (FIDs) at partner universities are aligning with the results of the PRO-PHY-EDU project.

This proposal therefore transforms the qualitative dimensions of the document into measurable quantitative and qualitative indicators, as required by the EACEA to justify the impact of the project.

1. Epistemological and Cultural Dimension

The curriculum must conceive PE as a cultural field and not just a biological one.

- **KPI 1.1:** Percentage of subjects in the curriculum that include critical literature on sociology or anthropology of the body (vs. purely biomedical approach).
- **KPI 1.2:** Number of teaching units designed by students that integrate local or regional cultural manifestations (traditional games, dances, etc.).

2. Ethical-Political and Social Dimension

Commitment to social justice, inclusion and human rights.

- **KPI 2.1:** Number of intervention or extension projects carried out in vulnerable territories or with marginalized populations.
- **KPI 2.2:** Rate of incorporation of gender, race and diversity issues in the core subject programmes (transversality).

3. Structural and Organizational Dimension

Articulation between training nuclei (basic, pedagogical, specific).

- **KPI 3.1:** Degree of curricular integration: Existence of joint evaluations or integrating projects between disciplinary (e.g. Physiology) and pedagogical (e.g. Didactics) subjects.
- **KPI 3.2:** Percentage of curriculum credits allocated to interdisciplinary practical activities before the last year of the degree.

4. Theoretical-Methodological Dimension

Use of active skills and methodologies.

- **KPI 4.1:** Frequency of use of active methodologies (project-based learning, service-learning) reported in teaching plans.
- **KPI 4.2:** Level of satisfaction of the students with the coherence between the theory taught and the didactic strategies used by their trainers.
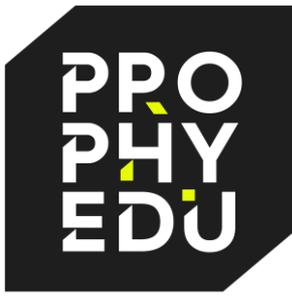
5. Dimension of Teaching Practice and Supervised Practices

Centrality of reflective and situated practice.

- **KPI 5.1:** Total hours of supervised practice in real (non-simulated) school contexts distributed throughout the career.
- **KPI 5.2:** Variety of practice contexts: Percentage of students who do internships in at least two types of establishment (public/private, urban/rural).

6. Dimension of Environment and Institutional Climate

Safe, dialogic and democratic learning environments.

- **KPI 6.1:** Perception of safety and acceptance: Average score in school climate surveys on emotional and physical safety in practical classes.
- **KPI 6.2:** Existence of active protocols known to the community for the prevention of harassment and discrimination in the faculty.

7. Reflective and Investigative Dimension

The teacher as a researcher of his own practice.

- **KPI 7.1:** Number of final degree projects (dissertations) that analyse or systematise the student's own pedagogical intervention during their internship.
- **KPI 7.2:** Participation of students in research groups or seedbeds focused on the teaching of Physical Education.

8. Extension Dimension and Community Bond

Permanent dialogue with the community and the territory.

- **KPI 8.1:** Number of active agreements with community organizations (not only schools) for the development of physical and recreational activities.
- **KPI 8.2:** Community Impact: Number of external beneficiaries served by career-led outreach programs.