

Enhancing Professional Competence Through Scoring Rubrics in Adaptive Physical Education

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Abstract

Purpose: This purpose of this study was to investigate the impact of scoring rubrics on the professional competence development of pre-service special education teachers in the adaptive physical education curriculum. With the increasing demand for special education, it is crucial to strengthen pre-service teachers' professional competence, particularly in curriculum design and implementation. **Methods:** The research employed a quasi-experimental design, involving 18 pre-service special education teachers from a teacher training institution over 8 weeks. Pre- and post-tests were conducted to measure changes in professional competence. Scoring rubrics, developed based on the **Taiwan Ministry of Education's Teacher Professional Standards Guidelines**, were used to evaluate participants' performance in areas such as educational philosophy, curriculum planning, understanding student needs, teaching strategies, and professional attitudes. **Results:** The findings indicated significant improvements in participants 'curriculum design, understanding student needs, and application of teaching strategies after integrating scoring rubrics. Additionally, the rubrics enhanced participants' ability to self-assess and reflect on their teaching practices, supporting the development of their professional competence. **Conclusion:** The results suggest that integrating scoring rubrics into teacher training programs can effectively improve the professional competence of special education pre-service teachers, supporting their future development in the field.

Keywords: adaptive physical education, scoring rubrics, professional competence, curriculum design, self-assessment