

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 3 – PLANNING AND REFLECTION PROJECT

Brief Description of the assessment and its use in the program

The Planning and Reflection project is used to introduce candidates to unit and lesson plan writing. While they have done some partial lesson planning in their skills courses, this is the first experience with writing a complete unit plan (that includes a block plan for 7-9 lessons), a complete lesson plan (for one of the lessons outlined in the block plan), and an in-depth reflection based on the Danielson framework. Candidates do this project in PE 360 – Teaching PE (considered their methods course). Candidates are then expected to use this planning and reflecting format during their practicums and student teaching.

Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited

The planning and reflecting project aligns with the following AAHPERD/NASPE standards:

NASPE Standard	Outcome
Standard 1: Content Knowledge	1.1: Critical elements of skills are identified in both the unit plan “motor skill objectives” and “task analysis A – points to emphasize” and the lesson plan “points to emphasize.” 1.6: The relationship of goals & objectives to NASPE content standards is cited in both the unit & lesson plan.
Standard 2: Growth and Development	2.1: Criteria to monitor student performance (in the cognitive, psychomotor, and affective domains) are indicated in both the unit and lesson plans. 2.2: The lesson plan has a section (individual differences) where candidates must identify modifications that may need to be made to address developmental differences. 2.3: In the unit task analysis candidates select practice and application activities based on their understanding of the students, the learning environment, and the task. In the unit block plan & in the lesson plan activities are logically sequenced to facilitate student learning.
Standard 3: Diverse Students	3.1: Candidates design their lesson plans with an introduction, core, closing activity, and closing discussion. Each of these parts of the plan addresses different learning styles and the multiple needs of students.
Standard 4: Management and Motivation	4.1: Transitions are described in the lesson plan under “lesson description” and class organization diagrams are included. 4.2: Equipment needed is listed both in the unit plan and lesson plan. Transitions are described in the lesson plan under “lesson description” and class organization diagrams are included. There is a section on the lesson plan related specifically to time. 4.3: The unit plan has a section for student resources that indicates how students can access community resources. These are shared with the students during lessons in the unit.
Standard 5: Communication	5.1: The lesson plan contains a section specifically related to feedback.
Standard 6: Planning and Instruction	6.1: The unit plan requires the writing of unit goals and instructional objectives, and the lesson plan requires the writing of objectives (expected outcomes). 6.2: The unit block plan requires candidates to develop a long term plan that is linked to unit goals and objectives. The lesson plan (lesson description) is a short term plan for achieving lesson objectives. 6.4: In the unit plan task analysis and block plan candidates select activities from which appropriate learning experiences are designed. The lesson description section of the lesson plan details the learning experience. 6.5: In the unit plan task analysis and block plan candidates select activities from which effective learning environments & experiences are developed. The lesson description section of the lesson plan details the learning experience.

Standard 6: Planning and Instruction continued	<p>6.6: There is section in the unit plan where candidates specifically address the unit integrates with school-wide goals and/or other curriculum areas.</p> <p>6.7: In the unit plan candidates must both teacher and student resources. In the class information section of the lesson plan candidates must list of sources of information (for that lesson).</p> <p>6.8: Candidates plan for the demonstration/explanation of skill under lesson description in the lesson plan.</p> <p>6.9: Candidates list instructional cues & prompts under lesson description (points to emphasize) in the lesson plan.</p> <p>6.10: Each lesson ends with a closing discussion where candidates use strategies to facilitate and assess student learning.</p>
Standard 7: Student Assessment	<p>7.2: In the unit plan sections dealing with formative and summative evaluation candidates describe the various methods that will be used to assess the students. The lesson plan has a specific section dealing with feedback where candidates describe the feedback to be given for anticipated problems.</p>
Standard 8: Reflection	<p>8.1: Reflection (planning & preparation, the classroom environment, instruction, and professional responsibilities) based on the Danielson model is completed after the 15 minute microteaching experience associated with this project. This requires candidates to use the reflective cycle.</p>
Standard 10: Collaboration	<p>10.3: The unit plan has a section for student resources where candidates indicate how students can access community resources. These are shared with the students during lessons in the unit.</p>

Brief analysis of the data findings

Of the seventeen candidates who completed the Planning and Reflection Project during Spring 2006, sixteen achieved the acceptable level, and one did not. Analyzing their composite scores show that 4 of the 17 candidates achieved between levels 3.5 and 4, 12 of the 17 candidates achieved between 3.0 and 3.49, and only 1 candidate achieved below the acceptable level of 3. Since this is the first time candidates have had to develop full unit and lesson plans and complete a reflection based on the Danielson framework, this data should be considered formative, and most candidates fell in the 3.0-3.49 range. This demonstrates that even at the pre-practicum stage in the program, most candidates meet the above standards. However, as candidates continue to work and receive feedback on their planning in their practicums and student teaching, their planning becomes even better. If one looked at data from planning and reflection after candidates have completed their practicums and student teaching, there would be more scores in the 3.5-4 range.

Interpretation of how the data provides evidence for meeting standards

Content Knowledge: Candidates need to be able to identify critical elements of skills when writing both their unit and lesson plans. They also need to address the relationship of their goals and objectives to NASPE content standards in both their unit and lesson plans. The data shows that 12% of the candidates scored at level 4, 82 % at level 3, and 6% at level 2 on goal/objective writing. This demonstrates that most candidates “know” what they are teaching in relation to critical elements of skills. The data shows that 65% of the candidates scores at level 4 and 35% at level 3 in relation to align their goals and objectives with NASPE standards. This demonstrates that the candidates are able to make the connection between goals, objectives, and NASPE standards.

Growth and Development: This project requires candidates to apply knowledge of growth and development in order to effectively plan. This includes designing criteria to monitor student performance (in the cognitive, psychomotor, and affective domains), identifying modifications that may need to be made to address developmental differences, selecting practice and application activities based on their understanding of the students, the learning environment, and the task, and placing activities in a logical sequence to facilitate student learning. The data shows that for designing criteria, 53% of the candidates scored at level 4 and 47% at level 3. The data shows that for identifying modifications, 35% of the candidates scored at level 4 and 65% at level 3.

The data shows that for selecting practice and application activities, 18% of the candidates scored at level 4 and 82% at level 3 (practice activities) and 24% of the candidates scored at level 4 and 76% at level 3 (application activities). Finally, for logically sequencing activities, 24% of the candidates scored at level 4 and 76% at level 3. This demonstrates that candidates can apply knowledge of growth and development in their planning.

Diverse Students: Candidates design their lesson plans with an introduction, core, closing activity, and closing discussion. Each of these parts of the plan addresses different learning styles and the multiple needs of students. The block plan section of the unit plan outlines what will occur in each lesson and should include an introduction, warm-up, core, closing activity, and closing discussion. Lessons are then planned from the block plan outline. The data shows that for their block plan, 0% of the candidates scored at level 4 and 100% at level 3. This demonstrates that candidates are able to take the different learning styles and needs of students into account when planning. As candidates progress with their planning in practicums and student teaching, they are better able to write more specific block plans.

Communication: Feedback is specifically addressed when writing the lesson plan. The data shows that 6% of the candidates scored at level 4 and 94% at level 3 on this feedback section. This demonstrates that candidates can identify feedback that can be given to students. What needs to develop is the candidates' ability to give more specific feedback on both skill and behavior.

Planning and Instruction: Unit goals and instructional objectives are written in the unit plan, and instructional objectives are also written in the lesson plan. The data shows that for writing goals and objectives, 12% of the candidates scored at level 4 and 88% at level 3 (unit goals) and 6% of the candidates scored at level 4 and 94% at level 3 (instructional objectives). This demonstrates that candidates are able to write goals and objectives. They do need help with using the correct format. The block plan section of the unit requires candidates to develop a long term plan, and the lesson plan itself is a short term plan. The data shows that for the block plan, 0% of the candidates scored at level 4 and 100% at level 3. For the lesson plan piece of this project, 4 of the 17 candidates achieved between levels 3.5 and 4, 12 of the 17 candidates achieved between 3.0 and 3.49, and only 1 candidate achieved below the acceptable level of 3. This demonstrates that most candidates are able to develop long term and short term plans. The unit plan task analysis and block plan indicate activities that candidates select in order to design appropriate learning experiences. The lesson description part of the lesson plan provides the details for each learning experience. The data shows that for the unit task analysis, 18% of the candidates scored at level 4 and 82% at level 3 (practice activities) and 24% of the candidates scored at level 4 and 76% at level 3 (application activities). The data shows that for the block plan, 0% of the candidates scored at level 4 and 100% at level 3. The data shows that for the lesson description part of the lesson plan 12% of the candidates scored at level 4 and 88% at level 3. This demonstrates that candidates are able to design learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction and apply disciplinary and pedagogical knowledge when planning. The unit plan has a section specific to the integration of school-wide goals and/or other curriculum areas within the unit. The data shows that for the integration section, 12% of the candidates scored at level 4 and 88% at level 3. This demonstrates that candidates are able to plan for integration. They continue to do a better with this aspect of planning as they gain experience. Resources, both teacher and student, are listed in the unit plan. The class information section of the lesson plan includes a list of sources of information (for that lesson). The data shows that for resource section of the unit, 41% of the candidates scored at level 4 and 59% at level 3 (teacher resources) and 35% of the candidates scored at level 4 and 65% at level 3 (student resources). The data shows that for the class information section of the lesson plan, 71% of the candidates scored at level 4 and 29% at level 3. This demonstrates the candidates can select appropriate teaching resources and curriculum materials. The use of effective demonstration/explanation of skill is addressed under lesson description in the lesson plan. The data shows that 6% of the candidates scored at level 4 and 94% at level 3. This demonstrates that candidates can plan effective demonstration/explanations. Instructional cues & prompts are listed in the lesson description section (points to emphasize) of the lesson plan. The data shows that for this section, 6% of the candidates

scored at level 4 and 94% at level 3. This demonstrates that candidates can develop appropriate cues and prompts. Candidates must use strategies to facilitate and assess student learning when planning the closure to the lesson. The data shows that 6% of the candidates scored at level 4 and 94% at level 3 for the closure section of the lesson plan. As they gain more experience, candidates develop better questions to use during this part of their lesson.

Student Assessment: In the unit plan sections dealing with formative and summative evaluation Candidates describe the various methods that will be used to assess the students in the unit plan under formative and summative evaluation. The lesson plan has a specific section dealing with feedback. The data shows that for the formative evaluation section, 47% of the candidates scored at level 4 and 53% at level 3, for the summative evaluation section, 6% of the candidates scored at level 4 and 94% at level 3, and for the feedback section in the lesson plan, 6% of the candidates scored at level 4 and 94% at level 3. Candidates are more comfortable identifying and using formative evaluation at this point in the program. Summative evaluation, with the need for assessment and grading, is more difficult. The issue of assessment will be addressed in Section V.

Reflection: The reflection piece of this project requires candidates to use the reflective cycle. The data shows that on this piece of the project, 4 of the 17 candidates achieved between levels 3.5 and 4, 12 of the 17 candidates achieved between 3.0 and 3.49, and only 1 candidate achieved below the acceptable level of 3. This demonstrates that while most candidates are able to reflect at the acceptable level, some could be more thoughtful and thorough when writing their reflections. This is something that improves over time.

Collaboration: The unit plan has a section for student resources that indicates how students can access community resources. The data shows that for this section, 35% of the candidates scored at level 4 and 65% at level 3. This demonstrates that candidates recognize there are community resources that can be used to enhance physical activity opportunities.

PE 360 - Teaching Physical Education
Unit Plan/Lesson Plan/Reflection Assignment

Select a developmental movement (locomotor, manipulative, stability) unit for the elementary level or a sport unit for the secondary level. Develop the unit plan using the guidelines discussed in class. For one lesson outlined in your unit's block plan, develop the complete lesson plan using the guidelines discussed in class. You will then teach part of that lesson to your peers in class. Once you have completed your teaching, write a reflection using the Danielson handout distributed with your unit and lesson plan materials.

Listed below is the schedule for your first lesson. Remember your lesson plan must be completed before you teach. I shall ask you for the plan so I may follow it while you are teaching. Also, remember the lesson plan must be for a complete lesson (introduction, warm-up, core, closing activity, closing discussion) even though you will be teaching for 15 minutes (core, closing activity, closing discussion).

All lessons will be taught in the Main Gym. Everyone is expected to be in class for all peer lessons. If you will need equipment, please let me know what you will need and how many of each at least 24 hours in advance so it will be available to you on the day you are scheduled to teach. Please also plan to come at least 15 minutes early on the day you teach to help with equipment.

Once you have taught, you need to complete your reflection. The entire project (unit plan, lesson plan, and reflection) is due on the date listed below.

<u>Date</u>	<u>Time</u>	<u>Teacher</u>	<u>Skill</u>	<u>Due Date</u>
March 21	1:30 PM		toss	March 23
March 21	1:45 PM		2 hand roll	March 23
March 21	2:00 PM		hop, jump, leap	March 23
March 21	2:15 PM		bump	March 23
March 21	2:30 PM		bunting	March 23
March 23	1:30 PM		set shot	March 28
March 23	1:45 PM		dribble	March 28
March 23	2:00 PM		form shooting	March 28
March 23	2:15 PM		dribble	March 28
March 28	1:30 PM		long serve	March 30
March 28	1:45 PM		smash	March 30
March 28	2:00 PM		forehand	March 30
March 28	2:15 PM		overhead smash	March 30
March 30	1:30 PM		dribble	April 4
March 30	1:45 PM		shoot + goalkeeping	April 4
March 30	2:00 PM		catch + pattern run	April 4
March 30	2:15 PM		dribble	April 4

THE TEACHING UNIT

The teaching unit part of the planning and reflection project addresses the following NASPE initial standards and outcomes for physical education:

- Standard 1: Content Knowledge
Outcomes: 1.1 and 1.6
- Standard 2: Growth and Development
Outcomes: 2.1 and 2.3
- Standard 4: Management and Motivation
Outcomes: 4.2 and 4.3
- Standard 6: Planning and Instruction
Outcomes: 6.1, 6.2, 6.4, 6.5, 6.6, and 6.7
- Standard 7: Student Assessment
Outcome: 7.2
- Standard 10: Collaboration
Outcome 10.3

A unit of teaching refers to the period of time during which a particular skill, concept, activity, or sport is studied. The program for the year usually has several units of teaching of varying lengths. Unit teaching provides direction and structure to each class meeting, and the students recognize each lesson as being a distinct part of a whole. The physical educator, guided by unit goals, offers progressive instruction for their attainment, and the students should be aware of the purposes of activities within the unit.

Certain principles should be kept in mind while planning the activities in order to make the unit a complete series of learning experiences.

1. Provide a variety of learning experiences by using different types of activities, techniques, and materials.
2. Provide activities that are appropriate to the needs, age level, and developmental achievements of the group.
3. Provide activities that are progressive in nature.
4. Provide flexibility in planning so that unforeseen delays and interruptions during the course of the unit do not hinder achievement of unit objectives.
5. Provide a definite form for the unit by introducing new skills and activities on a weekly basis or with each class session (depending on the frequency of classes) so that students recognize progress within the unit.
6. Provide activities that promote the greatest amount of participation for the greatest number of students by utilizing all facilities and equipment available.
7. Provide for appropriate ending activities in the unit.
8. Provide for various means of evaluation.

Note: There are several forms that accompany the unit plan part of the assignment to guide candidates through the writing of the plan. These include:

1. Class information page
2. Needs assessment
3. Instructional goals and Unit objectives for
 - Motor skill development
 - Health-related fitness
 - Movement concepts
 - Contributions to physical and social/emotional well-being
 - Personal development
 - Social development
4. Task analysis for
 - Motor skill development
 - Health-related fitness
 - Movement concepts
 - Contributions to physical and social/emotional well-being
 - Personal development
 - Social development
5. Block plan
6. Evaluation
 - Formative
 - Summative
 - Unit
7. Equipment needed
8. Integration with School-wide goals and/or other curriculum areas
9. Teacher resources
10. Student resources

These have not been included as part of the assessment documentation in this report because of space limitations.

THE LESSON PLAN

The lesson plan part of the planning and reflection project addresses the following NASPE initial standards and outcomes for physical education:

Standard 1: Content Knowledge

Outcomes: 1.1 and 1.6

Standard 2: Growth and Development

Outcomes: 2.1, 2.2, and 2.3

Standard 3: Diverse Students

Outcome: 3.1

Standard 4: Management and Motivation

Outcomes: 4.1, 4.2, and 4.3

Standard 5: Communication

Outcome: 5.1

Standard 6: Planning and Instruction

Outcomes: 6.1, 6.2, 6.4, 6.5, 6.7, 6.8, 6.9, and 6.10

Standard 7: Student Assessment

Outcome: 7.2

PLANNING THE DAILY LESSON

The physical education lesson for a particular class period should grow out of a unit of instruction, which in turn is a part of the year's plan. Each lesson should be part of a sequence based on the work of previous lessons.

A lesson can be divided into the following parts:

1. Introduction - This part of the lesson gives the students an idea of what will take place during the class period. Attendance is usually taken at this time. There is the opportunity for questions, discussion, and review of previous material from a cognitive perspective. Behavior expectations should be addressed during the introduction.
2. Warm-up - Warm-up accomplishes in the lesson just what the designation implies. Warm-up can take many forms - from developmental movements to physical fitness activities. An enterprising teacher can employ many different activities and variations effectively during the warm-up period.
3. Core - The lesson core is the heart, the meat of the lesson. Presented here are the learning experiences growing out of the overall instructional unit. The first consideration is to review and work with the activities of the previous lesson until a satisfactory level of learning has been reached. In some instances the entire lesson core would be taken up with a repeat of the work of the previous lesson.

After sufficient time has been given to the review, the new learning experiences are presented. Skill instruction, exploration, progression, and practice are the type of things found in the lesson core.

The amount of time to be devoted to the lesson core is determined by the time demands of the other parts of the lesson. After introduction and warm-up have been done, the remainder of the time, less that needed for the closing activity and discussion, can be devoted to the lesson core.
4. Closing Activity - Closing activity requires students to apply the skills they have practiced. It can take many different forms. The lesson can be completed with a game or other appropriate activity in which the students have a chance to use the skills they have been working on in the lesson core. A consideration in closing the

lesson is returning equipment, apparatus, and supplies to their proper storage places. This should utilize student responsibility when possible.

5. Closing Discussion - The closing discussion provides a "cool-down" and wrap-up time for the lesson. Important concepts and skills can be reviewed through questions and answers. Group evaluation, with suggestions for future procedures, can take place. This is reinforcement of learning and contributes to a better learning climate.

LESSON PLAN

Unit _____
 Lesson # _____
 Lesson Focus _____

Date _____
 Grade _____

Time _____
 No. of students _____

Name _____

Objectives: (Expected Outcomes)

National Standard(s) addressed:

Evaluation of Objectives:

The students will:

Equipment Needed _____
 Play Space Needed _____
 Sources of information _____
 Special Markings _____

Time	Lesson Description	Class Organization	Points to Emphasize	Anticipated Problems	Corrective Feedback

Safety:

Individual Differences:

REFLECTION

The reflection part of the planning and reflection project addresses the following NASPE initial standard and outcome for physical education:

Standard 8 – Reflection

Outcome 8.1

Research clearly demonstrates that teaching can be improved through reflection. Using parts of the framework developed by Danielson which describes a teacher's responsibilities to guide your reflection should increase its value and make teaching more purposeful, thoughtful, and rewarding. Danielson's framework identifies four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities. Each domain has several components. The domains and accompanying components are briefly described below to assist you as you reflect on your teaching.

Domain 1 – Planning and Preparation

This domain includes components that define how a teacher organizes what the students will learn. It includes understanding content and pedagogy, understanding and appreciating students, designing instruction (progressions, learning activities, materials, strategies), and using assessment techniques which address instructional goals and objectives and document student progress.

Component 1a: Demonstrating knowledge of content and pedagogy

What content knowledge (skill/concept) was taught? Was it taught accurately (teacher made no content errors and corrected errors students made)? What connections were made between what was taught and students' previous skill/concept knowledge? What did students need to know before learning this skill/concept? Are there any common mistakes students might make when learning the skill/concept? What did you do to anticipate or correct them?

Component 1b: Demonstrating knowledge of students

What developmental characteristics, needs, and interests of the students were being addressed? What teaching style(s) were used? How did the style(s) support the different learning styles that students exhibit? How did you help students build on their strengths? How did you provide additional assistance for those students needing extra help?

Component 1c: Selecting instructional goals and objectives

How do your lesson objectives help set high expectations for the students? How were NASPE standards addressed? Do your objectives clearly describe what students will learn in the lesson? Can each objective be assessed? Can each objective be achieved by all students in the class? How do the objectives address cognitive, psychomotor, and affective learning?

Component 1d: Demonstrating knowledge of resources

What resources did you use in planning this lesson? Are there others that might be helpful? What resources are available to assist students who need them? How would you help student access them?

Component 1e: Designing coherent instruction

Were your learning activities relevant to students? Did they support the lesson objectives? Were your instructional materials and resources appropriate for the students? Did they support the lesson objectives? Were they readily available and accessible? What groupings were used? Did you let students make decisions about the groupings? Did the lesson have a well-defined structure (introduction, warm-up, core, closing activity, closing discussion) with adequate time allocations?

Component 1f: Assessing student learning

Did the methods of assessment match the objectives? Were the assessment criteria clearly stated and communicated to the students? How were students involved in the assessments? Were students aware of how they had met (or not met) the assessment standards? How will you use the assessment information as you plan for the next lesson?

Domain 2 - The Classroom Environment

This domain includes components that look at classroom interactions. Though non-instructional, these interactions are essential for effective instruction. They create a culture for learning through the establishment of a comfortable, safe, and respectful classroom. Characteristics of this classroom include a business-like atmosphere, the effective handling of non-instructional tasks and routines, cooperative and non-disruptive student behavior, and a physical environment supportive of instruction.

Component 2a: Creating an environment of respect and rapport

How did you demonstrate caring and respect for the students? How was it appropriate to developmental and cultural needs? Did the students show respect for you? How? Did the students demonstrate caring and respect for each other? How?

Component 2b: Establishing a culture for learning

Was the lesson enthusiastically presented? How did the students show they valued what was being taught? How was pride in student work demonstrated and acknowledged? How did your instructional goals/objectives and activities, your interactions, and the classroom environment establish high expectations for students?

Component 2c: Managing classroom procedures

How were groups organized and managed so students were engaged in learning? What responsibility was given to students in this process? Did transitions occur smoothly? What responsibility was given to students in this process? Did the handling of materials/equipment occur smoothly? What responsibility was given to students in this process? What systems were used to handle non-instructional duties efficiently? What responsibility was given to students in this process?

Component 2d: Managing student behavior

Were standards of conduct clearly stated and communicated to students? How? Did students have any responsibility in monitoring their own behavior and/or that of others? What was expected? How did you encourage positive behaviors? Did you know and use students' names? Did you interact with each student at some point during the lesson? Was this attention shared equally? How did you respond to student misbehavior? Was it appropriate, successful, and respectful?

Component 2e: Organizing physical space

How did you make sure the classroom was safe? Were materials/equipment accessible? If used, how did the use of physical resources (materials, equipment, music, etc.) enhance learning and contribute to effective instruction?

Domain 3 – Instruction

This domain contains the components that are the “heart of teaching” – engaging students in content to enhance learning.

Component 3a: Communicating clearly and accurately

Were your directions clear, concise, and complete? Did you use modeling to help students understand them? Was your spoken and written language correct and expressive with vocabulary appropriate to students’ ages and interests?

Component 3b: Using questioning and discussion techniques

How were questions used in the lesson? What level of thinking was needed for students to respond? Was adequate time allowed for students to respond to questions? Were students able to ask questions? How was discussion used in the lesson? How did you encourage all students to participate in responding to questions or in discussion?

Component 3c: Engaging students in learning

How were demonstrations/examples used to help students understand skills/concepts? How did the learning activities emphasize problem-solving learning, allow for student choice and initiative, encourage depth rather than breadth, require student thinking, and represent relevant and authentic application of knowledge/skill? What types of student grouping were used? How did the groupings enhance the students’ level of participation and help students meet instructional goals and objectives? How did instructional materials and resources help engage students in learning? How were activities organized to ensure a lesson with structure and pacing? Was adequate time allowed for reflection and closure?

Component 3d: Providing feedback to students

Were both skill feedback and behavior feedback incorporated in the lesson? Was the feedback accurate, substantive, constructive, specific, and timely? Do you think the majority of your feedback was general or specific, positive or corrective, directed toward the group or individuals?

Component 3e: Demonstrating flexibility and responsiveness

If you plan (or parts of your plan) did not work, what did you do? Why? How did you take advantage of teachable moments? How were you able to adjust to unexpected situations? How were you able to adjust to individual student needs?

Domain 4 – Professional Responsibilities

The components in this domain define what being a true professional educator means.

Component 4a: Reflecting on teaching

Was your lesson effective? To what extent did your students exhibit your expected outcomes (address each objective)? How did you know? What would you do differently next time?

Component 4b: Maintaining accurate records

How did you record information on student preparation? student progress? non-instructional activities?

Component 4c: Communicating with families

This component will be addressed in student teaching. However, if you wish to comment on communicating with families in your self-evaluation, please feel free to do so.

Component 4d: Contributing to school and district

This component will be addressed in student teaching. However, if you wish to comment on contributing to school and district in your self-evaluation, please feel free to do so.

Component 4e: Growing and developing professionally

This component will be addressed in student teaching. However, if you wish to comment on growing and developing professionally in your self-evaluation, please feel free to do so.

Component 4f: Showing professionalism

Were you completely prepared? Were you on time? Were you dressed professionally and well groomed? Did you feel confident? Did you provide an appropriate role model?

Unit Plan Scoring Guide

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all sixteen categories).

	Class Information	Needs Assessment NASPE 6.2	Goals NASPE 6.1	Objectives NASPE 6.1	Alignment of NASPE Standards NASPE 1.6	Task Analysis NASPE 1.1, 2.3, 6.4, 6.5, 6.9		
4	All class information is accurate (i.e. grade level, unit, etc.)	Assessment accurately describes students' psychomotor (skills and fitness), cognitive, and affective needs; focus statement specifically relates to needs	All goals are clear and relate specifically to students' needs	All objectives are clear and relate to all aspects of the goal	All goals and objectives are aligned with NASPE Standards	All points to emphasize are accurate	Practice activities are highly effective in facilitating student learning	Application activities are highly effective in facilitating student learning
3	Most class information is accurate (i.e. grade level, unit, etc.)	Assessment generally describes students' psychomotor (skills and fitness), cognitive, and affective needs; focus statement generally relates to needs	Most goals are clear and relate specifically to students' needs	Most objectives are clear and relate to all aspects of the goal	Most goals and objectives are aligned with NASPE Standards	Most points to emphasize are accurate	Practice activities are generally effective in facilitating student learning	Application activities are generally effective in facilitating student learning
2	Some class information is accurate (i.e. grade level, unit, etc.)	Assessment vaguely describes students' psychomotor (skills and fitness), cognitive, and affective) needs; focus statement relates somewhat to needs	Some goals are clear and relate specifically to students' needs	Most objectives are clear but do not relate to some aspects of the goal	Few goals and objectives are aligned with NASPE Standards	Few points to emphasize are accurate	Practice activities are somewhat effective in facilitating student learning	Application activities are somewhat effective in facilitating student learning
1	Very little or no class information is accurate (i.e. grade level, unit, etc.)	Assessment does not describe students' psychomotor (skills and fitness), cognitive, and affective needs; focus statement does not relate to needs	Few goals are clear, and relate specifically to students' needs	Few objectives are clear and relate to few aspects of the goal	Goals and objectives are not aligned with NASPE Standards	Almost no points to emphasize are accurate	Practice activities are not effective in facilitating student learning	Application activities are not effective in facilitating student learning

	Block Plan NASPE 2.3, 6.2, 6.4	Formative Evaluation NASPE 7.2	Summative Evaluation NASPE 7.2	Unit Evaluation NASPE 2.1	Equipment NASPE 4.2	Integration with School- wide Goals / Curriculum Areas NASPE 6.6	Teacher Resources NASPE 6.7	Student Resources NASPE 4.3, 6.7, 10.3
4	Includes a detailed outline of each lesson including: introduction, WU, core, and CD (specific questions)	Methods are included that provide students with information about their progress related to most goals and objectives	Methods are included that provide students & parents with information about their grade or performance, and includes an evaluation of all psychomotor, cognitive, & affective goals	Methods relate to all goals and objectives, and clearly state the evaluation criteria	All equipment for the unit is included	Exceptionally clear: shows a direct connection between the unit and school-wide goals and / or academic areas	Comprehensive list (i.e. books, web sites, videos, etc.) of teacher resources (includes all relevant information for easy retrieval)	Comprehensive: includes, in great detail, how students can access community resources (i.e. equipment, participation opportunities, access print or media resources, etc.)
3	Includes a general outline of each lesson including: introduction, WU, core, and CD (specific questions)	Methods are included that provide students with information about their progress related to some goals and objectives	Methods are included that provide students & parents with information about their grade or performance, and includes an evaluation of most psychomotor, cognitive, & affective goals	Methods relate to most goals and objectives, and generally state the evaluation criteria	Most equipment for the unit is included	Generally clear: shows some connection between the unit and school-wide goals and / or academic areas	Adequate list (i.e. books, web sites, videos, etc.) of teacher resources (includes all relevant information for easy retrieval)	Adequate: includes, with some detail, how students can access community resources (i.e. equipment, participation opportunities, access print or media resources, etc.)
2	Includes a general outline of each lesson but may be missing details of one of the following: introduction, WU, core, and CD (no specific questions)	Methods are included that provide students with information about their progress related to a few goals and objectives	Methods are included that provide students & parents with information about their grade or performance, and includes an evaluation of a few psychomotor, cognitive, & affective goals	Methods relate to most goals and objectives, but evaluation criteria are not clearly stated	Some of equipment for the unit is included	Lacks clarity: shows little connection between the unit and school-wide goals and / or academic areas	Adequate list (i.e. books, web sites, videos, etc.) of teacher resources (does not include all relevant information for easy retrieval)	Somewhat adequate: includes, with little detail, how students can access community resources (i.e. equipment, participation opportunities, access print or media resources, etc.)
1	Includes a rough outline of each lesson but may be missing two or more of the following: introduction, WU, core, and CD (no specific questions)	Methods are included that provide with little or no information about their progress related to goals and objectives	Methods are included that provide students & parents with information about their grade or performance, but does not relate specifically to the psychomotor, cognitive, & affective goals	Methods relate to a few goals and objectives, and evaluation criteria are not clearly stated	Very little equipment for the unit is included	Unclear: shows no connection between the unit and school-wide goal and / or academic areas	Minimal resources included (does not include all relevant information for easy retrieval)	Minimal: very little detail of how students can access community resources (i.e. equipment, participation opportunities, access print or media resources, etc.)

Lesson Plan Scoring Guide

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all fifteen categories).

	Class Information NASPE 6.7	Objectives NASPE 6.1	Range of NASPE Standards NASPE 1.6	Alignment of NASPE Standards NASPE 1.6	Evaluation Criteria NASPE 2.1	Lesson Description NASPE 4.1, 4.2, 6.1, 6.2, 6.4, 6.5, 6.8		
						Introduction	Demo/explain	Class org.
4	All class information is provided and accurate (i.e. grade level, unit, equipment, sources of information)	All objectives are clear (actor, behavior, conditions, & criteria)	Objectives represent an appropriate balance of NASPE Standards	All objectives are aligned with NASPE Standards	All evaluation criteria are clearly stated	Introduction includes what students will do and learn today; directly relates to the class objectives	All demonstration/ explanations and transitions are stated clearly	Positioning of teacher, students and equipment always indicated and diagrammed
3	Most class information is provided and accurate (i.e. grade level, unit, equipment, sources of information)	Most objectives are clear (actor, behavior, conditions, & criteria)	Objectives relate to fewer than 3 NASPE Standards	Most are aligned with NASPE Standards	Most evaluation criteria are clearly stated	Introduction is general; conveys class agenda, but does not relate to all class objectives	Most demonstration/ explanations and transitions are stated clearly	Positioning of teacher, students and equipment indicated and diagrammed most of the time
2	Some class information is provided and accurate (i.e. grade level, unit, equipment, sources of information)	Objectives are missing 1 - 2 parts (actor, behavior, conditions, or criteria)	Objectives relate to fewer than 2 NASPE Standards	Few objectives are aligned with NASPE Standards	Evaluation criteria are not clearly stated	Introduction is very general, and conveys little information about what students will do and learn today	Demonstration/explanations and transitions are included, but not clearly stated	Positioning of teacher, students and equipment rarely indicated and diagrammed
1	Very little or no class information is provided and accurate (i.e. grade level, unit, equipment, sources of information)	All objectives unclear; missing more than 2 parts (actor, behavior, conditions, & criteria)	Objectives do not relate to NASPE Standards	Objectives are not aligned with NASPE Standards	Evaluation criteria are extremely vague or not included	Introduction is missing	Demonstration/explanations and transitions are not included	Positioning of teacher, students and equipment not indicated and diagrammed

	Time NASPE 4.2	Logical Sequence of Activities That Facilitate Student Learning NASPE 2.3	Points to Emphasize NASPE 1.1, 6.9	Anticipated Problems (skill & behavior)	Feedback for Anticipated Problems NASPE 5.1, 7.2	Closure NASPE 6.10	Safety & Individual Differences NASPE 2.2, 6.4
4	Time allocated for all parts of the lesson is appropriate	Logical sequence of activities that is highly effective in facilitating student learning	Specific points to emphasize are accurate (skill & behavior)	Anticipated problems are relevant (skill & behavior)	Appropriate feedback indicated for all anticipated problems	Meaningful closure that includes specific questions that relate to lesson objectives	Safety & individual differences are clearly stated
3	Time allocated for most parts of the lesson is appropriate	Logical sequence of activities that generally effective in facilitating student learning	Points to emphasize are accurate, but general (skill & behavior)	Relevant anticipated problems are included, but relate to either skill or behavior	Appropriate feedback indicated for most anticipated problems	Somewhat meaningful closure that includes specific questions that relate to most lesson objectives	Safety and individual differences included, but not clearly stated
2	Time allocated for few parts of the lesson, but is appropriate	Logical sequence of activities that is somewhat effective in facilitating student learning	Points to emphasize are accurate, but pertain to either skill or behavior	Very few relevant anticipated problems are included	Appropriate feedback indicated for very few anticipated problems	Closure includes no specific questions that relate to lesson objectives	Either safety or individual differences are not included
1	Time allocated for most parts of the lesson is inappropriate	Sequence of activities is not effective in facilitating student learning	Very few specific points to emphasize are accurate (skill & behavior)	No anticipated problems are included	No appropriate feedback for anticipated problems	No meaningful closure	Safety & individual differences are not included

Reflection Scoring Guide

NASPE 8.1

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all twelve categories).

	<i>Planning and Preparation: demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals and objectives, demonstrating knowledge of resources, designing coherent instruction, assessing student learning</i>	<i>Planning and Preparation: demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals and objectives, demonstrating knowledge of resources, designing coherent instruction, assessing student learning</i>	<i>Planning and Preparation: demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals and objectives, demonstrating knowledge of resources, designing coherent instruction, assessing student learning</i>	<i>The Classroom Environment: creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, organizing physical space</i>	<i>The Classroom Environment: creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, organizing physical space</i>	<i>The Classroom Environment: creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, organizing physical space</i>
4	The reflection is thorough. All relevant elements within the domain and its components are addressed.	Reflection always displays thoughtfulness as it relates to the domain and its components. Specific examples are consistently used to support the reflection.	The writing of this section of the reflection is exceptionally clear. It is well organized and displays good mechanics including grammar, spelling, and punctuation.	The reflection is thorough. All relevant elements within the domain and its components are addressed.	Reflection always displays thoughtfulness as it relates to the domain and its components. Specific examples are consistently used to support the reflection.	The writing of this section of the reflection is exceptionally clear. It is well organized and displays good mechanics including grammar, spelling, and punctuation.
3	The reflection is substantial. Most relevant elements within the domain and its components are addressed.	Reflection generally displays thoughtfulness as it relates to the domain and its components. Specific examples are frequently used to support the reflection.	The writing of this section of the reflection is generally clear. It displays good organization, but there are a few mechanical errors that could easily be corrected.	The reflection is substantial. Most relevant elements within the domain and its components are addressed.	Reflection generally displays thoughtfulness as it relates to the domain and its components. Specific examples are frequently used to support the reflection.	The writing of this section of the reflection is generally clear. It displays good organization, but there are a few mechanical errors that could easily be corrected.
2	The reflection is incomplete. Some relevant elements within the domain and its components are addressed.	Reflection occasionally displays thoughtfulness as it relates to the domain and its components. Specific examples are sometimes used to support the reflection.	The writing of this section of the reflection lacks clarity. Ideas are hard to follow. It is poorly organized and has several mechanical errors.	The reflection is incomplete. Some relevant elements within the domain and its components are addressed.	Reflection occasionally displays thoughtfulness as it relates to the domain and its components. Specific examples are sometimes used to support the reflection.	The writing of this section of the reflection lacks clarity. Ideas are hard to follow. It is poorly organized and has several mechanical errors.
1	The reflection is very incomplete. Few relevant elements within the domain and its components are addressed	Reflection rarely displays thoughtfulness as it relates to the domain and its components. Specific examples are not used to support the reflection.	The writing in this section of the reflection is unclear. It is written in a non-professional style that has many mechanical errors.	The reflection is very incomplete. Few relevant elements within the domain and its components are addressed	Reflection rarely displays thoughtfulness as it relates to the domain and its components. Specific examples are not used to support the reflection.	The writing in this section of the reflection is unclear. It is written in a non-professional style that has many mechanical errors.

	<i>Instruction: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, demonstrating flexibility and responsiveness</i>	<i>Instruction: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, demonstrating flexibility and responsiveness</i>	<i>Professional Responsibilities: reflecting on teaching, maintaining accurate records, communicating with families*, contributing to school and district*, growing and developing professionally*, showing professionalism</i> <i>*required in student teaching reflections, may address in practicum reflections</i>	<i>Professional Responsibilities: reflecting on teaching, maintaining accurate records, communicating with families*, contributing to school and district*, growing and developing professionally*, showing professionalism</i> <i>*required in student teaching reflections, may address in practicum reflections</i>	<i>Professional Responsibilities: reflecting on teaching, maintaining accurate records, communicating with families*, contributing to school and district*, growing and developing professionally*, showing professionalism</i> <i>*required in student teaching reflections, may address in practicum reflections</i>
4	The reflection is thorough. All relevant elements within the domain and its components are addressed.	Reflection always displays thoughtfulness as it relates to the domain and its components. Specific examples are consistently used to support the reflection.	The writing of this section of the reflection is exceptionally clear. It is well organized and displays good mechanics including grammar, spelling, and punctuation.	Reflection always displays thoughtfulness as it relates to the domain and its components. Specific examples are consistently used to support the reflection.	The writing of this section of the reflection is generally clear. It displays good organization, but there are a few mechanical errors that could easily be corrected.
3	The reflection is substantial. Most relevant elements within the domain and its components are addressed.	Reflection generally displays thoughtfulness as it relates to the domain and its components. Specific examples are frequently used to support the reflection.	The writing of this section of the reflection is generally clear. It displays good organization, but there are a few mechanical errors that could easily be corrected.	Reflection generally displays thoughtfulness as it relates to the domain and its components. Specific examples are frequently used to support the reflection.	The writing of this section of the reflection is generally clear. It displays good organization, but there are a few mechanical errors that could easily be corrected.
2	The reflection is incomplete. Some relevant elements within the domain and its components are addressed.	Reflection occasionally displays thoughtfulness as it relates to the domain and its components. Specific examples are sometimes used to support the reflection.	The writing of this section of the reflection lacks clarity. Ideas are hard to follow. It is poorly organized and has several mechanical errors.	Reflection occasionally displays thoughtfulness as it relates to the domain and its components. Specific examples are sometimes used to support the reflection.	The writing of this section of the reflection lacks clarity. Ideas are hard to follow. It is poorly organized and has several mechanical errors.
1	The reflection is very incomplete. Few relevant elements within the domain and its components are addressed	Reflection rarely displays thoughtfulness as it relates to the domain and its components. Specific examples are not used to support the reflection.	The writing in this section of the reflection is unclear. It is written in a non-professional style that is unorganized and has many mechanical errors.	Reflection rarely displays thoughtfulness as it relates to the domain and its components. Specific examples are not used to support the reflection.	The writing in this section of the reflection is unclear. It is written in a non-professional style that is unorganized and has many mechanical errors.

Data Table for Unit Plan (Assessment 3)

Data from Spring 2006: Number of candidates = 17

	Class Information	Needs Assessment	Goals	Objectives	Alignment of NASPE Standards	Task Analysis		
						Pts. to Emph.	Practice Acts.	App. Acts.
4	15 (88%)	1 (6%)	2 (12%)	1 (6%)	11 (65%)	5 (29%)	3 (18%)	4 (24%)
3	2 (12%)	15 (88%)	15 (88%)	16 (94%)	6 (35%)	12 (71%)	14 (82%)	13 (76%)
2	0 (0%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	Block Plan	Formative Evaluation	Summative Evaluation	Unit Evaluation	Equipment	Integration with School-wide Goals / Curriculum Areas	Teacher Resources	Student Resources
4	0 (0%)	8 (47%)	1 (6%)	1 (6%)	4 (24%)	2 (12%)	7 (41%)	6 (35%)
3	17 (100%)	9 (53%)	16 (94%)	16 (94%)	13 (76%)	15 (88%)	10 (59%)	11 (65%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all sixteen categories).

Data Table for Lesson Plan (Assessment 3)

Data from Spring 2006: Number of candidates = 17

	Class Information	Objectives	Range of NASPE Standards	Alignment of NASPE Standards	Evaluation Criteria	Lesson Description		
						Introduction	Demo/explain	Class org.
4	12 (71%)	1 (6%)	6 (35%)	11 (65%)	9 (53%)	2 (12%)	1 (6%)	2 (12%)
3	5 (29%)	15 (88%)	11 (65%)	6 (35%)	8 (47%)	15 (88%)	16 (94%)	15 (88%)
2	0 (0%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	Time	Logical Sequence of Activities That Facilitate Student Learning	Points to Emphasize	Anticipated Problems & behavior	Feedback for Anticipated Problems	Closure	Safety & Individual Differences
4	9 (53%)	4 (24%)	1 (6%)	1 (6%)	1 (6%)	1 (6%)	6 (35%)
3	8 (47%)	13 (76%)	16 (94%)	16 (94%)	16 (94%)	16 (94%)	11 (65%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all fifteen categories)

Data Table for Reflection (Assessment 3)

Data from Spring 2006: Number of candidates = 17

	Planning and Preparation Thorough	Planning and Preparation thoughtful	Planning and Preparation writing	The Classroom Environment Thorough	The Classroom Environment thoughtful	The Classroom Environment writing
4	2 (12%)	9 (53%)	1 (6%)	2 (12%)	9 (53%)	0 (0%)
3	14 (82%)	8 (47%)	16 (94%)	15 (88%)	8 (47%)	17 (100%)
2	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	Instruction Thorough	Instruction thoughtful	Instruction writing	Professional Responsibilities Thorough	Professional Responsibilities thoughtful	Professional Responsibilities writing
4	5 (29%)	9 (53%)	1 (6%)	6 (35%)	10 (59%)	1 (6%)
3	12 (71%)	8 (47%)	16 (94%)	11 (65%)	7 (41%)	16 (94%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all twelve categories).