Rubric – Activity/Skills

Task: Students will play a modified activity or game for 10 minutes. Games and activities will be self-officiated and candidates will be assessed on their ability to apply skills, strategies, rules and conventions, as well as participate safely demonstrating appropriate personal and social behavior. The tasks follow New York State guidelines of the Physical Education Profile, a program initiated by the NYSAHPERD that utilizes an assessment system for New York State Schools.

CV=CORE VALUES

	Target 4	Proficient 3	Acceptable 2	Unacceptable 1
Application of Skills NASPE 2.1 CV:SCHOLARSHIP	Candidates demonstrate skills with few, if any errors in technique. Maintains technique in a competitive situation.	Candidates demonstrate skills with some errors in technique. Some consistency of technique in a competitive situation.	Candidates demonstrate skills with some correctness; however, applications are ineffective and inconsistent.	Candidates can not demonstrate skills with correctness and can not perform correct technique in a competitive situation.
Application of Strategies NASPE 2.1 CV:SCHOLARSHIP	Candidates consistently apply effective strategic play, maintain proper spacing and transition smoothly between offense and defense in a game situation.	Candidates apply appropriate game strategies, but appears hesitant or indecisive when reacting to game situations.	Candidates use some game strategies appropriately, but show little evidence of participation in game strategies in a real setting. Often needs to be reminded and assistance from others of strategy.	Candidates use movements that are inconsistent in a game strategy. Do not contribute in a game situation.
Application of Rules and Conventions NASPE 2.1 CV:SCHOLARSHIP	Apply rules, conventions of play and terminology without hesitation and visible errors.	Apply rules conventions of play and terminology correctly, but make minor errors.	Demonstrate general understanding of rules, conventions of play but need assistance to correctly apply rules, conventions, terminology and scoring.	Incorrect application of the rules, conventions and terminology. Rely on others to play correctly.
Personal/Social Responsibility and Safety NASPE 4.6 CV:SCHOLARSHIP	Demonstrate fair play, and appropriate competitive behavior. (shows cooperation, leadership and resolving conflict. Shows self-control and respect for others.	Candidates participate energetically and safely while participating. Demonstrates respect for others and self-control.	Participates safely, demonstrates self-control and fair play.	Candidates lack self-control and need reminders from others to participate safely, fair play and energetic in a respectful manners.

2c Fitnessgram Rubric

	Target 4	Proficient 3	Acceptable 2	Unacceptable 1
Fitness Levels NASPE 2.2 CV:SCHOLARSHIP	Candidates demonstrate high level of fitness as measured by cardiovascular, muscle strength, endurance and flexibility measures in seven of seven measures taken.	Candidates demonstrate good level of fitness as measured by cardiovascular, muscle strength, endurance and flexibility measures in six of seven measures taken	Candidates demonstrate moderate level of fitness as measured by cardiovascular, muscle strength, endurance and flexibility measures in five of seven measures taken	Candidates demonstrate low level of fitness as measured by cardiovascular, muscle strength, endurance and flexibility measures in less than five of seven measures taken

ASSESSMENT #3: PLANNING
Candidate's Ability to Plan Instruction

Assessment Rubric – Teacher Work Sample - TWS
Design for Instruction

CV=CORE VALUES

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Alignment with Learning Goals *NASPE 3.1, 3.3* *CV:SCHOLARSHIP*	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design
Accurate Representation of Content *NASPE 3.1,3.3* *CV:SCHOLARSHIP*	Use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Use of content appears to mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
Lesson and Unit Structure	Lessons not logically organized, lacks sequence. There are gaps in the progression of tasks or	Lessons have logical organization and appear somewhat useful in moving students toward	All lessons are logically organized and are useful in moving students toward achieving the learning goals.

NASPE 3.1,,3.3 CV:SCHOLARSHIP,SOCIAL JUSTICE,INCLUSIVE COMMUNITY	planned extension of tasks.	achieving the learning goals.	No logical gaps in the progression of tasks. Progression is sequential with planned extensions.
Use of a Variety of Instruction, Activities, Assignments *NASPE 3.5, 3.6 CV:REFLECTIVE PRACTICE, SOCIAL JUSTICE, INCLUSIVE COMMUNITY*	Little variety of methods to convey content, to provide student choice based upon learning styles or prior experiences or assignments.	Some variety in methods to convey content, to provide student choice based or assignments. This variety makes a limited contribution to learning.	Multiple methods or approaches are planned to convey content. (Demonstration, verbal, cues, task cards, etc.) This variety makes a clear contribution to learning.
Use of Contextual Information and Data to Select Appropriate Activities *NASPE 3.2, 3.4., 3.6 CV:REFLECTIVE PRACTICE, SOCIAL JUSTICE, INCLUSIVE COMMUNITY*	Instruction not designed with reference to contextual factors and assessment data. Activities not appropriate for each student.	Some instruction has been designed with reference to contextual factors and assessment data. Some activities appropriate for each student.	.Most instruction has been designed with reference to contextual factors and assessment data. Most activities appropriate for each student..
Use of Technology *NASPE 3.7 CV:SCHOLARSHIP, CREATIVITY & THE ARTS*	Technology is inappropriately used or does not use technology.	Technology used but does not make significant contribution to teaching and learning.	Integrates appropriate technology that makes a significant contribution to teaching and learning.

Note for a full list of rubrics and data TWS see attachment 5 b and c.

TEI Rubric Domain 1: Planning and Preparation

Domain 1: Planning and Preparation	Unsatisfactory: Unacceptable 1	Basic: Novice Student Teacher 2	Proficient: Effective Student Teacher 3	Distinguished: Advanced Student Teacher 4
1a: Demonstrates Knowledge of Subject Matter NASPE 1.0 CV:SCHOLARSHIP	Displays little understanding of subject matter and makes no connection to the learning standards.	Display basic understanding of subject matter and makes some attempt to connect with the learning standards	Displays a solid understanding of subject matter and makes connections to the learning standards	Displays an extensive understanding of subject matter and makes meaningful connections to the learning standards
1b: Demonstrates Knowledge of Pedagogy NASPE 3.0 CV:SCHOLARSHIP	Displays little understanding of pedagogical content knowledge and does not apply this knowledge to their teaching	Displays partial understanding of pedagogical content knowledge and attempts to apply this knowledge to their teaching	Has solid knowledge of pedagogical content and applies it to their teaching.	Has a comprehensive understanding and applies pedagogical content knowledge.
1c: Plans with Knowledge of Students' Back-ground, Skills, and Interests. NASPE 4.0, 3.1, 3.2 CV:SCHOLARSHIP, REFLECTIVE PRACTICE	Does not gather or use knowledge about student background, skills, and interests to plan lessons	Attempts to gather and use student information to plan activities	Demonstrates knowledge of students and uses this information to plan appropriate activities.	Demonstrates thorough knowledge of students and consistently uses this information to plan engaging activities.

1d: Selects Appropriate Instructional Goals. NASPE 3.1, 3.2, 3.3 CV:SCHOLARSHIP, REFLECTIVE PRACTICE, INCLUSIVE COMMUNITY	Instructional goals do not match the student learning level and do not address standards	Instructional goals match the learning needs of the students some of the time. Standards are incon-sistently addressed	Instructional goals consistently match learners' needs. Standards are incorporated.	Instructional goals reflect high level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources NASPE 3.4 CV:SCHOLARSHIP	Unaware of teaching resources available for whole class, small group, and individ-ualized instruction	Uses teaching resources sparingly, may not be aware of all resources.	Aware of and consistently makes use of teaching resources.	Makes use of a variety of teaching resources (e.g., task cards, visuals, internet) and seeks out new sources of material.
1f: Designs Coherent Instruction NASPE 3.1, 3.3 CV:SCHOLARSHIP, REFLECTIVE PRACTICE	Lesson/units do not support instructional goals and do not contain a logical task progression	Lesson/units are sometimes logical and some of the tasks progressions support instructional goals.	Lesson/units contain logical scope and sequence/skill progressions and support instructional goals.	Lesson/units are highly coherent and the scope and sequence/skill progressions support instructional goals.
1g: Assesses Student Learning NASPE 5.0 CV:SCHOLARSHIP, REFLECTIVE PRACTICE	No evidence of an assessment plan	Assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Assessment plan will yield quality information about students' understanding of stated goals, and student teacher consistently uses information to plan future lessons.

Based on Danielson's Framework for Professional Practice (1996)   Updated July, 2010

Lesson Plan #1 Grading Form

Name: _____Content: _____Grade:_____

CV=CORE VALUES

Planning Components	Rating	Expectations
Objective (motor) (8 point) CV:SCHOLARSHIP		• Includes behavior, condition and criteria • Is written in one flowing sentence • Appropriate level for students
Objective (cognitive) (8 point) CV:SCHOLARSHIP		• Includes behavior, condition and criteria • Is written in one flowing sentence • Appropriate level for students
Objective (affective) (8 Point) CV:SCHOLARSHIP		• Includes behavior, condition and criteria (where appropriate) • Is written in one flowing sentence • Appropriate level for students
Basic Information Included (7points) CV:SCHOLARSHIP		• Name, date • Sources used (modified APA) • Student Pre-requisites • Skill to be practiced listed • Purpose of Lesson and Physical Education Standard Listed • Safety Considerations listed
Equipment Needed (4 points) CV:SCHOLARSHIP		• A list of all equipment needs listed (including items used for organizational arrangement ex: cones for boundaries). • Equipment list includes the number of items needed, colors, size, etc.
Time (0 points) CV:SCHOLARSHIP		• Within activity in less then 3 minutes • Time estimates included throughout plan add up to 10 minutes
Progression of Instruction:		• Progressions must be clear, complete and include all tasks

(4 points) *CV:SCHOLARSHIP*		• Activities are matched to the lesson objectives.
Organizational Arrangements (4 points) *CV:SCHOLARSHIP*		• Planning especially for how students will get in and out of groups, get and put away equipment, set up space and return equipment, etc. • Includes a diagram w/teacher, students and equipment • Diagram key given for organization of people and equipment
Learning focus cues (4 points) CV:*SCHOLARSHIP*		• Listed for each task focus • Few in # (<3)
Teacher Prep (3 points) *CV:SCHOLARSHIP*		• Dressed Professionally on days of teaching and school observations

Overall Lesson Plan Grade: _____**out of 50 possible points**

Comments:_____

Rubric for Unit Plan: Student Name _____**: Total Score**_____

Component	Distinguished - 10 points	Proficient - 5 points	Basic – 3 points
History *CV:SCHOLARSHIP*	Includes a well written history that discusses that discusses past and present content	Includes a history that is appropriate but brief and missing content	Includes a history that is not relevant and has meaningless content
Philosophy *CV:SCHOLARSHIP*	Includes a well written philosophy that discusses the importance of the unit	Includes a philosophy that is appropriate but brief and missing content	Includes a philosophy that is not relevant and has meaningless content
Unit Objectives *CV:SCHOLARSHIP*	Includes well written goals and objectives that are pertinent to the unit and all three domains	Includes written goals and objectives that are appropriate but brief and missing some of the domains	Includes goals and objectives that are not relevant and have meaningless content
Student Population and Characteristics Modifications for students with visual disabilities Modifications for differently abled student *CV:SCHOLARSHIP*	Includes a well written description of the student population and includes all benchmarks appropriate to the unit and age level Modifications for students with disabilities are clearly detailed and modification for differently abled students are identified	Includes a somewhat descriptive explanation of the student population and includes some benchmarks appropriate to the unit and age level. Modifications for students with disabilities and levels of ability are somewhat detailed.	Includes a poorly written description of the student population and includes few benchmarks appropriate to the unit and age level. Modifications for student with disabilities and levels of ability are not described or detailed.
Equipment, Facilities and Safety Consideration *CV:SCHOLARSHIP*	Includes a well written complete list of equipment and facilities needed	Includes a list of equipment and facilities but is missing a few items	Includes a list of equipment and facilities that is missing many items.
Block Plan *CV:SCHOLARSHIP*	Includes a well written block plan with introductory activity, fitness activity, lesson focus and assessment in an appropriate progression	Missing some components of the block plan	Missing many components of the block plan
Includes 4 (Authentic, Psychomotor, Cognitive, Affective) Examples of Assessments *CV:SCHOLARSHIP*	Includes well written assessments, developmentally appropriate	Includes assessments with 1 or somewhat missing components and somewhat developmentally appropriate	Includes assessments more missing components and meagerly developmentally appropriate
Motivational techniques *CV:SCHOLARSHIP*	Includes at least 7 examples of motivational techniques with a minimum of 3 visual	Includes a few motivational techniques	Includes meaningless motivational techniques and/or has then 3 example

	samples		
References *CV:SCHOLARSHIP*	Includes a wide variety of resources with 3 or more hardback resources	Includes only some resources with 3 hardback resources	Includes only a few resources with 3 or more hardback resources
Organization/Presentation *CV:SCHOLARSHIP*	The unit plan is well organized including sections with tabs, is typed and free of error. Power point utilized and creativity (links etc) used. Unit plan detailed	The unit plan is some what organized but needs work. Power point utilized and creativity (links etc) somewhat used. Unit plan somewhat detailed	The unit plan is poorly organized. Power point utilized and creativity (links etc).

Domain 1: Planning and Preparation –TEI

CV=CORE VALUES

Domain 1: Planning and Preparation	Unsatisfactory: Unacceptable 1	Basic: Novice Student Teacher 2	Proficient: Effective Student Teacher 3	Distinguished: Advanced Student Teacher 4
1a: Demonstrates Knowledge of Subject Matter **Naspe 1.0** **CV:SCHOLARSHIP**	Displays little understanding of subject matter and makes no connection to the learning standards.	Display basic understanding of subject matter and makes some attempt to connect with the learning standards	Displays a solid understanding of subject matter and makes connections to the learning standards	Displays an extensive understanding of subject matter and makes meaningful connections to the learning standards
1b: Demonstrates Knowledge of Pedagogy **Naspe 3.0, 4.0** **CV:SCHOLARSHIP**	Displays little understanding of pedagogical content knowledge and does not apply this knowledge to their teaching	Displays partial understanding of pedagogical content knowledge and attempts to apply this knowledge to their teaching	Has solid knowledge of pedagogical content and applies it to their teaching.	Has a comprehensive understanding and applies pedagogical content knowledge.
1c: Plans with Knowledge of Students' Back-ground, Skills, and Interests. **Naspe 4.0, 3.1, 3.2** **CV:SCHOLARSHIP, REFLECTIVE PRACTICE**	Does not gather or use knowledge about student background, skills, and interests to plan lessons	Attempts to gather and use student information to plan activities	Demonstrates knowledge of students and uses this information to plan appropriate activities.	Demonstrates thorough knowledge of students and consistently uses this information to plan engaging activities.
1d: Selects Appropriate Instructional Goals. **Naspe 3.1, 3.2, 3.3** **CV:SOCIAL JUSTICE,INCLUSIVE COMMUNITY, REFLECTIVE PRACTICE**	Instructional goals do not match the student learning level and do not address standards	Instructional goals match the learning needs of the students some of the time. Standards are incon-sistently addressed	Instructional goals consistently match learners' needs. Standards are incorporated.	Instructional goals reflect high level learning and consistently incorporate standards.
1e: Demonstrates Knowledge of Teaching Resources **Naspe 3.4** **CV:SCHOLARSHIP**	Unaware of teaching resources available for whole class, small group, and individ-ualized instruction	Uses teaching resources sparingly, may not be aware of all resources.	Aware of and consistently makes use of teaching resources.	Makes use of a variety of teaching resources (e.g., task cards, visuals, internet) and seeks out new sources of material.

1f: Designs Coherent Instruction **Naspe 3.1, 3.3.** **CV:SCHOLARSHIP, REFLECTIVE PRACTICE**	Lesson/units do not support instructional goals and do not contain a logical task progression	Lesson/units are sometimes logical and some of the tasks progressions support instructional goals.	Lesson/units contain logical scope and sequence/skill progressions and support instructional goals.	Lesson/units are highly coherent and the scope and sequence/skill progressions support instructional goals.
1g: Assesses Student Leartning **Naspe 5.0** **CV:SCHOLARSHIP, REFLECTIVE PRACTICE**	No evidence of an assessment plan	Assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Assessment plan will yield quality information about students' understanding of stated goals, and student teacher consistently uses information to plan future lessons.

Based on Danielson's Framework for Professional Practice (1996)   Updated July, 2010

Domain 2: Classroom Environment -- TEI

Domain 2: Classroom Environment	Unsatisfactory: Unacceptable 1	Basic: Novice Student Teacher 2	Proficient: Effective Student Teacher 3	Distinguished: Advanced Student Teacher 4
2a: Creates an Environment of Respect and Rapport **Naspe 3.4, 3.5** **CV:SOCIAL JUSTICE, INCLUSIVE COMMUNITY**	Classroom/gymnasium interactions are negative or inappropriate	Classroom/gymnasium interactions are usually appropriate.	Class/gym interactions are appropriate and sensitive to differences among students.	Class/gym interactions reflect genuine interest in students and are respectful of the cultgural and developmental differences among students.
2b: Establishes high expectations **Naspe 3.1, 3.2** **CV: WELLNESS**	Shows low/no expectations for student achievement.	Expectations are not clearly communicated.	Expectations for student achievement are clearly communicated.	Student teacher has high expectations for student achievement and are communicated clearly and often.
2c: Manages Classroom Procedures **Naspe 4.0** **CV:SCHOLARSHIP**	Instructional time is lost because classroom/gym procedures are either nonexistent or inefficient.	Classroom/gym procedures function unevenly or inconsistently.	Class/gym procedures function smoothly most of the time.	Class/gym procedures are clear and function smoothly because of teacher and student commitment.
2d: Manages Student Behavior **Naspe 4.0** **CV:WELLNESS**	Standards of classroom/gym behavior are not communicated, and student teacher does not respond to student misbehavior.	Standards of class/gym behavior are communicated infrequently. Student teacher resources are not always successful.	Student teacher has established clear standards of behavior and responses are usually successful.	Student teacher has established clear standards of behavior and is proactive and successful in preventing student misbehavior.
2e: Uses Physical Environment to Support Learning Activities **Naspe 4.3, 4.4, 4.5** **CV:SCHOLARSHIP, REFLECTIVE PRACTICE**	Does not organize the physical space or use it to support learning.	Class/gym environment is safe, but equipment and practice areas present accessibility issues and may not support learning.	Student teacher makes it a priority to keep class/gym safe, accessible, and supportive of student learning.	Student teacher organizes the physical environment in a way that support learning.

Domain 3: Instruction -- TEI

Domain 3: Instruction	Unsatisfactory: Unacceptable 1	Basic: Novice Student Teacher 2	Proficient: Effective Student Teacher 3	Distinguished: Advanced Student Teacher 4
3a:Communicates Clearly and accurately Naspe 4.1, 4.2, 4.3 CV:SCHOLARSHIP	Oral and written communication is unclear, contains errors, or is inappropriate.	Oral and written communication is appropriate generally free from error, but may require further explanation.	Oral and written communication is clear appropriate and accurate.	Oral and written communication is clear and expressive and consistently accurate.
3b: Uses High-level Open ended Questions Naspe 4.1, 4.4 CV:SCHOLARSHIP, REFLECTIVE PRACTICE	Uses close-ended questions that allow for little/no student discussion.	Uses open-ended questions inconsistently which sometimes leads to student discussion.	Uses open-ended questions and discussion techniques, which lead to full student participation.	Encourages discussion and explanation by using open-ended questions.
3c: Engages Students in Learning Naspe 4.2, 4.3 CV:SOCIAL JUSTICE, INCLUSIVE COMMUNITY, WELLNESS	Does not intellectually engage students as a result of inappropriate activities/poor lesson structure and implementation.	Attempts but is minimally successful at intellectually engaging students because of inappropriate activities/ uneven lesson structure and implementation.	Is generally successful in intellectually engaging students. Activities are appropriate; lesson structure and implementation are usually successful.	Is successful in intellectually engaging students because of appropriate activities and effective lesson structure and implementation.
3d: Paces Instruction and Provides Closure Naspe 4.0 CV:REFLECTIVE PRACTICE	Pacing is not consistent with the lesson's goals, and s/he does not provide closure.	Pacing is uneven, and s/he does not always provide closure.	Pacing is on target and s/he brings closure to the lesson.	Consistently paces instruction well and effectively provides closure to each lesson.
3e: Provides Appropriate Feedback to Students Naspe 4.3, 4.4 CV:SCHOLARSHIP, SOCIAL JUSTICE	Feedback is inappropriate and not timely. No attempt is made to make use of it in the learning process.	Feedback is of uneven quality, inconsistently timed and minimally incorporated into the learning process.	Feedback is timely and appropriate; it is sometimes incorporated into the learning process.	Feedback is timely, consistent of high quality and students make use of it in their learning.
3f: Demonstrates Flexibility and Responsiveness Naspe 4.4, 3.5 CV: SOCIAL JUSTICE, INCLUSIVE COMMUNITY, WELLNESS	Proceeds with planned lesson even if students do not understand. Assumes no responsibility for students' failure to understand.	Makes some attempt to modify lessons according to student needs, interests, questions, and begins to assume responsibility for students' failure to understand.	Successfully modifies lessons to meet student needs, interests, and questions most of the time and assumes responsibility for students' failure to understand.	Successfully modifies lessons to meet student needs, interests, questions and ensures that lesson objectives are met.

Domain 4: Professional Responsibility -- TEI

Domain 4: Professional Responsibility	Unsatisfactory: Unacceptable 1	Basic: Novice Student Teacher 2	Proficient: Effective Student Teacher 3	Distinguished: Advanced Student Teacher 4
4a: Reflects on Teaching Naspe 5.3 CV:REFLECTIVE PRACTICE	Does not attempt to reflect on his or her own performance.	Self reflections rarely go beyond the surface, and therefore not applied to practice.	Reflects thoughtfully and applies reflection to practice.	Reflects deeply on teaching, cites specific examples, and consistently applies reflection to practice.
4b: Reflects on Student Achievement Naspe 5.3, 4.4 CV:REFLECTIVE PRACTICE, WELLNESS	Does not attempt to reflect on student achievement.	Begins to reflect on how his/her performance affects student achievement but does not use information to improve instruction.	Reflects on how his/her performance affects student achievement and attempts to use information to improve instruction	Consistently reflects on how his/her per-formance affects student achievement and uses information to improve future instruction.
4c: Provides Evidence of Student Achievement Naspe 5.0 CV:SCHOLARSHIP, REFLECTIVE PRACTICE	Provides no evidence of student achievement.	Provides some evidence of student achievement, but does not use it to improve instruction.	Provides a range of evidence of student achievement and attempts to use information to improve instruction.	Provides a wide range of quality evidence of student achievement and uses information to improve instruction.
4d: Accepts Constructive Feedback Naspe 6.2, 6.3 CV:REFLECTIVE PRACTICE, CREATIVITY	Is defensive about mentor and supervisor feedback and does use information to improve performance.	Listens to men tor and supervisor feedback but does not use information to improve performance.	Accepts mentor and supervisor feedback and uses information to improve performance.	Seeks mentor and supervisor feedback and consistently incorporates infor-mation to improve performance.
4e: Exhibits Professional Responsibility Naspe 6.0 CV:SOCIAL JUSTICE, INCLUSIVE COMMUNITY	Exhibits unprofessional demeanor with regard to dress, language, etc.	Has to be reminded of appropriate professional demeanor with regard to dress, language, etc.	Exhibits professional demeanor with regard to dress, language, etc.	Is a role model for students and peers with regard to professional demeanor.
4f: Exhibits Professional Responsibility Naspe 6.0 CV: SOCIAL JUSTICE, INCLUSIVE COMMUNITY, WELLNESS	Is not a responsible professional exhibits poor attendance/lateness/disrespect for students, colleagues, parents, district.	Needs to be reminded of professional responsibilities, e.g., poor attendance/lateness/disrespect for students, colleagues, parents, district.	Exhibits professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.	Is a role model of professional responsibility in attendance, punctuality, confidentiality, and relationship with colleagues.

| 4g: Works Cooperatively with other Professionals Naspe 6.2 CV:REFLECTIVE PRACTICE, SOCIAL JUSTICE | Relationships with colleagues are negative or insensitive. Student teacher does not participate in school activities. | Relationships with colleagues are cordial. Student teacher participates in school activities only when asked. | Maintains positive relationship with colleagues and seeks opportunities to participate in school activities. | Helps to build collaborative relationships with colleagues and makes contributions to school activities. |

Department of Health Studies, Physical Education and Human Performance Science

Rubric for Reflective Journals

Component	Not Acceptable	Acceptable	Target
Content Appropriateness CV:REFLECTIVE PRACTICE	**Candidate barely reflects in writing components of effective teaching**	**Candidate attempts to reflect in writing components of effective teaching**	**Candidate clearly and concisely reflects in writing components of effective teaching**
Self Reflection (Strengths) CV:REFLECTIVE PRACTICE	**Candidate barely reflects in writing their own strengths during teaching experiences**	**Candidate attempts to reflect in writing their own strengths during teaching experiences**	**Candidate clearly and concisely reflects in writing their own strengths during teaching experiences**
Self Reflection (Weaknesses) CV:REFLECTIVE PRACTICE	**Candidate barely reflects in writing their own weaknesses during teaching experiences**	**Candidate attempts to reflect in writing their own weaknesses during teaching experiences**	**Candidate clearly and concisely reflects in writing their own weaknesses during teaching experiences**
Professionalism CV:REFLECTIVE PRACTICE	**Candidate barely displays a high level of reflective writing**	**Candidate attempts to display a high level of reflective writing**	**Candidate displays a highly inclusive level of reflective writing**

KA5

Assessment Rubric – Teacher Work Sample
Analysis of Student Learning – rubric -- NASPE -- 5.3.

CV=Core Values

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Clarity and Accuracy of Presentation	presentation is not clear nor accurate, and does not accurately reflect data. Presentation (written or oral) contains errors, is unclear, or	Presentation is understandable and contains few errors. Presentation (written or oral) contains no errors,	Presentation is easy to understand and contains no errors. Presentation (written or oral) is clear and accurate. Use of questioning, and discussion

NASPE 5.3 CV:SCHOLARSHIP	inappropriate for student ts. Poor use of questioning, with little participation in discussion. Poor quality of feedback.	but may be unclear without further explanation. Use of questioning, and discussion is uneven and student participation moderate. Feedback is uneven.	reflect high level learning and full student participation. Feedback is timely and of consistently high quality.
Alignment with Learning Goals *NASPE 5.3 CV:SCHOLARSHIP*	Analysis of student learning is not aligned with learning goals.	Analysis of student learning partially aligned with goals and/or fails to provide a comprehensive profile of student learning relative to goals.	Analysis of student learning is fully aligned with goals and provides a comprehensive profile of student learning relative to goals.
Interpretation of Data *NASPE 5.3 CV:REFLECTIVE PRACTICE*	Interpretation is inaccurate, and conclusions are missing or unsupported by data. ..	Interpretation is technically accurate, but conclusions are missing or unsupported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from data.
Evidence of Impact on Student Learning *NASPE 5.3 CV:REFLECTIVE PRACTICE, SOCIAL JUSTICE, INCLUSIVE COMMUNITY*	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals..	Analysis of student learning includes incomplete evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals..	Analysis of student learning fails to includes evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals..

Teacher Work Sample

Contextual Factors Assessment –
General Education Standard – Information Literacy, Global Citizenship
NASPE -- 3.2, 3.4, 3.5.

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Knowledge of Community, School, and Classroom *NASPE 3.2, 3.4 CV:SCHOLARSHIP, REFLECTIVE PRACTICE*	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school and classroom.	Teacher displays some knowledge of the characteristics of the community, school and classroom that may affect learning..	Teacher displays a comprehensive understanding of the characteristics of the community, school and classroom.

Knowledge of Characteristics of Students *NASPE 3.5., 3.6, CV: SCHOLARSHIP, SOCIAL JUSTICE, INCLUSIVE COMMUNITY*	Teacher displays minimal, stereotypical or irrelevant, knowledge of student differences (e.g., development, interests, culture, abilities or disabilities). Student teacher makes little or no attempt to acquire knowledge of student's backgrounds, skills, and interests and does not plan for diverse groups of students.	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities or disabilities). Student teacher demonstrates partial knowledge of student's backgrounds, skills, and interests and attempts to use this knowledge in planning for diverse groups of students.	Teacher displays gen eral and specific understanding of student differences (e.g., development, interests, culture, abilities or disabilities). Student teacher demonstrates knowledge of student's backgrounds, skills, and interests and uses this knowledge to plan for diverse groups of students.
Knowledge of Students' Varied Approaches to Learning *NASPE 3.5 CV:SCHOLARSHIP, REFLECTIVE PRACTICE*	Teacher displays minimal, stereotypical, or irrelevant, knowledge about the different ways students learn (e.g., learning style, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning style, learning modalities).	Teacher displays general and specific understanding of the different ways students learn (e.g., learning style, learning modalities) that may effect learning.
Knowledge of Students' Skills and prior Learning *NASPE 3.5 CV:SCHOLARSHIP, REFLECTIVE PRACTICE*	Teacher displays little or irrelevant, knowledge of students' skills and prior learning.	Teacher displays general knowledge of students skills and prior learning that may affect learning.	Teacher displays general and specific understanding of Students' skills and prior leaning that may effect learning.

Assessment Rubric – Teacher Work Sample

Learning Goals Assessment – rubric
NASPE -- 3.1, 3.2,

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Significance, Challenge and Variety *NASPE 3.2 CV:REFLECTIVE PRACTICE,*	Goals reflect only one type of level of learning..	Goals reflect several types or levels of learning but lack significance or challenge..	Goals reflect several types or levels of learning and are significant and challenging.

SOCIAL JUSTICE, INCLUSIVE COMMUNITY			
Clarity *NASPE 3.2 CV:SCHOLARSHIP*	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes
Appropriateness for Students *NASPE 3.2 CV:REFLECTIVE PRACTICE, SOCIAL JUSTICE, INCLUSIVE COMMUNITY*	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. Student teacher's goals represent trivial learning are unsuitable for students or are stated onlt as instructional activities, and they do not permit viable methods of assessment.	Goals are appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. Student teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which viable methods of assessment.	Goals are appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. Student teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.
Alignment with National, State or Local Standards *NASPE 3.1, 3.2 CV:SCHOLARSHIP*	Goals are not aligned with national, state or local standards..	Some goals are aligned with national, state or local standards	Most of the goals are explicity aligned with national, state or local standards.

Assessment Rubric – Teacher Work Sample

Assessment – rubric
General Education Standard – Critical and Integrative Thinking
NASPE -- 5.1, 5.2, 5.3.

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Alignment with Learning Goals and Instruction *NASPE 5.1 CV:REFLECTIVE PRACTICE*	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. Student teacher's plan for student assessment is aligned with the instructional goals and least nominally, with clear assessment criteria and standards that have been	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity. Student teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood	Each of the learning goals is assessed through the assessment plan; assessments are congruent with learning goals in content and cognitive complexity. Student teacher's plan for student assessment is partially aligned with the instructional goals and least nominally, with clear assessment criteria and

	communicated with students. Student teacher uses the assessment to plan for groups of students or individuals.	by students. Student teacher uses the assessment to plan for future instruction for the class as a whole.	standards that have been communicated with students. Student teacher uses the assessment to plan for groups of students or individuals..
Clarity of Criteria and Standards for Performance *NASPE 5.1 CV:REFLECTIVE PRACTICE, SCHOLARSHIP*	The assessments contain no clear criteria for measuring student performance relative to learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
Multiple Modes and Approaches *NASPE 5.2 CV:REFLECTIVE PRACTICE, SCHOLARSHIP*	The assessment plan includes only one assessment mode and does not assess students before, during, and other instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (1.e. they are not performance assessments) and /or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes(including performance assessments, lab reports. Research projects, etc.) and assess student performance throughout the instructional sequence.
Technical Soundness *NASPE 5.1 CV:SCHOLARSHIP*	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; and directions and procedures are clear to students.
Adaptations Based on Individual Needs *NASPE 5.3 CV:SOCIAL JUSTICE, INCLUSIVE COMMUNITY, WELLNESS*	Does not adapt assessments to meet individual needs or inappropriate assessments.	Makes adaptations to assessments that are appropriate to meet the needs of some students.	. Makes adaptations to assessments that are appropriate to meet the needs of students.

Assessment Rubric – Teacher Work Sample
Design for Instruction – rubric -- NASPE -- 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7..

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Alignment with Learning Goals *NASPE 3.1, 3.3 CV:SCHOLARSHIP*	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design
Accurate Representation	Use of content appears to contain numerous inaccuracies.	Use of content appears to mostly accurate. Shows	Use of content appears to be accurate. Focus of the content

of Content *NASPE 3.3* *CV:SCHOLARSHIP*	Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	some awareness of the big ideas or structure of the discipline.	is congruent with the big ideas or structure of the discipline.
Lesson and Unit Structure *NASPE 3.1, 3.6* *CV:SCHOLARSHIP,* *SOCIAL JUSTICE,* *INCLUSIVE* *COMMUNITY*	Lessons not logically organized, lacks sequence. There are gaps in the progression of tasks or planned extension of tasks.	Lessons have logical organization and appear somewhat useful in moving students toward achieving the learning goals.	All lessons are logically organized and are useful in moving students toward achieving the learning goals. No logical gaps in the progression of tasks. Progression is sequential with planned extensions.
Use of a Variety of Instruction, Activities, Assignments *NASPE 3.5, 3.6* *CV:REFLECTIVE* *PRACTICE,* *SOCIAL JUSTICE,* *INCLUSIVE* *COMMUNITY*	Little variety of methods to convey content, to provide student choice based upon learning styles or prior experiences or assignments.	Some variety in methods to convey content, to provide student choice based or assignments. This variety makes a limited contribution to learning.	Multiple methods or approaches are planned to convey content. (Demonstration, verbal, cues, task cards, etc.) This variety makes a clear contribution to learning.
Use of Contextual Information and Data to Select Appropriate Activities *NASPE 3.2,3.4, 3.6* *CV:REFLECTIVE* *PRACTICE,* *SOCIAL JUSTICE,* *INCLUSIVE* *COMMUNITY*	Instruction not designed with reference to contextual factors and assessment data. Activities not appropriate for each student.	Some instruction has been designed with reference to contextual factors and assessment data. Some activities appropriate for each student.	.Most instruction has been designed with reference to contextual factors and assessment data. Most activities appropriate for each student..
Use of Technology *NASPE 3.7* *CV:SCHOLARSHIP,* *CREATIVITY &* *THE ARTS*	Technology is inappropriately used or does not use technology.	Technology used but does not make significant contribution to teaching and learning.	Integrates appropriate technology that makes a significant contribution to teaching and learning.

Assessment Rubric – Teacher Work Sample
Analysis of Student Learning – rubric -- NASPE -- 5.3.

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target

Clarity and Accuracy of Presentation *NASPE 5.3* *CV:SCHOLARSHIP*	sentation is not clear nor accurate, and does not accurately reflect data. Presentation (written or oral) contains errors, is unclear, or inappropriate for student ts. Poor use of questioning, with little participation in discussion. Poor quality of feedback.	Presentation is understandable and contains few errors. Presentation (written or oral) contains no errors, but may be unclear without further explanation. Use of questioning, and discussion is uneven and student participation moderate. Feedback is uneven.	Presentation is easy to understand and contains no errors. Presentation (written or oral) is clear and accurate. Use of questioning, and discussion reflect high level learning and full student participation. Feedback is timely and of consistently high quality.
Alignment with Learning Goals *NASPE 5.3* *CV:SCHOLARSHIP*	Analysis of student learning is not aligned with learning goals.	Analysis of student learning partially aligned with goals and/or fails to provide a comprehensive profile of student learning relative to goals.	Analysis of student learning is fully aligned with goals and provides a comprehensive profile of student learning relative to goals.
Interpretation of Data *NASPE 5.3* *CV:REFLECTIVE PRACTICE*	Interpretation is inaccurate, and conclusions are missing or unsupported by data. ..	Interpretation is technically accurate, but conclusions are missing or unsupported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from data.
Evidence of Impact on Student Learning *NASPE 5.3* *CV:REFLECTIVE PRACTICE,* *SOCIAL JUSTICE,* *INCLUSIVE* *COMMUNITY*	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning fails to includes evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.

Assessment Rubric – Teacher Work Sample
Analysis of Reflection and Self Evaluation – rubric --
General Education – Critical Thinking **--** NASPE -- 5.3, 6.1, 6.2, 6.3, 6.4.

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Interpretation of Student Learning *NASPE 5.3*	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but simplistic or superficial reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet earning goals.

Insights on Effective Instruction and Assessment *NASPE 5.3, 6.1, 6.3*	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially exp lores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Alignment among goals, instruction and Assessment *NASPE 5.3, 6.1*	Does not connect learning goals, instruction, and assessment results in discussion of learning and instruction, or connections are irrelevant or inaccurate. ..	Does connect learning goals, instruction, and assessment results in discussion of learning and instruction, but misunderstandings or conceptual gaps are present.	Logically cnnects learning goals, instruction, and assessment results in discussion of learning and instruction.
Implications for Future Teaching *NASPE 5.3, 6.1, 6.2*	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment, but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment, and explains why these modifications would improve student learning.
Implications for Professional Development *NASPE 5.3, 6.4*	Provides no professional learning goals.	Present s professional learning goals that are not strongly related insights and experiences and is vague in meeting goals.	Presents a small number of professional learning goals that clearly emerge from insights and experiences. Describes specific steps in meeting these goals.

Assessment Rubric – Teacher Work Sample
Analysis of Written Expression – rubric --
General Education – Communication **--** NASPE -- none

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Organization	TWS is incomplete and/or does not follow the required format..	TWS is complete but the format is inconsistent with the mandatory requirements.	TWS is flawless in it's organization. The template is intact and all work is completed.
Sentence Fluency	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express	Usually uses correct grammar in written communication. Generally uses language that is appropriate an d n ot offensive. Can convey	Uses correct grammar in written communication. Communication is free of offensive and inappropriate language. Uses language to express ideas very effectively

	ideas clearly. May display distracting language habits as "Okay", or "like".	ideas correctly.	regardless of the age of the listener.
Conventions	Document has 10 or mistakes.. ..	Document has 3-9 mistakes	Document has less than 3 mistakes.

Physical Education Teacher Education Program
PROFESSIONAL DISPOSITION RUBRIC

CV:CONCEPTUAL FRAMEWORK

Assessment	Unit Core Values and Dispositions	Unit Observable Behaviors	Physical Education SPA Observable Behaviors
3 2 1 *NASPE Standard 6.2*	**CV:Scholarship and Academic Integrity** Intellectual perseverance and academic honesty	Teacher Candidate: * Facilitates learning in and outside of the classroom. * Prepares for class discussions . * Abides by the University code of honor.	Teacher Candidate: * Demonstrates high levels of content knowledge in respect to course expectations and standards. * Demonstrates pedagogical content knowledge through practical teaching experiences. * Demonstrates their commitment to lifelong learning by attending and participating in professional development opportunities. * Registers for New York State certification exams.
3 2 1 *NASPE Standard5.3* *General Ed – Critical and Integrative Thinking*	**CV:Reflective Practice** Self assessment & modification of behavior	Teacher Candidate: * Addresses the role of process in teaching and learning. * Examines and reflects on personal beliefs, knowledge and assumptions * Acts and modifies behavior as a result of reflection.	Teacher Candidate: * Strives for accurate self-assessment of their knowledge, beliefs, and assumptions in reflective assignments. * Participates in class room discussions regarding personal beliefs and assumptions about teaching and learning. * Demonstrates a willingness to modify instruction and teacher performance based upon personal reflection.
3 2 1 *NASPE Standard, 6.4*	**CV:Social Justice** Advocacy & fairness	Teacher Candidate: * Responds to the unique individual needs of others. * Reflects on one's responsibility as an advocate for social	Teacher Candidate: * Communicates in ways that convey respect and sensitivity about race, gender, physical ability or sexual identity in the classroom, gym or field.

General Ed – Global Citizenship		change, e.g., sexism, racism, homophobia, exceptionalities, and economic inequities. * Works toward equity and opportunity to education for all.	* Refrains from using "put downs" or sarcasm. * Provides equal amounts of feedback to students regardless of experience, background, ability or skill level.
$\overline{3}$ $\overline{2}$ $\overline{1}$ *NASPE Standard 3.6, 6.1,* *General Ed – Global Citizenship*	**CV:Inclusive Community** Collaboration & equitable practices	Teacher Candidate: * Collaboration with others. * Works with those of differing ability, culture, gender, sexuality, etc. * Responds to the diverse needs of others. * Celebrates and cultivates difference.	Teacher Candidate: * Uses multiple methods of assessment to include students with differing experience, background, ability or skill level. * Selects developmentally appropriate activities. * Provides students with multiple choices during each lesson. * Modifies/adapts activities for students of all ability levels.
$\overline{3}$ $\overline{2}$ $\overline{1}$ *NASPE Standard6.1*	**CV:Wellness** Holistic perspective	Teacher Candidate: * Employs a holistic view of student wellness; physically, emotionally, socially and intellectually. * Practices an ethnic caring. * Contribute to a healthy learning environment. * Celebrates all children have potential and can learn.	Teacher Candidate: * Supports coordinated school health approach. * Support/collaborates with school staff to implement School Wellness Policy. * Supports 60 minutes of physical activity per day for each child. * Respects the need for holistic development of all children (physical, mental, social). * Supports wellness and its impact on student learning. * Integrates physical education concepts in classroom subjects. * Supports discussion on importance of wellness on student learning.
$\overline{3}$ $\overline{2}$ $\overline{1}$ NASPE Standard 6.1	**CV:Creativity and the Arts** Innovative Practice	Teacher Candidate: * Examines commonly accepted cultural practices. * Addresses the role of the imagination in learning. * Explores multiple forms of expression for the purpose of communicating.	Teacher Candidate: * Describes and applies modifications of standard approaches or strategies to address individual student needs. * Displays unique or imaginative responses to assignments that reflect careful analysis of assigned problems, teaching goals or field situations. * Demonstrates the willingness to present creative approaches or innovations. * Selects and uses a variety of modalities to communicate effectively with others.: oral, visual, electronic.

Rubric: Knowledge of
subject, students, resources and assessment *
*taken from TEI

CV=CONCEPTUAL FRAMEWORK

Domain 1: Planning and Preparation	Unsatisfactory: Unacceptable 1	Basic: Novice Student Teacher 2	Proficient: Effective Student Teacher 3	Distinguished: Advanced Student Teacher 4
1a: Demonstrates Knowledge of Subject Matter *CV: SCHOLARSHIP*	Displays little understanding of subject matter and makes no connection to the learning standards.	Display basic understanding of subject matter and makes some attempt to connect with the learning standards	Displays a solid understanding of subject matter and makes connections to the learning standards	Displays an extensive understanding of subject matter and makes meaningful connections to the learning standards
1b: Demonstrates Knowledge of Pedagogy *CV: SCHOLARSHIP*	Displays little understanding of pedagogical content knowledge and does not apply this knowledge to their teaching	Displays partial understanding of pedagogical content knowledge and attempts to apply this knowledge to their teaching	Has solid knowledge of pedagogical content and applies it to their teaching.	Has a comprehensive understanding and applies pedagogical content knowledge.
1e: Demonstrates Knowledge of Teaching Resources *CV: SCHOLARSHIP*	Unaware of teaching resources available for whole class, small group, and individ-ualized instruction	Uses teaching resources sparingly, may not be aware of all resources.	Aware of and consistently makes use of teaching resources.	Makes use of a variety of teaching resources (e.g., task cards, visuals, internet) and seeks out new sources of material.
1g: Assesses Student Leartning *CV: SCHOLARSHIP*	No evidence of an assessment plan	Assessment plan will yield little useful information about student understanding and shows little alignment with instructional goals.	Assessment plan will yield useful information about student understanding and shows alignment with instructional goals.	Assessment plan will yield quality information about students' understanding of stated goals, and student teacher consistently uses information to plan future lessons.

7a Rubrics – Key Assessments samples

7a1   INDIVIDUAL EDUCATION PROGRAM -IEP
GRADING RUBRIC - 469

Background Information

Component	3	2	1	0
Description of Subject Score: _____ *CV:INCLUSIVE COMMUNITY*	Complete description of Subject's personality and behavior. Includes descriptive examples.	Description of subject's personality and behavior is vague with few examples.	Description of subject's Personality and behavior is vague and does not include descriptive examples.	Description of subject's Personality and behavior is absent.

Present Level of Performance

Component	5	4-3	2-1	0
Strengths and Weaknesses Score:_____ *CV:INCLUSIVE COMMUNITY*	Describes greater than 3 motor abilities in determining child's Present Level of Performance. Accurately places identified abilities as child's strengths or weakness.	Describes three motor abilities in determining child's Present level or 2 errors placing abilities as child's strengths or weakness.	Describes two motor abilities in determining child's Present Level of Performance 2 errors placing abilities as child's strength or weakness.	Describes one motor ability in determining child's Present Level of Performance or 2 errors placing abilities as child's strength or weakness.
Assessment Information Score: _____ *CV:INCLUSIVE COMMUNITY*	Thorough reference to assessment results in combination with observations of student during class, accurately describing both strengths and weakness. Attaches score sheet.	Minimal reference to assessment results in utilizes in combination with observations of student during class. Demonstrates minor errors or inaccuracy describing both strengths and weakness or does not attach score sheet.	No reference to assessment results in strengths or weaknesses or does not combine with observations of student during class time. Demonstrates major errors or inaccuracy describing both strengths and weaknesses.	No reference to assessment results anywhere in Present Level of Performance and does not combine with observation of student during class.
Selected Goals Clearly Described Score: _____ *CV:INCLUSIVE COMMUNITY*	Selected goals are clearly and thoroughly described in the Present Level of Performance.	One selected goal is clearly and thoroughly described in the Present Level of Performance.	Both selected goals are minimally described in the Present Level of Performance	Both selected goals are not described in the Present Level of Perrformance.
Format and Support Score:_____ *CV:INCLUSIVE COMMUNITY*	Provides descriptive examples accurately supporting each ability identified as a strength or weakness. Greater than two paragraphs each for strengths and weaknesses in correct format.	Incorrect/inadequate support for 1-2 identified abilities considered a strength or a weakness. Two paragraphs for strengths or weaknesses in correct format.	Incorrect/adequate support for 3 identified abilities considered a strength or weakness. One paragraph for strengths and weaknesses and/or correct format not followed.	Incorrect/adequate support for greater than 3 identified abilities considered a strength or weakness.

7a2 Motor Skill Classification Rubric -315

	4	3	2	1-0
Skill and practice context description *CV:SCHOLARSHIP*	Clearly analyzes the skill (critical cues and phases) and describes how the skill is performed.	Clearly analyzes the skill and describes how skill is performed. It is missing <3 components	Description of skill are missing 3 or more components. Analysis of skill or description is incomplete.	Skill analysis and description is incomplete or absent.
Situated Analysis of Tasks and environment *CV:SCHOLARSHIP*	Clearly and accurately analyzed the hypothetical situation using "constraint" terminology	Description of hypothetical practice is incomplete or has misclassified 1 or 2 constraints	Description of the hypothetical tasks are incomplete and has misclassified 3 or more.	Description of hypothetical tasks are absent or grossly incomplete
Skill analysis Accuracy Continuum *CV:SCHOLARSHIP*	Accurately classifies skill and identifies ≥ 6 constraints that influence skill performance.	Slight error in classification rating, score does not match support for continuum or identifies 4-5 constraints that influence skill performance	Moderate error in classification rating, score does not match support continuum or identifies 2-3 constraints that influence skill performance.	Major errors in analysis rating, score is grossly different than support or identifies ≥ 1 constraints that influence skill performance

Justification and support Accuracy continuum CV:SCHOLARSHIP	Thorough justification of skill analysis and each factor identified in practice/competitive situations. Provides specific, detailed support with examples justifying how each factor influences the skill performance	Addresses 4-5 factors or provides incorrect/inadequate support for skill analysis for 2 factors in practice/competitive situations	Addresses 2 factors or provides incorrect/inadequate support for skill analysis for 3-4 factors in practice/competitive situations	Addresses ≤ factors or provides incorrect/inadequate support for 5-6 factors in practice/competitive situations. Describes player's performance/abilities instead of constraints affecting performance
Skill analysis Open-closed (Pacing) continuum CV:SCHOLARSHIP	Accurately classifies skill and identifies ≥ 6 factors that influence skill performance for both situation activities	Slight error in classification rating, scores does not match support for continuum or identifies 4-5 constraints that influence skill performance	Moderate error in classification rating, scores does not match support continuum or identifies 2-3 constraints that influence skill performance	Major errors in classification rating, score is grossly different than support or identifies ≥ constraints that influence skill performance

7a3   Stage of the Learner Project (50 points) -- 315

1) Select two skills to observe and analyze a learners' stage of learning.
2) For each skill, perform a task analysis and make a preparation sheet (write specific skill behaviors or each of the generic characteristics in Graham's learning stages model.
3) For each skill, watch an entire session in which individuals' skills are being taught/practiced (i.e., sport related skill, not fundamental motor skill). Please note: you may watch an individual in a practice or a game, however, be aware that in a game situation you many not have the opportunity to see enough trials to determine stage. Classes in which only games (i.e., tag, parachute, dodgeball etc.) are being played do not qualify.
4) Select <u>one</u> individual to observe performing for each skill. Do not watch an advanced learner.
5) Clearly describe the skill and the situation the skill is being performed in. This includes descriptions of the skill and the individual, task and environmental constraints. In the paper, you should describe the interaction of these constraints.
6) *Analyze* the <u>stage of learning</u> of your subject according to Graham's model (i.e., observable characteristics of the generic levels of skill proficiency).
   a. List your subject's 'observable characteristics' as a function of the activity (task and environment) in which he or she is performing the skill
   b. Match the 'observable characteristics' to Graham's generic characteristics. Determine whether subject is solidly in a stage or in transition between two stages (fluctuation/characteristics of two stages) and describe why. Do you see signs of transition; Is there fluctuation from trial to trial, and is there consistency from trial to trial? A learner should not be at different stages for different parts of the observation.
7) **In your paper, describe the skill and practice situation, and analyze the stage of learning. Specifically link and justify the 'specific skill observable characteristics' to as many of the generic characteristics in the model.**
      i. Do not evaluate the subject's performance as good or bad. Objectively determine the stage that the subject is demonstrating. Stay away from using subjective language such as they did bad, poor, well, deficient, etc. Use objective language (e.g., the subject demonstrated), displayed, was unable to, had difficulty performing, etc..) and then support your statement by describing the actions/movements/behaviors you observed. Use

statements, such as the performer demonstrated fluidity of the wrist and arm joints 8 out of 10 times.

8) Final reminders
a. Include an introduction and conclusion in your paper. You should have a thesis statement in your introduction.
b. Support your statements by describing what you observed. Describe as many possible clarification factors as possible.
c. Attach a grading rubric, double space, pages number, stapled, rubric attached, left justified, no spaces between paragraphs, single return after period
d. Turn in a hard copy and submit a final copy of your assignment by uploading it to moodle in Microsoft word format. If it is not in Microsoft Word, I will not be able to open it. In that case, go to the library, convert your file to Word, and upload it to Moodle.
e. The paper should be written in your "own words".

Stage of the Learner Project Rubric

	4	3	2	1-0
Student activity description 1____ 2____ *CV:SCHOLARSHIP*	Subject, skill and activity (practice) in which the observation took place is clearly described using constraints	Description of the activity in which the subject was observed is unclear	Description of activity in which the subject was observed is incomplete/missing components	Activity description is absent or grossly incomplete
Accuracy of Student analysis 1____ 2____ *CV:SCHOLARSHIP*	Correctly analyzes stage of learning demonstrated, identifying ≥ **4** characteristics from stage	Correctly identifies **3 characteristics** from identified stage or one error demonstrating incorrect analysis of stage of learning.	**Two errors** demonstrating incorrect/incomplete analysis of stage of learning	**Three** or more errors demonstrating incorrect/incomplete analysis of stage of learning
Justification and support 1____ 2____ *CV:SCHOLARSHIP*	Provides **detailed** description of student's behavior **with examples** supporting the **extent** to which **each** identified characteristic is demonstrated	Incorrect/incomplete support for **one** characteristic identified	Incorrect/incomplete support for **two** characteristic identified	Incorrect/incomplete support for **three** or more characteristics identified. Describes behavior with **NO** connection to the stage of learning characteristics.
Task analysis and preparation sheet 1____ 2____ *CV:SCHOLARSHIP*	Provides and references task analysis and preparation sheet in paper	One issue with either the task analysis preparation sheet	Two or more issues with task analysis or preparation sheet	Either task analysis or preparation sheet is missing

7a4 PED 375 Social Issues

CV: SOCIAL JUSTICE

Purpose:
Physical ability is usually a very important force in the social life of the high school, and in the status hierarchy of adolescent cliques. This assignment is designed to help you understand the forces shaping the behavior of athletes in high school and help you think of how to make the behavior and values that underlie this behavior more positive.

Instructions: Use the following in answering the questions (1, 2, 3, etc.):

1) Draw a schematic diagram of the cliques of your high school, or one where you teach or coach (example attached) ranking the cliques in prestige, and giving descriptive characteristic of each clique.

2) How important was physical activity in this status hierarchy and why? In what ways (if any) did physical activity/sport help to bring unity to the student body? Did male jock cliques "rule" in your school? Give examples of athlete leadership and athlete intimidation from your school.

3) Long on to the website Badjocks.com. A. What is the point of the web site? B. Can it help PE teachers/coaches teach to the Standards? If so, how? C. Is it undermining the message of PE teachers/coaches who are trying to teach/coach to the Standards? If so, how?

4) Click on the Columbine article in Moodle. What are the main points of the article, how much do you agree with them and why? (Give title and author of article).

5) Refer back to your answers in #1 and #2. Could a columbine-type incident happen in your school, why or why not? Can physical education and/or sport help create an atmosphere to reduce jock bullying? For example, how could the issue of respect for physical ability differences be promoted using: A. Siedentop's sport education model, or B. Hellison's responsibility model? (about 300 words for each model).

Rubric:
D – Students opinions based on personal experience and present a one sided view of the issue.
C – Some questions not developed or answered in full.
B – All questions answered, few details about clique construction, article and/or curriculum model discussion.
A – All questions answered thoroughly, descriptive characteristics of cliques included, clear review of article and discussion of curriculum models.

EXPECTED LENGTH – ABOUT 1500 WORDS TYPED

7a5 PED 375 TITLE IX ASSIGNMENT (Suggested length 1000-1500 words)
This assignment allows you to consider the effect if "gender ideology" on opportunities for participation, coaching and administration in sports. It is designed to help you see the link

between theory and practice in the world of sport, and explore reasons why discrimination against women still exist in athletics in the post Title IX era.

1.What is "gender ideology"? How can it be seen as a "celebration of masculinity" in sports? How does it restrict female and male behavior in sports? (See chapter 8 text)

2 How is gender ideology reflected in the traditional practice of stereotyping certain sports as "male" and others as "female"? What are seen as the traditional characteristics of these types of sports? Give some examples of how stereotyping has influenced your involvement in sports, and/or involvement of family members and friends.

3.   Long on to the Women's Sports Foundation (WSF) web site, www.womenssportsfoundation.org and click on "Issues and Action" (top, left hand side). Click on the article Female Athletes In (and out of) Print. Download "The analysis of the coverage (and promotion) of females and males in ESPN The Magazine". Read the article and answer the following questions:

a. What percentage of written and photographic coverage of ESPN The Magazine is devoted to female athletes and what are the negative implications of this coverage for female athletes and sports?
b. Explain what the authors mean by the symbiotic relationship between sports and the mass media.
c.   According to the authors, what is the hegemonic message sent be the media when they cover only intercollegiate and professions male sports?
d.   What are the demographics of the target audience for ESPN The Magazine, and why is this audience important for the future of women in sports?

4.   How has gender stereotyping affected leadership opportunities (e.g., coaching and administration) for women in sports (see text p. 255-258, particularly the results on women coaching female college sports)? Develop: a. a functional and b. a critical theory argument to explain women's "progress" in the area of women coaching female college sports. Which theory do you think provides the most realistic explanation and why? Specifically, how does each theory address the idea of social change reflected in opportunities for women's leadership positions in college sports?

7a6   Technology and Assessment -- 508

GRADING RUBRIC: Professional Website (index and pe page)

Component	5	4-3	2-0
Links *CV:SCHOLARSHIP*	-All external and internal links are working correctly -PE page has appropriate "back to top" links and "home" link -Index contains E-mail link, Adelphi link and PE page link -PE page contains at least 4 different links appropriate for elementary, middle and high school ages (total 12) -All links are identified either by the link name or a text name above the full hyperlink -NYS and NASPE standards link present with NYS (3) and NASPE (6) standard names and descriptions	1-2 errors/ lack of content	3 or more errors/ lack of content

	-All links considered credible by the website criteria evaluation used in class		
Aesthetics *CV:SCHOLARSHIP*	-Minimum 3 images/photographs inserted on each page for design purposes -Appropriate graphics inserted for professions use -No broken images present -Images are appropriate size/no side scroll needed to view -Empty space on webpage minimized -A theme is clearly present on both pages (consistency) -Text is appropriate size and contrasts well with background		
Structure *CV:SCHOLARSHIP*	-Opening statements present on home page -Links are distinct from normal text -Web site is easy to navigate for the viewer/navigation bars -Appropriate design and layout (proper table usage) -All pages have an appropriate header -All pages have last updated and statement of responsibility -Minimum 6 curriculum topics for each area (elementary, middle, high) -Minimum 5 organizations/places in community information (minimum 1 for children, 1 for teens, 1 for adults) -Minimum 4 different health/fitness topics present with topic description/statement and link for more information		
Professionalism *CV:SCHOLARSHIP*	-All text is clear, organized and well written -No errors in grammar, capitalization, punctuation or spelling -All resources used for information presented must be cited directly after the information on the page		
Effort *CV:SCHOLARSHIP*	-Each final page demonstrates effort, creativity and originality -Web site maintains a professional appearance designed for present and future uses in the field/academics -All pages reflect class templates with personal creativity added -PE page mission statement is comprehensive for K-12 PE programming -Items on webpage are above and beyond minimum expectations		

7a7 GRADING RUBRIC: Web Quest

Component	5	4-3	2-0
Organization *CV:SCHOLARSHIP*	Quest is well and contains: title, introduction, tasks, process, evaluation, conclusion and works cited for the intended audience to comprehend and complete independently. Text and other graphics are well dispersed throughout the pages and are easy to follow with the emphasis of heading.	Quest is missing one component in organization	Quest is missing 2 or more components in organization
Clarity *CV:SCHOLARSHIP*	Statements are clear and well written, process follows a logical sequence, processes are described with specific details for each objective, evaluation criteria matches your goals in the tasks and process.	Quest is missing at least one component in clarity	Quest is missing 2 or more components in clarity
Content *CV:SCHOLARSHIP*	All content/information is accurate, process contains working hyperlinks to credible web sites that contain quality information (minimum 3) and a method on how students will report the information that they learned, activity sheets are provided on their own pages with specific instructions for students to utilize the knowledge gained in the project in a direct application to real life experiences, reflection includes 3 creative and insightful entry topics based on the content of first and/or second process sections.	Quest is missing one component in content	Quest is missing 2 or more components in content
Visuals *CV:SCHOLARSHIP*	Quest contains at least 3 images, images are professional and appropriate for topic, attention to detain is evident in text styles and image selection and placement, Background, table and text color/sizes enhance the quality of the overall appearance.	Quest is missing one component in visuals	Quest is missing 2 or more components in visuals
Professionalism *CV:SCHOLARSHIP*	Quest maintains a professional appearance, work demonstrates effort, and is designed for present and future use in the field. No spelling errors. No mechanical errors.	Quest is missing one component in professionalism	Quest is missing 2 or more components in professionalism

7a8 PED 340 Lesson Plan #1 Grading Form

Name: _____Content: _____Grade:_____

Planning Components	Rating	Expectations
Objective (motor) (8 point) *CV:SCHOLARSHIP*		• Includes behavior, condition and criteria • Is written in one flowing sentence • Appropriate level for students
Objective (cognitive) (8 point) *CV:SCHOLARSHIP*		• Includes behavior, condition and criteria • Is written in one flowing sentence • Appropriate level for students
Objective (affective) (8 Point) *CV:SCHOLARSHIP*		• Includes behavior, condition and criteria (where appropriate) • Is written in one flowing sentence • Appropriate level for students
Basic Information Included (7points) *CV:SCHOLARSHIP*		• Name, date • Sources used (modified APA) • Student Pre-requisites • Skill to be practiced listed • Purpose of Lesson and Physical Education Standard Listed • Safety Considerations listed
Equipment Needed (4 points) *CV:SCHOLARSHIP*		• A list of all equipment needs listed (including items used for organizational arrangement ex: cones for boundaries). • Equipment list includes the number of items needed, colors, size, etc.
Time (0 points) *CV:SCHOLARSHIP*		• Within activity in less then 3 minutes • Time estimates included throughout plan add up to 10 minutes
Progression of Instruction: (4 points) *CV:SCHOLARSHIP*		• Progressions must be clear, complete and include all tasks • Activities are matched to the lesson objectives.
Organizational Arrangements (4 points) *CV:SCHOLARSHIP*		• Planning especially for how students will get in and out of groups, get and put away equipment, set up space and return equipment, etc. • Includes a diagram w/teacher, students and equipment • Diagram key given for organization of people and equipment
Learning focus cues (4 points) *CV:SCHOLARSHIP*		• Listed for each task focus • Few in # (<3)
Teacher Prep (3 points) *CV:SCHOLARSHIP*		• Dressed Professionally on days of teaching and school observations

Overall Lesson Plan Grade: _____out of 50 possible points

7a9 Rubric for Unit Plan: PED 340 Student Name _____: Total Score_____

Component	Distinguished - 10 points	Proficient - 5 points	Basic – 3 points
History *CV:SCHOLARSHIP*	Includes a well written history that discusses that discusses past and present content	Includes a history that is appropriate but brief and missing content	Includes a history that is not relevant and has meaningless content
Philosophy *CV:SCHOLARSHIP*	Includes a well written philosophy that discusses the importance of the unit	Includes a philosophy that is appropriate but brief and missing content	Includes a philosophy that is not relevant and has meaningless content
Unit Objectives *CV:SCHOLARSHIP*	Includes well written goals and objectives that are pertinent to the unit and all	Includes written goals and objectives that are appropriate but brief and	Includes goals and objectives that are not relevant and have meaningless content

	three domains	missing some of the domains	
Student Population and Characteristics Modifications for students with visual disabilities Modifications for differently abled student *CV:SCHOLARSHIP*	Includes a well written description of the student population and includes all benchmarks appropriate to the unit and age level Modifications for students with disabilities are clearly detailed and modification for differently abled students are identified	Includes a somewhat descriptive explanation of the student population and includes some benchmarks appropriate to the unit and age level. Modifications for students with disabilities and levels of ability are somewhat detailed.	Includes a poorly written description of the student population and includes few benchmarks appropriate to the unit and age level. Modifications for student with disabilities and levels of ability are not described or detailed.
Equipment, Facilities and Safety Consideration *CV:SCHOLARSHIP*	Includes a well written complete list of equipment and facilities needed	Includes a list of equipment and facilities but is missing a few items	Includes a list of equipment and facilities that is missing many items.
Block Plan *CV:SCHOLARSHIP*	Includes a well written block plan with introductory activity, fitness activity, lesson focus and assessment in an appropriate progression	Missing some components of the block plan	Missing many components of the block plan
Includes 4 (Authentic, Psychomotor, Cognitive, Affective) Examples of Assessments *CV:SCHOLARSHIP*	Includes well written assessments, developmentally appropriate	Includes assessments with 1 or somewhat missing components and somewhat developmentally appropriate	Includes assessments more missing components and meagerly developmentally appropriate
Motivational techniques *CV:SCHOLARSHIP*	Includes at least 7 examples of motivational techniques with a minimum of 3 visual samples	Includes a few motivational techniques	Includes meaningless motivational techniques and/or has then 3 example
References *CV:SCHOLARSHIP*	Includes a wide variety of resources with 3 or more hardback resources	Includes only some resources with 3 hardback resources	Includes only a few resources with 3 or more hardback resources
Organization/Presentation *CV:SCHOLARSHIP*	The unit plan is well organized including sections with tabs, is typed and free of error. Power point utilized and creativity (links etc) used. Unit plan detailed	The unit plan is some what organized but needs work. Power point utilized and creativity (links etc) somewhat used. Unit plan somewhat detailed	The unit plan is poorly organized. Power point utilized and creativity (links etc).

7a10 EDU 525 Curriculum Development and Instructional Strategies in Secondary PE
Lesson Analysis

CV= SCHOLARSHIP

Purpose

The object of this experience is to provide each student with the opportunity to demonstrate their ability to plan and teach a lesson showing the ability to assess student learning, and to use assessment data for further planning. This represents a snapshot view of your basic teaching skills in an authentic, comprehensive performance task. Take time to do this well as it is used as a measure of your readiness for student teaching and beyond.

Directions for Planning and teaching the lesson

1. Discuss with your group a lesson you might teach. Decide what the main content for that lesson should be, and specifically what skills, game or concept you can teach and assess within a single class. Discuss ways of gathering assessment data from your students that will give you information about their progress on the skills,

strategy, knowledge for playing, personal and social skills. If possible use an assessment strategy students are familiar with or a very simple

assessment so that assessment can be managed in about 5 minutes of class time.

2. Carefully select, design or modify a formative assessment that matches the specific skill or concept objectives of the lesson. You may use self, peer or teacher assessment.

3. Plan an effective lesson. Pay attention to the usual time management issues for the content part of the lesson and for the assessment part of the lesson. Students in this lesson should spend most of their time in activity related to the content at an appropriate level of difficulty. They should spend a short period of time assessing.

4. Plan effective groupings, equipment distribution and an assessment recording method that allows you to get accurate assessment data for everyone in your class or group. You need to end up with assessment data for every student in that group or class.

5. Ask your teaching team to record MIAW and % success for the students in your class or group. In addition, remember to collect all assessments from the students.

Analyzing the lesson

1. Review the teaching and student assessment data you collect. Using the form, calculate student time on Management, Instruction, Activity and Waiting/Off-task behavior.   Also calculate percent success for at least two students. Use your data analysis to answer the following questions:

    a. With respect to time management, what went well in this lesson? Name some specific decisions you made that affected this class.

    b. With respect to time management, what should you change? Name some specific ideas you have for improvement.

2. Look at the content part of the lesson as planned and as it was taught.

    a. Describe what game stages you presented in the tasks you asked students to do. How well did they do? Use % success data to justify your response. Was this activity at an appropriate level of difficulty for most students? Did you modify up? Or modify down? Explain your answer.

    b. What changes might you suggest for the way the content part of the lesson was taught Be specific about changes you might make next time in a similar lesson.

7a11 EDU 525 Curriculum Development and Instructional Strategies in Secondary PE

Lesson Analysis

Purpose

The object of this experience is to provide each student with the opportunity to demonstrate their ability to plan and teach a lesson showing the ability to assess student learning, and to use assessment data for further planning. This represents a snapshot view of your basic teaching skills in an authentic, comprehensive performance task. Take time to do this well as it is used as a measure of your readiness for student teaching and beyond.

Directions for Planning and teaching the lesson

1. Discuss with your group a lesson you might teach. Decide what the main content for that lesson

should be, and specifically what skills, game or concept you can teach and assess within a single class. Discuss ways of gathering assessment data from your students that will give you information about their progress on the skills, strategy, knowledge for playing, personal and social skills. If possible use an assessment strategy students are familiar with or a very simple assessment so that assessment can be managed in about 5 minutes of class time.

2. Carefully select, design or modify a formative assessment that matches the specific skill or concept objectives of the lesson. You may use self, peer or teacher assessment.

3. Plan an effective lesson. Pay attention to the usual time management issues for the content part of the lesson and for the assessment part of the lesson. Students in this lesson should spend most of their time in activity related to the content at an appropriate level of difficulty. They should spend a short period of time assessing.

4. Plan effective groupings, equipment distribution and an assessment recording method that allows you to get accurate assessment data for everyone in your class or group. You need to end up with assessment data for every student in that group or class.

5. Ask your teaching team to record MIAW and % success for the students in your class or group. In addition, remember to collect all assessments from the students.

Analyzing the lesson

1. Review the teaching and student assessment data you collect. Using the form, calculate student time on Management, Instruction, Activity and Waiting/Off-task behavior.   Also calculate percent success for at least two students. Use your data analysis to answer the following questions:

    a. With respect to time management, what went well in this lesson? Name some specific decisions you made that affected this class.

    b. With respect to time management, what should you change? Name some specific ideas you have for improvement.

2. Look at the content part of the lesson as planned and as you see it in class

    a. Describe what game stages you presented in the tasks you asked students to do. How well did they do? Use % success data to justify your response. Was this activity at an appropriate level of difficulty for most students? Did you modify up? Or down? Explain your answer.

    b. What changes might you suggest for the way the content part of the lesson was taught Be specific about changes you might make next time in a similar lesson.

3. Look at the student assessment results you collected. Summarize the assessment results in a brief chart or paragraph.   Attach the assessments or use examples showing the range of responses you received.

    a. How did your students do on the assessment? Were you surprised by the results? Explain any surprises if you can.

    b. Evaluate the assessment you used. Was it too hard or too easy? What might you change about the assessment if you were to do it again?

4. Planning based on assessment results: Write a lesson plan for the next lesson based on what you learned by doing the assessment. You do not have to teach this lesson.

CV=CORE VALUES

Outcome	Unacceptable	Acceptable	Target
Demonstrate their ability to plan and implement experiences that are sensitive to diverse students and that enable students to develop qualities of respect and responsibility.			
1) Identify, select and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learned styles, and prior experience (e.g., cultural, personal, family, community) Stage I Introductory PED 100 – reflective papers, women, minority, disabled and sport, stereotyping. PED 375 Social Issues – papers, gender issues, bullying, stereotyping **CV:SOCIAL JUSTICE**	Teacher candidates have only a single way to teach all students and do not identify appropriate instruction to meet the individual needs of school-aged students. Reflective paper assessments, PED 100 and 375.	Teacher candidates demonstrate the ability to identify, select, and implement appropriate instruction based on student needs	Teacher candidates fully consider student needs in the identification, selection and implementation of instruction. Accommodation of individual learning styles and student experiences is evident
2) Use appropriate services and resources to meet diverse learning needs Stage I PED 100 Comprehensive Health Ed plan Stage III and IV in field PED 469 Adapted PE – community resources disabled; PED 470 community resources fitness. **CV:SOCIAL JUSTICE**	Teacher candidates do not seek appropriate strategies, services, and resources to meet diverse learning needs. PED 488 Practicum – lack utilization resources PED 536 student teaching	Teacher Candidates use appropriate strategies, services, and resources to meet diverse learning needs. PED 100 comprehensive health plan. PED 469 case analysis PED 470 – community resources on fitness PED 525 lesson planning	Teacher candidates demonstrate effective use of varied instructional format, appropriate referral to school services, and selection of innovative resources to meet diverse needs.

CV=CORE VALUES

Outcome	Stage I	Stage II	Stage III
CV: Social Justice 1) Cultivate dispositions that demonstrate advocacy for all of their students and the communities in which they work..	PED 100 – reflective philosophy paper PED 375 – reflective paper stereotypes	PED 380 Elem PE (lesson plan – culture) PED 470 Fitness assessment PED 469 Adapted (Case analysis and IEP)	PED 505 Reflective journal PED 536 stu teaching (TWS and TEI)
2) Demonstrate know of the historical, social, political and economic contexts of school, including issues of sexism, racism, homophobia, and of economic inequities.	PEDD 100 reflective papers PEDC 375 Reflective papers	EDU 304 schl and society PED 340 Curric analysis, lesson planning PED 469 Adapted (IEP)	PED 505 professional issues PED 536 student teaching TWS and TEI
3) Cultivate understanding and dispositions by planning culturally relevant curricula and service projects.		PED 380 – culture lesson, special projects day PED 525 – schl/com based project	PED 505 prof issues PED 536 TWS and TEI
CV: Inclusive Community 1) Be committed to and capable of facilitating learning environments that are dialogical and collaborative to nature	PED 100 reflective paper	PED 380 Lesson plan culture PED 469 IEP and modification	PED 505 Prof issues (reflective journal) PED 536 stu teach (TWS)
2) Partner with student's families and communities, as well as schl faculty and staff in their students' learning and development		PED 380 (collaborative project – special event – culture)\ PED 488 II service project	PED 505 – reflective journal PED 536 - TWS
3) Nurture learning communities that demonstrate respect and honor for all cultures.	PED 100 Reflective paper	PED 380 – culture project PED 488 II service project	PED 505 PED 536
4) Make appropriate provisions for students with particular learning needs, differences or varying abilities.	PED 100 reflective paper PED 375 – reflective paper	PED 340 – reflective lesson planning PED 380 – culture lesson PED 469 – IEP PED 470 – fitness modifications	PED 505 PED 536 - TWS