SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 3 – PLANNING AND REFLECTION PROJECT

Note: A description and copy of the Planning and Reflection project (as well as the original scoring guide) can be found in the initial program review report submitted in September 2006.

Unit Plan Scoring Guide (revised)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Content Knowledge			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	The objectives for motor skill development and the "points to emphasize" listed in the Motor Skills and Movement Concepts task analyses do not accurately identify all of the critical elements of skills.	The objectives for motor skill development and the "points to emphasize" listed in the Motor Skills and Movement Concepts task analyses accurately identify all of the critical elements of skills.	The objectives for motor skill development and the "points to emphasize" listed in the Motor Skills and Movement Concepts task analyses accurately identify and show in-depth knowledge of all of the critical elements of skills.
1.6 – Demonstrate knowledge of approved state and national content standards and local program goals.	Unit goals and objectives are not accurately aligned with NASPE standards.	Unit goals and objectives are accurately aligned with NASPE standards.	Unit goals and objectives are accurately aligned with and show a range of NASPE standards.
Growth and Development			
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Warm-up, practice, and application activities listed in the task analyses are not developmentally appropriate as they relate to student needs, the learning environment, and the task.	Warm-up, practice, and application activities listed in the task analyses are developmentally appropriate as they relate to student needs, the learning environment, and the task.	Warm-up, practice, and application activities listed in the task analyses are developmentally appropriate as they relate to student needs, the learning environment, and the task and provide opportunities to help students reach their potential as competent movers.
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Activities listed on the block plan are not logically sequenced to facilitate student learning.	Activities listed on the block plan are logically sequenced to facilitate student learning.	Activities listed on the block plan are logically sequenced to facilitate student learning. Attention to progressions is evident.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Management and Motivation			
4.2 – Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	A general list of equipment is included that may or may not be complete.	Equipment is listed lesson-by-lesson and is complete.	Equipment is listed lesson-by-lesson, is complete, and provides for maximum participation by the students.
4.3 – Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.	Student resource section includes a minimal list (0-1) of community resources with little detail of how students can access them.	Student resource section includes an adequate (2-3) list of community resources with specific details of how students can access them.	Student resource section includes a comprehensive (4+) list of community resources with specific details of how students can access them.
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	Goals and instructional objectives are not clearly written (do not use the correct format) and do not address each of the three learning domains (cognitive, psychomotor, affective).	Goals and instructional objectives are clearly written (using the correct format) and address all three learning domains (cognitive, psychomotor, affective).	Goals and instructional objectives are clearly written (using the correct format), address all three learning domains (cognitive, psychomotor, affective), and connect to the needs assessment.
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	The block plan includes a general outline of the lesson, but is missing one or more of the following parts: introduction, warm-up, core, closing activity, closing discussion. It is difficult to determine the connection to unit goals and objectives.	The block plan includes a general outline of each part of the lesson (introduction, warm-up, core, closing activity, closing discussion) that connect to unit goals and objectives.	The block plan includes a detailed outline of each part of the lesson (introduction, warm-up, core, closing activity, closing discussion) that connect to unit goals and objectives.
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	The task analyses do not provide a variety of warm-up, practice, and application activities from which learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction can be designed.	The task analyses provide a variety of warm-up, practice, and application activities from which learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction can be designed.	The task analyses provide a wide variety of warm-up, practice, and application activities from which learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction can be designed.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	The block plan lists warm-up, practice, and/or application activities that do not appear in the task analyses.	The block plan lists warm-up, practice, and/or application activities that appear in the task analyses.	The block plan lists a wide variety of warm-up, practice, and/or application activities that appear in the task analyses.
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	The task analyses and block plan do not demonstrate an understanding of the application of disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	The task analyses and block plan demonstrate an understanding of the application of disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	The task analyses and block plan demonstrate an in-depth understanding of the application of disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	Teacher resource section includes a minimal list (0-1) of resources (books, web sites, videos, etc.).	Teacher resource section includes an adequate (2-3) list of resources (books, web sites, videos, etc.) containing all relevant information for easy retrieval. The list must include at least one book with title and author.	Teacher resource section includes a comprehensive (4+) list of resources (books, web sites, videos, etc.) containing all relevant information for easy retrieval. The list must include at least one book with title and author.
Student Assessment			
7.2 – Uses a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Student evaluation section of the unit plan does not identify one formative and one summative method of evaluation for each goal to assess student understanding and performance, provide feedback, and communicate student progress.	Student evaluation section of the unit plan identifies one formative and one summative method of evaluation for each goal to assess student understanding and performance, provide feedback, and communicate student progress.	Student evaluation section of the unit plan identifies, as appropriate, multiple formative and summative methods of evaluation for each goal to assess student understanding and performance, provide feedback, and communicate student progress.
Collaboration			
10.3 – Identify and actively seek community resources to enhance physical activity opportunities.	Student resource section includes a minimal list (0-1) of community resources with little detail of how students can access them.	Student resource section includes an adequate (2-3) list of community resources with specific details of how students can access them.	Student resource section includes a comprehensive (4+) list of community resources with specific details of how students can access them.

Lesson Plan Scoring Guide (revised)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Content Knowledge			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	The "points to emphasize" listed for skill demonstration/explanation does not accurately identify all of the critical elements for the skill(s).	The "points to emphasize" listed for skill demonstration/explanation accurately identifies all of the critical elements for the skill(s).	The "points to emphasize" listed for skill demonstration/explanation accurately identifies and shows in-depth knowledge of all of the critical elements for the skill(s).
1.6 – Demonstrate knowledge of approved state and national content standards and local program goals.	Lesson objectives are not accurately aligned with NASPE standards.	Lesson objectives are accurately aligned with NASPE standards.	Lesson objectives are accurately aligned with and show a range of NASPE standards.
Growth and Development			
2.1 – Monitor individual and group performance to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	Evaluation of objectives section of the lesson plan does not identify the method(s) of formative and/or summative evaluation for each objective appearing in the student evaluation section of the unit plan.

Note: Student evaluation section of the unit plan identifies formative and summative method(s) of evaluation that align with unit goals in the cognitive, psychomotor, and affective domains. | Evaluation of objectives section of the lesson plan identifies the method(s) of formative and/or summative evaluation for each objective appearing in the student evaluation section of the unit plan.

Note: Student evaluation section of the unit plan identifies formative and summative method(s) of evaluation that align with unit goals in the cognitive, psychomotor, and affective domains. | Evaluation of objectives section of the lesson plan identifies the multiple method(s) of formative and/or summative evaluation, as appropriate, for each objective appearing in the student evaluation section of the unit plan.

Note: Student evaluation section of the unit plan identifies formative and summative method(s) of evaluation that align with unit goals in the cognitive, psychomotor, and affective domains. |
| 2.2 – Understand the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socioeconomic status) that influence developmental readiness to learn and refine movement skills. | The "Individual Differences" section of the lesson plan does not identify modifications that may need to be made to address developmental differences. | The "Individual Differences" section of the lesson plan identifies modifications that may need to be made to address developmental differences. | The "Individual Differences" section of the lesson plan identifies specific modifications that may need to be made to address developmental differences. |

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Planned activities are not logically sequenced to facilitate student learning.	Planned activities are logically sequenced to facilitate student learning.	Planned activities are logically sequenced to facilitate student learning. Attention to progressions is evident.
Diverse Students			
3.1 – Uses appropriate services and resources to meet diverse learning needs.	The lesson plan does not include the introduction, core, closing activity, and/or closing discussion. Therefore, the lesson does not address different learning styles and the multiple needs of students.	The introduction, core, closing activity, and closing discussion reflect are planned to address different learning styles and the multiple needs of students.	The introduction, core, closing activity, and closing discussion are planned to address different learning styles and the multiple needs of students. The teacher candidate can identify the learning styles/multiple needs being addressed.
Management and Motivation			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	Transitions are not included or if included, are missing necessary information (description, diagram, points to emphasize, anticipated problems, corrective feedback).	Transitions are described, including class organization diagrams, points to emphasize, anticipated problems, and corrective feedback for each.	Transitions are described, including class organization diagrams, points to emphasize, anticipated problems, and corrective feedback for each. They show use of grouping in one activity to facilitate grouping for the next activity.
4.2 – Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	A general list of equipment is included that does not match what is listed in the unit plan for the lesson and may or may not be complete.	The equipment list is complete and matches what is listed in the unit plan for the lesson.	The equipment list is complete, matches what is listed in the unit plan for the lesson, and provides for maximum participation by the students.
4.2 – Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	Time allocated for each different part of the lesson is not included.	Time allocated for each different part of the lesson is included.	Time allocated for each different part of the lesson is included and appropriate (rather than too long or too short).

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Communication			
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	Feedback is not listed for each anticipated problem.	Feedback is listed for each anticipated problem.	Specific feedback is listed for each anticipated problem.
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	Lesson objectives are not clearly written (do not use the correct format) and do not address all three learning domains (cognitive, psychomotor, affective).	Lesson objectives are clearly written (using the correct format) and address all three learning domains (cognitive, psychomotor, affective).	Lesson objectives are clearly written (using the correct format), address all three learning domains (cognitive, psychomotor, affective), and match unit objectives.
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	The lesson plan is missing one or more of the following parts: introduction, warm-up, core, closing activity, closing discussion <u>or</u> if all parts are included, does not match the outline in the unit's block plan.	The lesson plan includes each part of the lesson (introduction, warm-up, core, closing activity, closing discussion) and matches the outline in the unit's block plan.	The lesson plan includes each part of the lesson (introduction, warm-up, core, closing activity, closing discussion), matches the outline in the unit's block plan, and is clearly linked to unit goals and objectives.
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	The activities planned for the lesson are not safe, appropriate, relevant, and based on principles of effective instruction.	The activities planned for the lesson are safe, appropriate, relevant, and based on principles of effective instruction.	The activities planned for the lesson are safe, appropriate, and relevant. The planning shows an in-depth understanding of the principles of effective instruction.
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	The planning of activities for the lesson does not demonstrate an understanding of the application of disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.	The planning of activities for the lesson demonstrates an understanding of the application of disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.	The planning of activities for the lesson demonstrates an in-depth understanding of the application of disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.
6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	Sources of information on the lesson plan do not appear in the teacher resource section of the unit plan.	Sources of information on the lesson plan appear in the teacher resource section of the unit plan.	Sources of information on the lesson plan appear in the teacher resource section of the unit plan and show the use of a variety of resources.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Planning for Demonstration/Explanation of skill does not include "points to emphasize" that accurately identify all of the critical elements of the skill.	Planning for Demonstration/Explanation of skill includes "points to emphasize" that accurately identify all of the critical elements of the skill.	Planning for Demonstration/Explanation of skill includes "points to emphasize" that accurately identify and show in-depth knowledge of all of the critical elements of the skill.
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Planning for Demonstration/Explanation of activity does not include a description of the activity, points to emphasize that relate to the activity and the skill(s) applied.	Planning for Demonstration/Explanation of activity includes a description of the activity and points to emphasize that relate to the activity and the skill(s) applied.	Planning for Demonstration/Explanation of activity includes a detailed description of the activity and points to emphasize that relate to the activity and the skill(s) applied.
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Planning for Demonstration/Explanation of skill includes inappropriate "points to emphasize" (instructional cues) that do not facilitate competent motor skill performance.	Planning for Demonstration/Explanation of skill includes appropriate "points to emphasize" (instructional cues) that facilitate competent motor skill performance.	Planning for Demonstration/Explanation of skill shows in-depth knowledge of the skill by designing "points to emphasize" (instructional cues) that facilitate competent motor skill performance.
6.10 – Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	Questions that facilitate student learning related to the lesson objectives are not planned for the closing discussion.	Questions that facilitate student learning related to the lesson objectives are planned for the closing discussion.	Specific questions that facilitate student learning related to the lesson objectives are planned for the closing discussion.
Student Assessment			
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Feedback for each anticipated problem (performance and behavior) is not indicated.	Feedback for each anticipated problem (performance and behavior) is indicated.	Specific feedback for each anticipated problem (performance and behavior) is indicated.

Reflection Scoring Guide (revised)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Reflection			
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	The reflection in relation to Danielson Domain 1: Planning and Preparation is incomplete. All outcomes with the domain are not addressed. Teaching goals are not included.	The reflection in relation to Danielson Domain 1: Planning and Preparation is complete. All outcomes with the domain are addressed. Teaching goals are included.	The reflection in relation to Danielson Domain 1: Planning and Preparation is thorough. All outcomes with the domain are addressed using specific examples in support. Specific teaching goals are included.
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	The reflection in relation to Danielson Domain 2: The Classroom Environment is incomplete. All outcomes with the domain are not addressed. Teaching goals are not included.	The reflection in relation to Danielson Domain 2: The Classroom Environment is complete. All outcomes with the domain are addressed. Teaching goals are included.	The reflection in relation to Danielson Domain 2: The Classroom Environment is thorough. All outcomes with the domain are addressed using specific examples in support. Specific teaching goals are included.
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	The reflection in relation to Danielson Domain 3: Instruction is incomplete. All outcomes with the domain are not addressed. Teaching goals are not included.	The reflection in relation to Danielson Domain 3: Instruction is complete. All outcomes with the domain are addressed. Teaching goals are included.	The reflection in relation to Danielson Domain 3: Instruction is thorough. All outcomes with the domain are addressed using specific examples in support. Specific teaching goals are included.
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	The reflection in relation to Danielson Domain 4: Professional Responsibilities is incomplete. All outcomes with the domain are not addressed. Teaching goals are not included.	The reflection in relation to Danielson Domain 4: Professional Responsibilities is complete. All outcomes with the domain are addressed. Teaching goals are included.	The reflection in relation to Danielson Domain 4: Professional Responsibilities is thorough. All outcomes with the domain are addressed using specific examples in support. Specific teaching goals are included.