#### **SECTION IV – EVIDENCE FOR MEETING STANDARDS**

### ASSESSMENT 3 – PLANNING AND REFLECTION PROJECT

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

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
<b>Management and Motivation</b>			
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			
<ul> <li>6.1 – Identify, develop, and implement appropriate program and instructional goals.</li> <li>6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.</li> </ul>	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).  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.	Goals and instructional objectives are clearly written (using the correct format) and address all three learning domains (cognitive, psychomotor, affective).  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.	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.  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	The block plan lists warm-up,	The block plan lists warm-up,	The block plan lists a wide variety
learning experiences that are safe,	practice, and/or application	practice, and/or application	of warm-up, practice, and/or
appropriate, relevant, and based on	activities that do not appear in the	activities that appear in the task	application activities that appear in
principles of effective instruction.	task analyses.	analyses.	the task analyses.
6.5 – Apply disciplinary and	The task analyses and block plan	The task analyses and block plan	The task analyses and block plan
pedagogical knowledge in	do not demonstrate an	demonstrate an understanding of	demonstrate an in-depth
developing and implementing	understanding of the application of	the application of disciplinary and	understanding of the application of
effective learning environments and	disciplinary and pedagogical	pedagogical knowledge in	disciplinary and pedagogical
experiences.	knowledge in developing and	developing and implementing	knowledge in developing and
	implementing effective learning	effective learning environments	implementing effective learning
	environments and experiences.	and experiences.	environments and experiences.
6.7 – Select and implement	Teacher resource section includes	Teacher resource section includes	Teacher resource section includes
appropriate (i.e., comprehensive,	a minimal list (0-1) of resources	an adequate (2-3) list of resources	a comprehensive (4+) list of
accurate, useful, safe) teaching	(books, web sites, videos, etc.).	(books, web sites, videos, etc.)	resources (books, web sites,
resources and curriculum materials.		containing all relevant information	videos, etc.) containing all relevant
		for easy retrieval. The list must	information for easy retrieval. The
		include at least one book with title	list must include at least one book
		and author.	with title and author.
Student Assessment			
7.2 – Uses a variety of appropriate	Student evaluation section of the	Student evaluation section of the	Student evaluation section of the
authentic and traditional assessment	unit plan does not identify one	unit plan identifies one formative	unit plan identifies, as appropriate,
techniques (including both self- and	formative and one summative	and one summative method of	multiple formative and summative
peer assessments) to assess student	method of evaluation for each goal	evaluation for each goal to assess	methods of evaluation for each
understanding and performance,	to assess student understanding	student understanding and	goal to assess student
provide feedback, and communicate	and performance, provide	performance, provide feedback,	understanding and performance,
student progress (i.e., for both	feedback, and communicate	and communicate student	provide feedback, and
formative and summative	student progress.	progress.	communicate student progress.
purposes).			
Collaboration			
10.3 – Identify and actively seek	Student resource section includes a	Student resource section includes	Student resource section includes a
community resources to enhance	minimal list (0-1) of community	an adequate (2-3) list of	comprehensive (4+) list of
physical activity opportunities.	resources with little detail of how	community resources with specific	community resources with specific
	students can access them.	details of how students can access	details of how students can access
		them.	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 indepth 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	Englanding of allighting and an of the	E14'	Facility of the discussion of the
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)	A general list of equipment is included that does not match what is listed in the unit plan for the lesson	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
to provide active and equitable learning experiences.	and may or may not be complete.		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.,	Feedback is not listed for each anticipated problem.	Feedback is listed for each anticipated problem.	Specific feedback is listed for each anticipated problem.
use of language, clarity, conciseness,		•	
pacing, giving and receiving feedback,			
age-appropriate language, nonverbal			
communication).			
Planning and Instruction			
6.1 – Identify, develop, and implement	Lesson objectives are not clearly	Lesson objectives are clearly written	Lesson objectives are clearly written
appropriate program and instructional	written (do not use the correct format)	(using the correct format) and address	(using the correct format), address all
goals.	and do not address all three learning	all three learning domains (cognitive,	three learning domains (cognitive,
	domains (cognitive, psychomotor, affective).	psychomotor, affective).	psychomotor, affective), and match unit objectives.
6.2 – Develop long- and short-term	The lesson plan is missing one or	The lesson plan includes each part of	The lesson plan includes each part of
plans that are linked to both program	more of the following parts:	the lesson (introduction, warm-up,	the lesson (introduction, warm-up,
and instructional goals and student	introduction, warm-up, core, closing	core, closing activity, closing	core, closing activity, closing
needs.	activity, closing discussion or if all	discussion) and matches the outline in	discussion), matches the outline in the
	parts are included, does not match the	the unit's block plan.	unit's block plan, and is clearly linked
	outline in the unit's block plan.		to unit goals and objectives.
6.4 – Design and implement learning	The activities planned for the lesson	The activities planned for the lesson	The activities planned for the lesson
experiences that are safe, appropriate,	are not safe, appropriate, relevant, and	are safe, appropriate, relevant, and	are safe, appropriate, and relevant.
relevant, and based on principles of	based on principles of effective	based on principles of effective	The planning shows an in-depth
effective instruction.	instruction.	instruction.	understanding of the principles of
			effective instruction.
6.5 – Apply disciplinary and	The planning of activities for the	The planning of activities for the	The planning of activities for the
pedagogical knowledge in developing	lesson does not demonstrate an	lesson demonstrates an understanding	lesson demonstrates an in-depth
and implementing effective learning	understanding of the application of	of the application of disciplinary and	understanding of the application of
environments and experiences.	disciplinary and pedagogical	pedagogical knowledge in developing	disciplinary and pedagogical
	knowledge in developing and	and implementing an effective	knowledge in developing and
	implementing an effective learning	learning environment and experience.	implementing an effective learning
(7 Calast and invalance to a calast	environment and experience.	Comment of the formation and the 1	environment and experience.
6.7 – Select and implement appropriate	Sources of information on the lesson	Sources of information on the lesson	Sources of information on the lesson
(i.e., comprehensive, accurate, useful,	plan do not appear in the teacher	plan appear in the teacher resource	plan appear in the teacher resource
safe) teaching resources and curriculum materials.	resource section of the unit plan.	section of the unit plan.	section of the unit plan and show the use of a variety of resources.
Currectium materials.			use of a variety of resources.

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

# **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.