**Oklahoma Commission for Teacher Preparation**

**Program Report for the**

**Preparation of Physical Education,**

**Health & Safety Education**

**C O V E R S H E E T**

**Institution:** Southwestern Christian University **State: OK**

**Date submitted:** March 15, 2014

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**Program documented in this report:**

**Name of institution’s program(s):** PE, Health and Safety Education

**Grade levels for which candidates are being prepared:** K – 12

**Degree or award level[[1]](#footnote-1):** Bachelor of Science

**Is this program initial or advanced?** Initial

**Is this program offered at more than one site? □ Yes x No**If yes, list sites at which the program is offered:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title of the state license for which candidates are prepared**

**Program report status:**

**x Initial review**

**x New Program**

**🞏Existing Program**

* **Response to One of the Following Decisions: Further Development Required or Recognition with Probation**
* **Response to Recognition With Conditions**

**Is your unit seeking:**

**x State accreditation for the first time (initial accreditation)**

**🞎 Continuing State accreditation**

**GENERAL DIRECTIONS**

The following directions are designed to assist institutions as they complete this web-based program report. To complete the report, institutions must provide data from 6-8 key assessments that, taken as a whole, will demonstrate candidate mastery of the state competencies. These data will also be used to answer the following questions:

* Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
* Do candidates meet state licensure requirements?
* Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
* Can candidates apply their knowledge in classrooms and schools?
* Are candidates effective in promoting student learning and creating environments to support learning?

To that end, the program report form includes the following sections:

**I. Contextual Information –** provides the opportunity for institutions to presentgeneral information to help reviewers understand the program.

**II. Assessments and Related Data -** provides the opportunity for institutions to submit 6-8 assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

**III. Standards Assessment Chart -** provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

**IV. Evidence for Meeting Standards –** provides the opportunity for institutionsto discuss the assessments and assessment data in terms of standards.

**V. Use of Assessment Results to Improve Candidate and Program Performance –** provides the opportunity for institutions to indicate how faculty is using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and II of the report should be kept to a maximum of five text pages.

When the report has been completed, please send an electronic copy to the Oklahoma Commission for Teacher Preparation (OCTP). Please also retain an electronic copy for your file until the OCTP has acknowledged receipt of your report.

Specific directions are included at the beginning of each section.

***What if the program is offered at different levels or in different tracks (e.g., at the baccalaureate, master’s, and alternate route)?*** If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. If you are unsure whether to submit one or multiple reports, contact the OCTP office.

***What if the program is offered at the main campus and one or more off-campus sites?*** If assessments are the same on the main campus and the off-campus sites, one report may be submitted. However, the assessment results must be disaggregated for each site. If assessments are different on campus than in the off-campus sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, contact the OCTP office.

**SECTION I—CONTEXT**

**Provide the following contextual information:**

1. Description of any state or institutional policies that may influence the application of competencies.

**Who We Are**

Southwestern Christian University is a Christ-centered liberal arts institution equipping students for a life of learning, leadership, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their world for Jesus Christ. SCU holds an educational philosophy in which biblical literacy and the Christian Worldview are at the heart of its educational programs.

**Our Goal**

The goal of Southwestern Christian University’s Teacher Education Program is to combine theory with practice through clinical practice in collaboration with multiple school settings in order to prepare teacher candidates for effective classroom instruction. Part of this preparation includes equipping teacher candidates with content knowledge, pedagogical knowledge, and the importance of ongoing reflection of their beliefs, goals, and practices as they relate to students’ needs. Therefore, the Teacher Education Program seeks to address all of these elements throughout the program so that teacher candidates are prepared to teach all types of learners, to equip learners with skills to function productively within society, and to serve the community as a whole.

**Unit's Conceptual Framework**

The essence of our Christian mission is represented in our conceptual framework. This mission is also supported by a strong commitment to preparing competent, caring, reflective, and qualified educators. SCU emphasizes the integration of subject matter, clinical experiences, and pedagogical knowledge as demonstrated by caring actions, service in the field, and teaching skills. We believe the teacher is the orchestrator of the learning environment and has the responsibility to create a positive atmosphere for all students. This is reached through specific themes designed to provide a unique educational experience at SCU. The SCU teacher education program seeks to prepare effective educators who are caring, reflective, service-guided, and scholarly throughout their professional careers as they facilitate learning and model Christ.

The goal of the SCU teacher education program is for graduates to be:

**C**ARING for all students and the belief that all can learn

**R**EFLECTIVE

**O**n professional and personal practice

**S**ERVICE-guided as a model of Christian character through leadership and involvement

**S**CHOLARSHIP-minded in the pursuit of life-long learning

The Unit’s Conceptual Framework provides the context for developing and assessing teacher candidates’ proficiencies. The State of Oklahoma has established testing requirements as part of its teacher certification process. All candidates must pass the Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), and Oklahoma Professional Teaching Examination (OPTE) documenting that they possess the content knowledge and pedagogical skills to be effective teachers. The OGET must be successfully completed prior to admission into the School of Education. Teacher candidates must then successfully pass the OSAT and OPTE by the completion of their internship phase to earn a teaching certificate from the State of Oklahoma.

**Application of Standards**

Assessments and the degree program have been developed to meet program expectations, Oklahoma Competencies, InTASC Standards and NASPE standards. Alignment was also considered to courses and the OSAT Competencies in order to effectively prepare candidates for the state subject area test. Some assessment line items provide evidence for standards common to Oklahoma General Competencies, InTASC standards, and NASPE standards. Other line items address Oklahoma Proficiencies, InTASC or NASPE specific standards. Standards for both Oklahoma General Competencies (InTASC Standards), and NASPE standards have been organized within the four themes of the conceptual framework for the Department of Education; caring, reflection, service, and scholarship.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The Clinical Practice component of the teacher education program at Southwestern Christian University provides teacher candidates with extensive opportunities to move beyond being students of organized knowledge to become classroom teachers who put their acquired knowledge into practice in the classroom.

Our partners in this process of providing guided and gradual induction into classroom teaching are the teachers and administrators in public school systems. The Teacher Education Office works collaboratively with our partner schools to provide field-based programs for teacher education candidates seeking initial certification.

The Teacher Education Program at SCU places candidates in clinical placement sites that are aligned with the university’s mission and the Teacher Education Conceptual Framework. The Conceptual Framework is grounded in the notion that candidates become critical thinkers, problem solvers, and leaders through Caring, Reflection, Service, and Scholarship--all active qualities that require significant clinical experiences.

Clinical practice requirements include 160 clock hours of time spent in partner schools in the P-12 classroom with clinical faculty (P-12 classroom teachers) prior to the 16 week clinical internship (student teaching).

## Clinical Practice Sequence & Quantity

**Sophomore Year**

First Semester

1. **EDUC 2301 Introduction to Teaching**

Second Semester

1. **EDUC 2113 Foundations in Education**
2. **EDUC 2000 Foundations in Education Clinical Practice – 40 hours**

**Junior Year**

First Semester

1. **EDUC 3202 Educational Technology**
2. **EDUC 3000 Educational Technology Clinical Practice – 40 hours**

Second Semester

**a. HPSM 4413 Research, Measurement & Evaluation – 3 hours**

1. **EDUC 4000 Assessment and Evaluation Clinical Practice – 40 hours**

**Senior Year**

First Semester

1. **HPSM 3433 Methods in Elementary Physical Education**
2. **HPSM 4000 Methods of Teaching Elementary Physical Education Clinical Practice – 40 hours**

Second Semester

1. **EDUC 4815 Teaching Clinical Internship I – 8 weeks**
2. **EDUC 4825 Teaching Clinical Internship II – 8 weeks**

**Total Clinical Practice = 160 hours**

**Total Clinical Internship = 16 weeks**

This program is part of a continuing effort by the teacher preparation program to provide more "firsthand experiences" and narrow the gap between theory and practice. It is designed to be a collaborative effort in which the clinical faculty and university faculty work together in helping pre-service teacher education candidates make a smooth transition from the university classroom to the final phase of their preparation program that includes 16 full weeks of clinical practice (student teaching).

# EDUC 2000 Foundations in Education Clinical Practice – 40 hours

# Purpose

The purpose of the first clinical practice is to provide teacher candidates, before admission to the Teacher Education Program, the opportunity to begin to identify the knowledge, skills, and dispositions involved in helping all students learn. Working with teachers and students in a school setting provides the opportunity, for those considering teaching as a career, to be involved in meaningful and relevant activities. The experiences should increase candidates’ understanding of teaching as a career and the responsibilities associated with being an educator. Occurring during the time candidates are enrolled in EDUC 2113 Foundations in Education, the initial clinical practice is designed to assist potential teacher candidates make earlier and wiser decisions relative to entrance into Teacher Education. Candidates will have the option of completing the application into SCU Teacher Education as part of this course.

# EDUC 3000 Educational Technology Clinical Practice – 40 hours

## Purpose

The intermediate clinical practice is the practical application of concepts being taught during the time candidates are enrolled in EDUC 3202 Educational Technology and supporting the concepts from major core courses. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching).

# EDUC 4000 Assessment and Evaluation Clinical Practice – 40 hours

## Purpose

The intermediate clinical practice is the practical application of concepts being taught during the time candidates are enrolled in EDUC 4232 Assessment and Evaluation. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching).

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Physical Education, Health, & Safety Education majors are required to complete 20 hours in at the elementary level and 20 hours at the secondary level. The focus will be assessment, evaluation, and modifications as appropriate for different age groups and abilities. Teacher candidates are required to work with students needing modifications based on physical, emotional, and psychological differences.

## HPSM 4000 Methods in Elementary Physical Education Clinical Practice – 40 hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university professor. The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in HPSM 3433 Methods in Elementary Physical Education. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course.

**EDUC 4815 Teaching Clinical Internship I – 8 weeks**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

**EDUC 4825 Teaching Clinical Internship II – 8 weeks**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

Physical Education, Health, & Safety Education majors are required to complete one clinical internship at the elementary level and one at the secondary level. Each placement will be 8 weeks in length.

As the final component of the teacher education sequence, clinical internship (student teaching) gives candidates an opportunity to test and evaluate in practice the theories learned in university classes and elsewhere. It is a full semester focused on the components of teaching in which clinical interns are immersed in the full responsibilities and duties of the classroom teacher. Candidates are required to enroll in Teaching Clinical Internship I and II during their final semester.

The clinical practice component of the teacher education program at SCU strives to accomplish the following goals:

* Teacher candidates recognize the importance of P-12 student learning and make it the focus.
* Clinical practice is a vital component and integrated throughout the program.
* Programs prepare teacher candidates who are experts in content and how to teach it and are also caring, service-guided and reflective problem solvers
* Clinical faculty work together with university faculty to deliver curriculum in an integrated and effective manner.
* Programs work with partner schools to ensure a connected experience.
* Technology is integrated into curriculum and adds value to the learning environment.

**Settings and Experiences**

Candidates are required to complete clinical practice in multiple partner schools to experience diversity. Diversity is defined as different school districts, levels, grades, ethnicity, socio-economic levels, size, and inclusionary classrooms.

**Partner School Criteria**

Partner schools are selected based on the level of involvement by the school principal and clinical faculty. Clinical faculty must be willing to be a part of the educational team with the university professor and support the course curriculum in a school setting. Clinical faculty receive initial training and communicate with the university faculty on a regular basis throughout the semester to coordinate theory and practice for each unit of study. Each partner school has one representative serving on the SCU Teacher Education Council and is a vital part of curriculum development and review.

**Continuous Review**

Each semester clinical faculty are asked to provide feedback on all documents, assignments, and procedures associated with the clinical practice. This input is used to modify existing documents and address issues, concerns, and suggestions. Clinical faculty are active participants in the process.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

# Transition I: Admission to Teacher Education Requirements

**Grade Requirements:**

* Achieve a minimum grade point average of 2.75 in all courses completed at SCU or other colleges or universities at the time of application.
* All coursework taken in degree certification majoror general education courses required for majors must be completed with no grade lower than “C”.
* All coursework taken in the professional teacher education sequence must be completed with no grade lower than “C.
* Demonstrate a proficiency in written and oral English as indicated by having a grade of “C” or better in six hours of English Composition.

**State Tests**

* Oklahoma General Education Test (OGET).

**Portfolio**

* Establish SCU Teacher Education Portfolio – Check Point I
  + - * A satisfactory score on the candidate’s portfolio assessments

**Legal**

* Submit an approved background check for clinical practice.
* Complete Felony Questionnaire & Accuracy Statement.
* Complete Teacher Education Code of Ethics.

**Clinical Practice**

* Clinical Practice Requirements Agreement
* Documentation of work with children.

**Recommendations & Evaluations**

* + - * + Recommendation letters from church officials and/or faculty members.
        + Faculty Interview

**Requirements**

* + - * + Plan for meeting Foreign Language Competency.
        + Written interest in teaching
        + Complete the Emergency Contact Information Form.

**Approvals**

* + - * + Receive formal approval by the SCU Teacher Education Council.

# Transition II: Enrollment in Professional Coursework & Clinical Practice(s)

**Grade Requirements:**

* + - * + Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check prior to clinical internship.
        + C or higher in major core/PTE sequence coursework

**State Tests**

* + - * + Oklahoma Subject Area Test (OSAT)

**Portfolio**

* + - * + A satisfactory score on Portfolio – Check Point II

**SPA Standards**

* + - * + Satisfactory completion of assessments

**Legal**

* + - * + Current approved background check

**Clinical Practice**

* + - * + Complete Successful completions of Professional Teacher Education courses including 160 hours of clinical practice.

**Recommendations & Evaluations**

* + - * + University Faculty
        + Clinical Faculty

**Requirements**

* + - * + Completion of Foreign Language Competency

**Approvals**

* + - * + Receive formal approval by the SCU Teacher Education Council.

# Transition III: Admission to Clinical Internship

**Grade Requirements:**

* + - * + Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check prior to clinical internship.
        + C or higher in major core/PTE sequence coursework

**State Tests**

* + - * + Oklahoma Subject Area Test (OSAT)

**Portfolio**

* + - * + A satisfactory score on Portfolio – Check Point III
      * Checkpoint occurs at the completion of all coursework

**SPA Standards**

* + - * + Satisfactory completion of assessments

**Legal**

* + - * + Current approved background check

**Clinical Practice**

* + - * + Successful completions of Professional Teacher Education courses including 160 hours of clinical practice

**Recommendations & Evaluations**

* + - * + University Faculty
        + Clinical Faculty
        + Supervisor Evaluation

**Requirements**

* + - * + Completion of Foreign Language Competency

**Approvals**

* + - * + Receive formal approval by the SCU Teacher Education Council.

# Transition IV: Recommendation for Certification

**Grade Requirements:**

* + - * + Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check prior to clinical internship.
        + C or higher in major core/PTE sequence coursework and completion

**State Tests**

* + - * + Oklahoma Professional Teaching Exam (OPTE)

**Portfolio**

* + - * + A satisfactory score on Portfolio – Check Point IV
      * Checkpoint occurs at the completion of all coursework

**SPA Standards**

* + - * + Satisfactory completion of assessments

**Legal**

* + - * + N/A

**Clinical Practice**

* + - * + Successful completion of Clinical internship including 16 weeks of clinical internship

**Recommendations & Evaluations**

* + - * + University Faculty
        + Clinical Faculty
        + Clinical Intern Self-Assessment
        + Clinical Intern Education Program Evaluation
        + Clinical internship
        + Evaluations
        + Clinical Faculty Evaluation
        + Supervisor Evaluation

**Requirements**

* + - * + N/A

**Approvals**

* + - * + Receive formal approval by the SCU Teacher Education Council.

**Attach the following contextual information:**

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
2. Chart with the number of candidates and completers.
3. Chart on program faculty expertise and experience.

(response limited to 6 pages, not including attachments)

**Institution: Southwestern Christian University Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Degree: Bachelor of Science – B.S. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program: Education**

**Major: Physical Education, Health and Safety**

Physical Education, Health, and Safety Education Degree Plan

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Course Prefix** | **Course Title** | **Credit Hrs.** | | **Offered** | **Complete** | **Subst.** | **Transfer** |
| **General Education** | | | | | | |  |  |
|  | PSYC 1001 | Collegiate Success | 1 | |  |  |  |  |
| \* | ENGL 1113 | English Grammar and Composition I | 3 | |  |  |  |  |
| \* | ENGL 1213 | English Grammar and Composition II | 3 | |  |  |  |  |
|  | HIST 1483 0r 1493 | U.S. History I or History II | 3 | |  |  |  |  |
|  | HPSM 2212 | Lifetime Wellness | 2 | |  |  |  |  |
|  | MATH 1000-2000 | Any lower division math course | 3 | |  |  |  |  |
|  | POLI 1113 | American Federal Government | 3 | |  |  |  |  |
|  | Science 1000-2000 | Any lower division science with lab | 4 | |  |  |  |  |
|  | Science 1000-2000 | Any lower division science without lab | 3 | |  |  |  |  |
|  | SPCH 1113 | Introduction to Public Communication | 3 | |  |  |  |  |
|  | Elective | Any 1000-2000 ENGL, LSCI course | 3 | |  |  |  |  |
|  | Elective | Any 1000-2000 PHIL, POLI, GEOG course | 3 | |  |  |  |  |
|  | Elective | Any 1000-2000 PSYC, SOCL, ECON course | 3 | |  |  |  |  |
|  | Elective | Any 1000-2000 HUMA, HIST, or For. Lang. | 3 | |  |  |  |  |
| **\*** | HPSM 2813 | Introduction to PE & Health | 3 | |  |  |  |  |
| **Total General Education Credit Hours** | | | **43** | |  |  |  |  |
|  | | | | | | |  |  |
| **Religious Literacy Core** | | | | | | |  |  |
|  | BIBL 1403 | Old Testament History and Literature | 3 | |  |  |  |  |
|  | BIBL 1413 | New Testament History and Literature | 3 | |  |  |  |  |
|  | BIBL 2223 | Biblical Hermeneutics | 3 | |  |  |  |  |
|  | THEO 3913 | Biblical Discipleship | 3 | |  |  |  |  |
|  | HIST 3133 | Pentecostal History | 3 | |  |  |  |  |
| **\*** | **HPSM 4813** | **Christian Perspective in Physical Education** | 3 | |  |  |  |  |
|  | | | **18** | |  |  |  |  |
|  | | | | | | |  |  |
| **Major Core** | | | | | | |  |  |
| **\*** | HPSM 3113 | Care and Prevention of Athletic Injuries | | 3 |  |  |  |  |
| **\*** | HPSM 2423 | 1st Aid CPR and Safety and lab | | 3 |  |  |  |  |
| **\*** | HPSM 3313 | Techniques of Teaching Team Sports | | 3 |  |  |  |  |
| **\*** | HPSM 3213 | Adapted Physical Education | | 3 |  |  |  |  |
| **\*** | HPSM 3423 | School Health/Safety Curriculum: K-12 | | 3 |  |  |  |  |
| **\*** | HPSM 4213 | Kinesiology | | 3 |  |  |  |  |
| **\*** | HPSM 3813 | Applied Human Anatomy & Physiology | | 3 |  |  |  |  |
| **\*** | HPSM 4523 | Motor Learning | | 3 |  |  |  |  |
| **\*** | HPSM 3811 | Motor Skills #1 Striking | | 1 |  |  |  |  |
| **\*** | HPSM 3821 | Motor Skills #2 Kicking | | 1 |  |  |  |  |
| **\*** | HPSM 3831 | Motor Skills #3 Throwing | | 1 |  |  |  |  |
| **\*** | HPSM 4533 | Exercise Physiology | | 3 |  |  |  |  |
| **\*** | HPSM 4113 | Methods in Secondary Physical Education | | 2 |  |  |  |  |
| **\*** | HPSM 4413 | Research, Measurement, & Evaluation | | 3 |  |  |  |  |
| **\*** | HPSM 3841 | Fitness Assessment & Exercise Prescription I | | 1 |  |  |  |  |
| **\*** | HPSM 3851 | Fitness Assessment & Exercise Prescription II | | 1 |  |  |  |  |
| **Total Major Core Credit Hours** | | | | **38** |  |  |  |  |
|  | | | | | | |  |  |
| **Professional Teacher Education** | | | | | | |  |  |
| **\*** | EDUC 2301 | Introduction to Teaching | | 1 |  |  |  |  |
| **\*** | EDUC 2113 | Foundations in Education | | 3 |  |  |  |  |
| **\*** | EDUC 2000 | Foundations in Education Clinical Practice | | 0 |  |  |  |  |
| **\*** | EDUC 3202 | Educational Technology | | 2 |  |  |  |  |
| **\*** | EDUC 3000 | Educational Technology Clinical Practice | | 0 |  |  |  |  |
| **\*** | EDUC 4000 | Assessment and Evaluation Clinical Practice | | 0 |  |  |  |  |
| **\*** | PSCY 3143 | Psychology of the Exceptional Child | | 3 |  |  |  |  |
| **\*** | PSYC 3213 | Child and Adolescent Psychology | | 3 |  |  |  |  |
| **\*** | PSYC 3123 | Educational Psychology | | 3 |  |  |  |  |
| **\*** | HPSM 3433 | Methods in Elementary Physical Education | | 3 |  |  |  |  |
| **\*** | HPSM 4000 | Methods in Teaching Elem PE Clinical Practice | | 0 |  |  |  |  |
| **\*** | EDUC 4812 | Classroom Strategies | | 2 |  |  |  |  |
| **\*** | EDUC 4815 | Teaching Clinical Internship I | | 5 |  |  |  |  |
| \* | EDCU 4825 | Teaching Clinical Internship II | | 5 |  |  |  |  |
| **Total Professional Teacher Education Credit Hours** | | | | **30** |  |  |  |  |
|  | | | | | | |  |  |
| **Total PE Health & Safety Program Credit Hours** | | | **129** | |  |  |  |  |
|  | | | | | | |  |  |
| \* | Grade of "C" or better. | | | | | |  |  |

**Minimum Graduation Requirements**

1. Overall GPA in all college course work a minimum of 2.75
2. In courses in English Composition, Professional Education, and area of specialization (major) a minimum of “C”
3. Proficiency in foreign language a minimum of Novice 4 level

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with Oklahoma state competencies and the [National Association for Sport and Physical Education](http://www.aahperd.org/naspe/) (NASP) professional recommendations.

Mission

The Physical Education, Health and Safety program seeks to instill in its candidates a lifetime goal of helping learners enhance their total health through the human movement, skill development and recreational pursuits. Christian behaviors and perspective will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

**PE, Health, & Safety Education Course Descriptions**

**General Education**

**HPSM 2212 Lifetime Wellness - 2 credit hours**A combined lecture/activity course designed to instruct the student in health-related principles and techniques for total well-being. The class will combine lectures with an exercise program, emphasizing care of the body and development of lifelong health habits.

**HPSM 2813 Introduction to Physical Education and Health – 3 credit hours**

This course is designed to give the prospective teacher of physical education/health an insight into this area of specialization. Included are the historical, philosophical, psychological, and sociological principles of health, physical education and recreation with a survey of the latest research and literature in the field.

**Religious Literacy Core**

## HPSM 4813 Christian Perspective in Physical Education – 3 credit hours

This capstone course for senior HPER majors is designed to allow the Teacher Candidate to apply all concepts learned within the major core to an educational setting with a Christian perspective. Current issues will be explored and discussed in the context of beliefs and values. *Prerequisite: English Comp II, Admission to Teacher Education.*

**Major Core**

## HPSM 3113 Care & Prevention of Athletic Injuries & Lab - 3 credit Hours

Focuses on the prevention, recognition, evaluation and treatment of common athletic injuries. Lecture and laboratory experiences will be blended to provide practical training for prospective coaches and teachers. Fee required.

## HPSM 2423 First Aid/CPR & Safety & Lab - 3 credit Hours

Course consists of First Aid and CPR knowledge and skills needed for the emergency care of the injured or ill until medical care can be obtained. Lecture and laboratory format qualifies successful students with Red Cross certification in First Aid and CPR.

## HPSM 3313 Techniques of Teaching Team Sports - 3 credit Hours

Skills, techniques, rules and methods of team sports (basketball, volleyball, baseball, softball and football).

## HPSM 3123 Adapted Physical Education - 3 credit Hours

A course designed to acquaint the student with developmental and adaptive physical education and how it is to meet the individual needs of persons who are handicapped in some respect.

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**HPSM 3423 School Health/Safety Curriculum: K-12 - 3 credit Hours**

The course is designed to expose students to new insights and concepts in school health education grades K-12.

**HPSM 4213 Kinesiology - 3 credit Hours**

A study of articulations, movements and muscular analysis involved with various sports, exercises, rehab and daily activities. Prerequisite: HPSM 3813 Human Anatomy & Physiology

## HPSM 3813 Applied Human Anatomy & Physiology – 3 credit hours

This class will focus on detail work on the skeletal muscular systems with direct applications to movement, stretching and strengthening of skeletal muscles. The physiology of the human body will be addressed in teaching K-12 physical education.

## HPSM 4523 Motor Learning – 3 credit hours

A study of the processes and factors related to the acquisition and performance of motor skills.

**HPSM 3811 Motor Skills I Striking – 1 credit hour**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to striking utilizing developmentally appropriate teaching strategies.

*Prerequisite(s): must be a major in Physical Education, Health, and Safety*

**HPSM 3821 Motor Skills II Kicking – 1 credit hour**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to kicking utilizing developmentally appropriate teaching strategies.

*Prerequisite(s): must be a major in Physical Education, Health, and Safety*

**HPSM 3831 Motor Skills III Throwing – 1 credit hour**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to throwing utilizing developmentally appropriate teaching strategies.

*Prerequisite(s): must be a major in Physical Education, Health, and Safety*

**HPSM 4533 Exercise Physiology - 3 credit Hours**

Study of the physiological effects of physical exercise. Changes in muscular efficiency, fatigue, recovery and neuromuscular control through exercise are studied. Prerequisite: HPSM 3813 Applied Human Anatomy & Physiology

## HPSM 4113 Methods in Secondary Physical Education - 3 credit Hours

Theory, observation, participation and laboratory course concerning methods and techniques of physical education in the secondary schools. Emphasis on group organization and program planning for instruction of a health and physical activities curriculum.

**HPSM 4413 Research, Measurement & Evaluation – 3 credit hours**

A study of principles, concepts and application of measurement and evaluation including test selection, administration, statistical analysis and interpretation of results.

Prerequisite: HPSM 3842 Fitness Assessment I

## HPSM 3841 Fitness Assessment & Exercise Prescription I – 1 credit hour

The purpose of the course is to assess the fitness levels of each teacher candidate through pre and post tests. Focus is on promoting an active and healthy lifestyle to insure adequate health-related fitness levels. Emphasis is placed on the importance in modeling physical fitness and integration of lifetime wellness. Prescriptive plans will be developed to improve or maintain an appropriate level of fitness for each teacher candidate. Prerequisite: Admission to Teacher Education

## HPSM 3851 Fitness Assessment & Exercise Prescription II – 1 credit hour

## The purpose of the course is to assess the fitness levels of each teacher candidate through pre and post tests. Focus is on promoting an active and healthy lifestyle to insure adequate health-related fitness levels. Emphasis is placed on the importance in modeling physical fitness and integration of lifetime wellness. Prescriptive plans will be developed to improve or maintain an appropriate level of fitness for each teacher candidate. Prerequisite: Admission to Teacher Education and HPSM 3841 Fitness Assessment & Exercise Prescription I

**Professional Teacher Education**

## 

## EDUC 2301 Introduction to Teaching – 1 credit hour

This course is designed to assist a student who is considering education as a profession. Emphasis will be placed on an overview of what it means to be a teacher education program. Current issues will be considered. Also, the student will become acquainted with the policies and procedures in becoming a teacher candidate. Finally, preparation for taking the OGET will be covered and discussed.

## EDUC 2113 Foundations in Education – 3 credit hours

An introduction to the historical, philosophical, and social foundations of education and their relationship to teaching as a profession. Current issues in education are also introduced and discussed. Laboratory experiences as an observer / aid in the public schools and procedures for admission to teacher education are included.

## EDUC 2000 Foundations in Education Clinical Practice – 0 credit hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a college professor. Clinical practice will support the curriculum associated with EDUC 2113 Foundations in Education and requires concurrent enrollment.

## EDUC 3202 Educational Technology – 2 credit hours

This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration. This course provides a variety of cloud-based, interactive learning technologies and other free educational technology tools. Prerequisite(s): computer literacy (knowledge of Office applications including Word, Excel, and Powerpoint; knowledge of Internet use)

## EDUC 3000 Educational Technology Clinical Practice – 0 credit hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 clinical faculty) and a college professor. Clinical practice will support the curriculum associated with EDUC 3202 Educational Technology and requires concurrent enrollment.

## EDUC 4000 Assessment and Evaluation Clinical Practice – 0 credit hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 clinical faculty) and a college professor. Clinical practice will support the curriculum associated with HPSM 4413 Research, Measurement & Evaluation and requires concurrent enrollment.

*Physical Education, Health, & Safety Education majors are required to complete 20 hours in at the elementary level and 20 hours at the secondary level. The focus will be assessment, evaluation, and modifications as appropriate for different age groups and abilities. Teacher candidates are required to work with students needing modifications based on physical, emotional, and psychological differences.*

## PSYC 3213 Child and Adolescent Psychology – 3 credit hours

Human development from infancy through adolescence will be examined. This survey will include cognitive, physical, emotional, social, and cultural factors related to development.

## PSYC 3143 Psychology of the Exceptional Child – 3 credit hours

Covers a realistic and functional approach to the needs and special interests of exceptional children. The course will especially benefit the candidates preparing to work in the field of education.

## PSYC 3123 Educational Psychology – 3 credit hours

An overview of the principal theories of learning and how these different theories apply to the classroom. The course will include a more in-depth study of four selected learning theories where candidate s will actually be involved in using the selected theories.

**HPSM 3433 Methods in Elementary Physical Education - 3 credit Hours**

Theory, observation, participation and laboratory course concerning methods and techniques of physical education in the elementary schools. Emphasis on group organization and program planning for instruction of a physical activities curriculum.

## HPSM 4000 Methods in Elementary Physical Education Clinical Practice – 0 credit hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university professor. The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in HPSM 3433 Methods in Elementary Physical Education. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course. *Prerequisite: English Comp II, Admission to Teacher Education. Corequisite: HPSM 3433 Methods of Teaching Elementary Physical Education*

**EDUC 4812 Classroom Strategies – 2 credit hours**

This course addresses strategies for positive classroom management, learning environment, family communications, how to develop goals, objectives, rubrics and proper documentation techniques. Topics will also include reflections on instructional practices, understanding of the state teacher evaluation process (the Oklahoma Minimum Criteria for Teacher Performance, Teacher Leader Effectiveness) and instructional strategies for incorporating the criteria into the teaching and learning process. *Prerequisites: Admission to the Teacher Education Program; Admission to Clinical Internship. Corequisite: EDUC 4815 Teaching Clinical Internship I, EDUC 4825 Teaching Clinical Internship II*

**EDUC 4815 Teaching Clinical Internship I – 5 credit hours**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.*Prerequisites: Admission to the Teacher Education Program; Admission to Clinical Internship. Corequisite: EDUC 4825 Teaching Clinical Internship II, EDUC 4812 Classroom Strategies*

**EDUC 4825 Teaching Clinical Internship II – 5 credit hours**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school. *Prerequisites: Admission to the Teacher Education Program; Admission to Clinical Internship. Corequisite: EDUC 4815 Teaching Clinical Internship I, EDUC 4812 Classroom Strategies*

Physical Education, Health, & Safety Education majors are required to complete one clinical internship at the elementary level and one at the secondary level. Each placement will be 8 weeks in length.

**ATTACHMENT A**

**Candidate Information**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

|  |  |  |
| --- | --- | --- |
| **Program:**  **Health and Physical Education - BA** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers[[2]](#footnote-2)** |
|  | 0 | 0 |
|  | 0 | 0 |
|  | 0 | 0 |

No students have been enrolled in the program, pending program approval.

**ATTACHMENT B**

**Faculty Information**

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Member Name** | **Highest**  **Degree, Field, & University[[3]](#footnote-3)** | **Assignment: Indicate the role of the faculty member[[4]](#footnote-4)** | **Faculty Rank[[5]](#footnote-5)** | **Tenure Track (Yes/**  **No)** | **Scholarship,[[6]](#footnote-6) Leadership in Professional Associations, and Service:[[7]](#footnote-7) List up to 3 major contributions in the past 3 years [[8]](#footnote-8)** | **Teaching or other professional experience in**  **P-12 schools[[9]](#footnote-9)** |
| Phylis Hadley | Master of Arts in Educational Leadership, SNU | Professor, Director of Student Success Center | N/A | N/A | SCU Assessment Committee,  Sport Management Committee,  Teacher Education committee,  Enrollment Committee | Certification- P-12 PE/Health Ed, Elem. Admin, P-8, Sec.. Adm. 9-12  Teaching –  11 yrs in physical ed (MS), 10 yrs. in secondary and elem admin. |
| James Bowen | EdD, Supervision, Curriculum, & Instruction  Texas A&M-Commerce, TX | Professor, Director of Institutional Research, Assessment, & Effectiveness | N/A | N/A | OACTE members 24 yrs. (Past President) Board of Examiners – State 20 yrs. Board of Examiners – NCATE 2 yrs. | Certification- Physical Education/ Health/Safety  Business Math, Algebra, Analysis, Calculus, Gen. Math, Geometry, Trigonometry,  Teaching – 3yrs. 6-12  Teacher Education – 24 yrs. |
| Dana Owens-DeLong | Ed. D. Curriculum & Instruction, Oklahoma State University | Professor, department chair, director of teacher education program | N/A | N/A | Oklahoma Association of Colleges of Teacher Education member -16 years, OTA- Oklahoma Technology Association member 19 years, board member 8 years; SRCEA-Southern Regional Council on Educational Leadership member 9 years, board member 8 years | Certification- Biological Science 7-12, Earth Science 7-12, Journalism 7-12, Middle Level Science 6-8, Chemistry 7-12, Physical Science 7-12, English 7-12, Middle Level English 6-8, Technology Education 7-12, Educ. Admin. Teaching –  16 years 6-12, Teacher Education –  19 years |
| Rebecca Webster | Ph.D., LPC  Counselor Education and Supervision | Professor, department chair | N/A | N/A | American Counseling Association, Association of Counselor Education and Supervision, Oklahoma Counseling Association,  American Psychological Association, Society of Research in Child Development | Certification- Elementary K-8, English endorsement, Counselor  K-12  Teaching –  15.5 years P-12  Teacher  Education –  2 years |

1 e.g., PhD in Curriculum & Instruction, University of Nebraska

2 e.g., faculty, clinical supervisor, department chair, administrator

3 e.g., professor, associate professor, assistant professor, adjunct professor, instructor

4 *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

5 *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

6 e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

7 Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

**SECTION II— ASSESSMENTS AND RELATED DATA**

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the subject area competencies. All programs must provide a minimum of six assessments. State licensure test results in the content area must be submitted as proof of candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

| **Assessment Title -** | | **Type or**  **Form of Assessment** | **When the Assessment Is Administered** |
| --- | --- | --- | --- |
|
| 1 | **[Licensure assessment, or other content-based assessment]** [[10]](#footnote-10)  Oklahoma Subject Area Test (OSAT) | State exam required for licensure | Completed and passed prior to admission to clinical internship (ST) |
| 2 | **[Content-based assessment]**  Teacher Candidate Major Core Grades | Individual candidate grades | Major core courses:  HPSM 2212 Lifetime Wellness  HPSM 2813 Introduction to PE and Health  HPSM 4xx3 Christian Perspective in Physical Educ  HPSM 3113 Care and Prevention of Athletic Injuries  HPSM 3313 Techniques of Teaching Team Sports  HPSM 3213 Adapted Physical Education  HPSM 4213 Kinesiology  HPSM 3813 Applied Human Anatomy & Physiology  HPSM 4523 Motor Learning  HPSM 3811 Motor Skills #1 Striking  HPSM 3821 Motor Skills #2 Kicking  HPSM 3831 Motor Skills #3 Throwing  HPSM 4533 Exercise Physiology  HPSM 4113 Methods in Secondary Physical Education  HPSM 4413 Research, Measurement, & Evaluation  HPSM 3841 Fitness Assessment & Exercise Prescription I  HPSM 3851 Fitness Assessment & Exercise Prescription II  EDUC 3202 Educational Technology  HPSM 3433 Methods in Elementary PE  HPSM 4000 Methods in Elementary PE Clinical Practice  EDUC 4812 Classroom Strategies  EDUC 4815 Teaching Clinical Internship I  EDUC 4825 Teaching Clinical Internship II |
| 3 | **[Assessment of candidate ability to plan instruction]**  Elementary PE Unit Plan | Unit Plan | HPSM 3433 Methods in Elementary Physical Education |
| 4 | **[Assessment of student teaching or internship]**  Clinical Internship Assessment | Clinical Internship assessment | EDUC 4815 and EDUC 4825 Clinical Internship I & II  Common Assessment at end of Clinical Internship (ST) with program specific standards assessed in Part II |
| 5 | **[Assessment of candidate effect on student learning]**  Teacher Work Sample | Teacher Work Sample | EDUC 4815 and EDUC 4825 Clinical Internship I & II  Unit and program specific assessment during Clinical Internship (ST) |
| 6 | **[Additional assessment that addresses SPA standards *(required)* ]**  Curriculum Project | Year long curriculum design | HPSM 4113 Methods of Teaching Secondary PE |
| 7 | **[Additional assessment that addresses SPA standards *(optional*)]**  Fitness Assessment | Progressive fitness assessment / prescription | HPSM 3811 Motor Skills #1 Striking  HPSM 3821 Motor Skills #2 Kicking  HPSM 3831 Motor Skills #3 Throwing  HPSM 3841 Fitness Assessment & Exercise Prescription I  HPSM 3851 Fitness Assessment & Exercise Prescription II  HPSM 4413 Research, Measurement, & Evaluation |
| 8 | **[Additional assessment that addresses SPA standards *(optional*)]** |  |  |
|  |  |  |  |

**SECTION III—STANDARDS ASSESSMENT CHART**

For each Oklahoma competency on the chart below, identify the assessment(s) in Section II that addresses the competency. One assessment may apply to multiple competencies. In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting state standards. To save space, the details of the state competencies are not identified here, but are available on the State Department of Education website. The full set of competencies provides move specific information about what should be assessed.

| **OKLAHOMA STANDARD** | **APPLICABLE ASSESSMENTS FROM SECTION II** |
| --- | --- |
| **Standard 1: Scientific and Theoretical Knowledge**  Physical education teacher candidates know and apply discipline-specific scientific and Theoretical concepts critical to the development of physically educated individuals. | |
| 1.1 Teacher candidates will describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness. | X#1 X#2 □#3 X#4  X#5 □#6 □#7 □#8 |
| 1.2 Teacher candidates will describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness. | X#1 X#2 □#3 X#4  X#5 □#6 □#7 □#8 |
| 1.3Teacher candidates will describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness. | X#1 X#2 □#3 X#4  X#5 □#6 □#7 □#8 |
| 1.4 Teacher candidates will identify historical, philosophical, and social perspectives of physical education issues and legislation. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 1.5 Teacher candidates will analyze and correct critical elements of motor skills and performance concepts. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| **Standard 2: Skill and Fitness Based Competence**  Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards. | |
| 2.1 Teacher candidates will demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns. | X#1 X#2 □#3 X#4  □#5 X#6 X#7 □#8 |
| 2.2 Teacher candidates will achieve and maintain a health-enhancing level of fitness throughout the program. | X#1 X#2 □#3 X#4  □#5 X#6 X#7 □#8 |
| 2.3 Teacher candidates will demonstrate performance concepts related to skillful movement in a variety of physical activities. | X#1 X#2 □#3 X#4  □#5 X#6 X#7 □#8 |
| **Standard 3: Planning and Implementation**  Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. | |
| 3.1 Teacher candidates will design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs. | X#1 X#2 X#3 X#4  X#5 X#6 □#7 □#8 |
| 3.2 Teacher candidates will develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards. | X#1 X#2 X#3 x#4  X#5 X#6 □#7 □#8 |
| 3.3 Teacher candidates will design and implement content that is aligned with lesson objectives. | X#1 X#2 X#3 X#4  X#5 X#6 □#7 □#8 |
| 3.4 Teacher candidates will plan for and manage resources to provide active, fair, and equitable learning experiences. | X#1 X#2 X#3 X#4  X#5 □#6 □#7 □#8 |
| 3.5 Teacher candidates will plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. | X#1 X#2 X#3 X#4  X#5 □#6 □#7 □#8 |
| 3.6 Teacher candidates will plan and implement progressive and sequential instruction that addresses the diverse needs of all students. | X#1 X#2 X#3 X#4  □#5 □#6 □#7 □#8 |
| 3.7 Teacher candidates will demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. | X#1 X#2 □#3 X#4  X#5 □#6 □#7 □#8 |
| **Standard 4: Instructional Delivery and Management**  Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. | |
| 4.1 Teacher candidates will demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 4.2 Teacher candidates will implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. | X#1 X#2 □#3 X#4  □#5 X#6 □#7 □#8 |
| 4.3 Teacher candidates will provide effective instructional feedback for skill acquisition, student learning, and motivation. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 4.4 Teacher candidates will recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 4.5 Teacher candidates will utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 4.6 Teacher candidates will implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. | X#1 X#2 □#3 X#4  □#5 X#6 □#7 □#8 |
| **Standard 5: Impact on Student Learning**  Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. | |
| 5.1 Teacher candidates will select or create appropriate assessments that will measure student achievement of goals and objectives. | X#1 X#2 X#3 X#4  X#5 X#6 □#7 □#8 |
| 5.2 Teacher candidates will use appropriate assessments to evaluate student learning before, during, and after instruction. | X#1 X#2 X#3 X#4  X#5 X#6 □#7 □#8 |
| 5.3 Teacher candidates will utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions. | X#1 X#2 □#3 X#4  □#5 X#6 □#7 □#8 |
| **Standard 6: Professionalism**  Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. | |
| 6.1 Teacher candidates will demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 6.2 Teacher candidates will participate in activities that enhance collaboration and lead to professional growth and development. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 6.3 Teacher candidates will demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |
| 6.4 Teacher candidates will communicate in ways that convey respect and sensitivity | X#1 X#2 □#3 X#4  □#5 □#6 □#7 □#8 |

**SECTION IV—EVIDENCE FOR MEETING STANDARDS**

**DIRECTIONS:** Information on the 6-8 key assessments listed in Section II and their findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Competencies and assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

1. Content knowledge[[11]](#footnote-11)

2. Pedagogical and professional knowledge, skills and dispositions

3. Effects on student learning[[12]](#footnote-12)11

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

a. A brief description of the assessment and its use in the program (one sentence may

be sufficient);

b. A description of how this assessment specifically aligns with the standards it is cited

for in Section III. Cite SPA standards by number, title, and/or standard wording.

c. A brief analysis of the data findings;

d. An interpretation of how that data provides evidence for meeting standards,

indicating the specific SPA standards by number, title, and/or standard wording; and

(2) Assessment Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions

given to candidates);

f. The scoring guide for the assessment; and

g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge.**

Submit the following information:

1. The names of all licensure tests or professional examinations required by the state of Oklahoma for content and pedagogical or professional knowledge.

**Assessment #1: CONTENT KNOWLEDGE – OSAT -12 Scores Assessment Information**

**Assessment Name:** Oklahoma Subject Area Test (OSAT - 12)

**Assessment Description:**

The Oklahoma Subject Area Test (OSAT-12) for Physical Education/Health/Safety is required of all teacher candidates. The test evaluates candidates’ knowledge in six specific subareas: 1) healthy growth, development and relationships, 2) health-related physical fitness, 3) motor skills and movement activities, 4) safe living and risk reduction, 5) consumer, community, and environmental health, and 6) the Health and Physical Education Program. The test includes multiple-choice response questions, and a constructed response assignment. These items are designed to measure the depth of understanding of the teacher candidate’s knowledge, understanding of basic concepts, and understanding of field-specific methods.

All candidates must score a cumulative 240 or above to be satisfactory. Candidates’ scores are provided for both the test as a whole and each subarea. The state has provided detailed information concerning the development of this Social Studies OSAT assessment on its website.

The unit uses data from this test to analyze candidate’s core content knowledge in the area of health and physical education. Areas of strength and weaknesses are identified. Areas of weakness data is used to identify needed curriculum development in specific course content.

*In 1995 the Oklahoma Legislature passed House Bill 1549, which required the Oklahoma Commission for Teacher Preparation (OCTP) to develop and implement a competency-based teacher assessment system. The assessment requirements for teacher certification include tests of general education, subject-matter knowledge, and knowledge of basic professional education. The Evaluation Systems group of Pearson was selected as contractor for the development and administration of the new assessments, which are called the Certification Examinations for Oklahoma Educators (CEOE).*

*The purpose of the CEOE is to help the state meets its goal of ensuring that all candidates seeking certification in Oklahoma have the general education knowledge, professional knowledge, and subject-matter knowledge necessary to perform the job of an entry-level educator in Oklahoma public schools.*

*Oklahoma Subject Area Tests (OSAT) – The OSATs are designed to assess subject-matter knowledge and skills in a test field. The explicit purpose of each examination is to help identify those examinees who have demonstrated the level of subject-matter knowledge and skills required by the state for entry-level educators in Oklahoma.*

*The content of each CEOE test is based on a set of test competencies. OSAT test competencies were derived from the Oklahoma Full Subject-Matter Competencies as well as national standards for subject-matter knowledge and skills of entry-level educators. All competencies were reviewed by committees of Oklahoma Educators. Content validation surveys involving randomly selected Oklahoma school personnel and college and university faculty members were conducted for each test. The test questions were matched to specific competencies and were verified as valid by panels of Oklahoma educators. Field testing was conducted to ensure that the test materials were accurate and reasonable.*

**Alignment to Standards:**

This exam specifically aligns with AAHPERD/NASPE Standards 1 – 6

**Certification Examinations for Oklahoma Educators (CEOE)**

**Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

**Matrix Showing Match between NCATE Curriculum Physical Education Teacher Education Standards (effective September 2012) and CEOE competencies**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AAHPERD/NASPE** | **OK Full Subject Matter**  **Competencies** | | **CEOE** | **Subarea** | | **Competency** |
| **1. Scientific and Theoretical Knowledge** | **A2, A3, A4, A5a, A5b, A5c, A6c, A6d, A7, A8b, A8c, A9a, A9b, B1a, B1c, B1j, B3a, B4a, B4b, B4c, B4d, B5b** | | **OSAT-12: Physical Education/**  **Health/Safety** | **I**  **III**  **VI** | | **0001, 0002, 0003**  **0010, 0011, 0012, 0013, 0014, 0015**  **0025, 0026** |
| **2. Skill and Fitness Based Competence** | **A1, A2, A3,A4, A5a, A5b, A5c, A6c, A6d, A7, A8a, A8b, A8c, A9a, B1c, B1j,** | | **OSAT-12: Physical Education/**  **Health/Safety** | **II**  **III**  **IV**  **VI** | | **0006, 0007, 0008, 0009**  **0010, 0011, 0012, 0013, 0014**  **0015**  **0026** |
| **3. Planning and Implementation** | **A1, A2, A3, A4, A7, A8b, A9a, A9b, A9c, B1a, B2a, B3a, B3c, B3f, B4a, B4b, B4c, B4d,B1b, B1d, B1f, B1g, B1h, B1i, B1j,B2a, B3a, B3b, B3c, B3d, B3f, B4a, B4b, B4c, B4d, B5b** | | **OSAT-12: Physical Education/**  **Health/Safety** | **Vi** | | **0026, 0027, 0028** |
| **4. Instructional Delivery and Management** | **A1, A2, A3, A4, A6a, A6b, A6c, A7, A8b, A8c, A9a, A9b, B1a, B1c, B1j, B3b,B3c, B3f, B4a, B4b, B4c, B5b** | **OSAT-12: Physical Education/**  **Health/Safety** | | **II**  **III**  **VI** | **0006**  **0013, 0014**  **0025, 0026** | | |
| **5. Impact on Student Learning** | **A1, A2, A3, A4, A7, A9a, A9b, B1a, B3a, B3b, B5a, B5b** | **OSAT-12: Physical Education/**  **Health/Safety** | | **VI** | **0025, 0027** | | |
| **6. Professionalism** | **A1, A2, A3, A4, A7, A8b, A9a, A9b, A9c, B1a, B1b, B1d, B1f, B1g, B1h, B1i, B1j, B2a, B3a, B3c, B3b, B3d, B3f, B4a, B4b, B4c, B4d, B5b** | **OSAT-12: Physical Education/**  **Health/Safety** | | **VI** | **0025, 0026, 0027, 0028** | | |

|  |  |
| --- | --- |
| **OSAT-12 Subarea** | **NASPE Standard** |
| I - Healthy Growth, Development & Relationships | 1 |
| II - Health Related Physical Fitness | 2, 4 |
| III - Motor Skills & Movement Activities | 1, 2, 4 |
| IV - Safe Living & Risk Reduction | 2 |
| V - Consumer, Community & Environmental Health |  |
| VI - The Health & Physical Education Program | 1, 2, 3, 4. 5, 6 |

**OSAT-12: Physical Education/Health/Safety Subareas:**

**I – Healthy Growth, Development and Relationships**

* 0001 Demonstrate knowledge of the stages and characteristics of human growth and development
* 0002 Apply knowledge o the structures, functions, and interactions of human body systems
* 0003 Analyze the importance of proper nutrition for maintaining and enhancing personal health
* 0004 Apply knowledge of concepts, principles, and strategies for maintaining mental and emotional health
* 0005 Apply knowledge of strategies an skills that support healthy communication and healthy interpersonal, social, and family relationships

**II – Health-Related Physical Fitness**

* 0006 Analyze principles and components of health-related physical fitness
* 0007 Apply knowledge of principles, procedures, and activities for developing cardio-vascular fitness
* 008 Apply knowledge of principles, procedures, and activities for promoting health-related muscular strength, endurance, an flexibility
* 0009 apply knowledge of principles, strategies, and procedures for developing personal fitness and/or weight management plans

**III – Motor Skills and Movement Activities**

* 0010 Apply knowledge of principles and characteristics of motor development
* 0011 Apply knowledge of movement concepts and principles related to the development of rhythmic skills, locomotor movement, nonlocomotor movement, and manipulative skills
* 0012 Analyze principles and concepts of biomechanics and their applications to movement activities
* 0013 Apply knowledge of techniques, skills, activities, and safety practices for traditional and nontraditional team activities and sports
* 0014 Apply knowledge of techniques, skills, activities, and safety practices for individual, lifetime, and recreational activities an sports

**IV – Safe Living and Risk Reduction**

* 0015 Analyze the nature, control, and prevention of illness and disease
* 0016 Apply knowledge of methods and techniques for enhancing safety, responding to emergencies, and providing first aid
* 0017 Demonstrate knowledge of human sexuality and strategies for promoting sexual and reproductive health
* 0018 Analyze the consequences of using alcohol, tobacco, and other drugs and strategies for avoiding and preventing their use.
* 0019 Apply knowledge of principles an strategies for conflict resolution and bullying and violence prevention

**V – Consumer, Community and Environmental Health**

* 0020 Apply knowledge of how to use risk-assessment, critical-thinking, goal-setting, and decision-making skills to make informed choices about health behaviors and lifestyle factors
* 0021 Apply knowledge of principles and skills for accessing, evaluating, and selecting valid Information, products and services that enhance health
* 0022 Analyze concepts, principles, and issues associated with environmental health
* 0023 Apply knowledge of roles of community, private, and public services and agencies in supporting safe and healthy communities
* 0024 Analyze the influence of society, culture, and the media on personal, family, and community health

**VI – The Health and Physical Education Program**

* 0025 Apply knowledge of significant concepts, issues, trends, goals, and purposes associated with planning health and physical education programs
* 0026 Apply knowledge of how to implement health and physical education instruction, including how to modify and adapt instruction to address special and diverse learning needs.
* 0027 Apply knowledge of how to use health and physical education assessment strategies to foster students’ physical, intellectual, social, and emotional development
* 0028 Apply knowledge of the components of a coordinated school health program, interrelationships between the components, and strategies for promoting and advocating for health and wellness

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program and no Physical Education/Health/Safety majors have taken the OSAT-12 within the last three years; therefore, no data exists.

However, future teacher candidates must score a 240 or above to successfully pass the OSAT-12 Tables 1.1 – 1.4 are designed to report OSAT-12 scores (both for the test as a whole as well as each subarea) to identify areas of improvement. Tables 1.1 – 1.4 are designed to report OSAT-12 scores (both for the test as a whole as well as each subarea) to identify areas of improvement.

**Interpretation of how data provides evidence for meeting standards:**

No data exists at this time. When data becomes available the institution will:

* **Sub-Test Summarization**: results for each subtest will be summarized in graphical format
  + Table 1.1 OSAT-12 Pass Rate and Comparison with Statewide Pass Rate
  + Table 1.2 OSAT-12 Mean Scores of Program Completers and Comparison to State Minimum Scores
  + Table 1.3 OSAT-12 Pass Rate Subarea Mean & Range by AAPHERD/NASPE Standards
  + Table 1.4 Oklahoma Subject Area Test Data Table ~ Percentage of Candidates Scores in Given Range
* **Overall Performance**: Identify overall performance on subtests, including those with the strongest and weakest scores. This data will be used to identify areas of institutional strength and improvement, respectively. Strong candidate performance in subarea(s) is an indicator that he or she has the knowledge to teach the corresponding subarea(s).
* The unit will use data from this test to analyze candidate’s core content knowledge in the area of health and physical education. Areas of strength and weaknesses are identified. Areas of weakness data is used to identify needed curriculum development in specific course content

**Assessment #1: CONTENT KNOWLEDGE – OSAT -12 Scores Assessment Documentation**

**Assessment Tool:**

It is not possible to attach a copy of the OSAT-12 exam; however, the test’s framework can be found on the study guide located at the following link: http://www.ceoe.nesinc.com/PDFs/OK\_012\_SG.pdf

**Scoring Guide:**

A passing score for the OSAT-12 is a minimum score of 240 out of a possible 300 points. The total score is weighted based upon the number of questions in each subarea. Each subarea score is based on the number of questions answered correctly. These scores are also based on a 300 point scale. Only the cumulative score of 240 counts towards passage; however, the subarea scores show individual strengths and weaknesses. Physical Education/Health/Safety 012 contains 80 selected response questions (85% of total score) and one constructed response assignment (15%).

**Candidate Data Chart:**

There is no data since SCU is seeking initial accreditation and no students have been admitted into teacher education. However, Tables 1.1 – 1.4 will be utilized when data is available.

**Candidate Performance:**Strong candidate performance in subarea(s) is an indicator that he or she has the knowledge to teach the corresponding subarea(s).

**Table 1.1 OSAT-12**  **Pass Rate and Comparison with Statewide Pass Rate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 201x-201x | # of Passing Scores/# of Test Takers | Percentage of Passing Scores | Statewide Pass Rate | Comparison |
| Test 012 Physical Education/Health/Safety - **I – Healthy Growth, Development and Relationships** |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **II – Health-Related Physical Fitness** |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **III – Motor Skills and Movement Activities** |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **IV – Safe Living and Risk Reduction** |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **V – Consumer, Community and Environmental Health** |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **VI – The Health and Physical Education Program** |  |  |  |  |

**Table 1.2 OSAT-12**  **Mean Scores of Program Completers and Comparison to State Minimum Scores**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 201x-201x | Mean Program Scores | State Minimum | Comparison | % Meets | %Does Not Meet |
| Test 012 Physical Education/Health/Safety - **I – Healthy Growth, Development and Relationships** |  |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **II – Health-Related Physical Fitness** |  |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **III – Motor Skills and Movement Activities** |  |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **IV – Safe Living and Risk Reduction** |  |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **V – Consumer, Community and Environmental Health** |  |  |  |  |  |
| Test 012 Physical Education/Health/Safety - **VI – The Health and Physical Education Program** |  |  |  |  |  |

**Table 1.3 OSAT-12**  **Pass Rate Subarea Mean & Range by AAPHERD/NASPE Standards**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Percent Passing | Overall Score | Subarea1 Healthy Growth, Development & Relationships | Subarea2 Health Related Physical Fitness | Subarea3 Motor Skills & Movement Activities | Subarea4 Safe Living & Risk Reduction | Subarea5 Consumer Community  & Environmental Health | Subarea6 The Health & Physical Education Program | Subarea7 Constructed Responses |
| 201x – 201x  N=\_\_ | \_\_\_ % | M = \_\_\_  R = \_\_\_ -\_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ | M = \_\_\_  R = \_\_\_ - \_\_\_ |

\* N = Number of Candidate Scores, M=Mean, & R=Range

**Table 1.4 Oklahoma Subject Area Test -12 Data Table ~ Percentage of Candidates Scores in Given Range**

|  |  |  |  |
| --- | --- | --- | --- |
| 201x – 201x  N = | Not Proficient  0-239 | Developing Proficient  240-259 | Proficient  260-300 |
| Total OSAT Score | ­­­\_\_\_ % | \_\_\_ % | \_\_\_ % |
| Subareas 1: Healthy Growth, Development & Relationships | \_\_\_ % | \_\_\_ % | \_\_\_ % |
| Subarea 2: Health Related Physical Fitness | \_\_\_ % | \_\_\_ % | \_\_\_ % |
| Subarea 3: Motor Skills & Movement Activities | \_\_\_ % | \_\_\_ % | \_\_\_ % |
| Subarea 4: Safe Living & Risk Reduction |  | \_\_\_ % | \_\_\_ % |
| Subarea 5: Consumer, Community  & Environmental Health | \_\_\_ % | \_\_\_ % | \_\_\_ % |
| Subarea 6: The Health & Physical Education Program | \_\_\_ % | \_\_\_ % | \_\_\_ % |
| Subarea 7: Constructed Response | \_\_\_ % |  | \_\_\_ % |
| **Totals** | \_\_\_ % | \_\_\_ % | \_\_\_ % |

\* N = Number of Candidate Scores

**#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in (Name of Program).**  Examples of assessments include comprehensive exams, GPAs or grades, content major, course projects, and portfolio tasks. Provide assessment information as outlined in the directions for Section IV.

**Assessment #2: CONTENT KNOWLEDGE – Course Grades Assessment Information**

**Assessment Name:** Course Grades

**Assessment Description:**

## ****Part 1**. Description of the assessment. Provide a brief description of the courses and a rationale for the selection of this particular set of courses. Provide a rationale for how these courses align with specific SPA standards as well as an analysis of grade data included in the submission.**

## All courses in the Physical Education, Health, & Safety Education major were designed to align to AAPHERD/NASPE Standards. The advantage of starting a new program is the ability to be thoughtful and purposeful about the courses that are included. Syllabi, assignments, activities, and research papers are also aligned to the NASPE Standards. All standards are addressed multiple times in more than one course to ensure and adequate knowledge and experience base. The complete list of courses and descriptions are provided in Part 2.

**Alignment to Standards:**

**Part 2.** Alignment with SPA standards. This part must include a matrix that shows alignment of courses with specific SPA standard. Faculty can choose one of the following two examples—one is organized by course, the other is organized by SPA standard. Brief course descriptions should be included if the course title does not identify the course content.

**Table 2.1 Alignment of SCU Physical Education, Health, & Safety Courses and NASPE Standards**

**NASPE Standards**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 | 6.3 | 6.4 |
|  | **COURSES** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 2212 | Lifetime Wellness | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| HPSM 2813 | Introduction to PE and Health | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |
| HPSM 4xx3 | Christian Perspective in Physical Educ |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| HPSM 3113 | Care and Prevention of Athletic Injuries | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 3313 | Techniques of Teaching Team Sports | X |  |  |  |  |  |  | X |  |  | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 3213 | Adapted Physical Education | X |  |  |  | X |  |  | X | X | X | X | X | X | X |  | X | X | X |  | X | X |  | X |  | X | X | X | X |
| HPSM 4213 | Kinesiology | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 3813 | Applied Human Anatomy & Physiology | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 4523 | Motor Learning |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 3811 | Motor Skills #1 Striking | X | X | X |  | X | X |  | X |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |
| HPSM 3821 | Motor Skills #2 Kicking | X | X | X |  | X | X |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| HPSM 3831 | Motor Skills #3 Throwing | X | X | X |  | X | X |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| HPSM 4533 | Exercise Physiology |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 4113 | Methods in Secondary Physical Education |  | X |  | X | X |  |  |  | X | X | X | X |  |  |  | X |  |  |  | X |  |  |  | X |  |  |  |  |
| HPSM 4413 | Research, Measurement, & Evaluation |  |  |  | X | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| HPSM 3841 | Fitness Assessment & Exercise Prescription I |  |  | X |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 3851 | Fitness Assessment & Exercise Prescription II |  |  | X |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDUC 3202 | Educational Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPSM 3433 | Methods in Elementary PE |  | X |  | X | X |  |  |  | X | X | X | X |  |  |  | X |  |  |  | X |  | X |  |  |  |  |  |  |
| HPSM 4000 | Methods in Elementary PE Clinical Practice |  | X |  | X | X |  |  |  | X | X | X | X |  |  |  | X |  |  |  | X |  | X |  |  |  |  |  |  |
| EDUC 4812 | Classroom Strategies |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  | X |  | X |  |  |  |  |  |  |  |
| EDUC 4815 | Teaching Clinical Internship I | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| EDUC 4825 | Teaching Clinical Internship II | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

**Brief Course Descriptions:**

**HPSM 2212 Lifetime Wellness - 2 Hours**A combined lecture/activity course designed to instruct the student in health-related principles and techniques for total well-being. The class will combine lectures with an exercise program, emphasizing care of the body and development of lifelong health habits.

**HPSM 2813 Introduction to Physical Education and Health – 3 hours**

This course is designed to give the prospective teacher of physical education/health an insight into this area of specialization. Included are the historical, philosophical, psychological, and sociological principles of health, physical education and recreation with a survey of the latest research and literature in the field.

## HPSM 4813 Christian Perspective in Physical Education – 3 hours

This capstone course for senior PE, Health, & Safety Education majors is designed to allow the Teacher Candidate to apply all concepts learned within the major core to an educational setting with a Christian perspective. Current issues will be explored and discussed in the context of Christian beliefs and values.

## HPSM 3113 Care & Prevention of Athletic Injuries & Lab - 3 Hours

Focuses on the prevention, recognition, evaluation and treatment of common athletic injuries. Lecture and laboratory experiences will be blended to provide practical training for prospective coaches and teachers. Fee required.

## HPSM 3313 Techniques of Teaching Team Sports - 3 Hours

Skills, techniques, rules and methods of team sports (basketball, volleyball, baseball, softball and football).

## HPSM 3123 Adapted Physical Education - 3 Hours

A course designed to acquaint the student with developmental and adaptive physical education and how it is to meet the individual needs of persons who are handicapped in some respect.

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**HPSM 4213 Kinesiology - 3 Hours**

A study of articulations, movements and muscular analysis involved with various sports, exercises, rehab and daily activities. Prerequisite: HPSM 3813 Human Anatomy & Physiology

## HPSM 3813 Applied Human Anatomy & Physiology – 3 hours

This class will focus on detail work on the skeletal muscular systems with direct applications to movement, stretching and strengthening of skeletal muscles. The physiology of the human body will be addressed in teaching K-12 physical education.

## HPSM 4523 Motor Learning – 3 hours

A study of the processes and factors related to the acquisition and performance of motor skills.

**HPSM 3811 Motor Skills I Striking – 1 hour**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to striking utilizing developmentally appropriate teaching strategies.

**HPSM 3821 Motor Skills II Kicking – 1 hour**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to kicking utilizing developmentally appropriate teaching strategies.

**HPSM 3831 Motor Skills III Throwing – 1 hour**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to throwing utilizing developmentally appropriate teaching strategies.

**HPSM 4533 Exercise Physiology - 3 Hours**

Study of the physiological effects of physical exercise. Changes in muscular efficiency, fatigue, recovery and neuromuscular control through exercise are studied. Prerequisite: HPSM 3813 Applied Human Anatomy & Physiology

## HPSM 4113 Methods in Secondary Physical Education - 3 Hours

Theory, observation, participation and laboratory course concerning methods and techniques of physical education in the secondary schools. Emphasis on group organization and program planning for instruction of a health and physical activities curriculum.

**HPESM 4413 Research, Measurement & Evaluation – 3 hours**

A study of principles, concepts and application of measurement and evaluation including test selection, administration, statistical analysis and interpretation of results.

## HPSM 3841 Fitness Assessment & Exercise Prescription I – 1 hour

The purpose of the course is to assess the fitness levels of each teacher candidate through pre and post tests. Focus is on promoting an active and healthy lifestyle to insure adequate health-related fitness levels. Emphasis is placed on the importance in modeling physical fitness and integration of lifetime wellness. Prescriptive plans will be developed to improve or maintain an appropriate level of fitness for each teacher candidate

## HPSM 3851 Fitness Assessment & Exercise Prescription II – 1 hour

The purpose of the course is to assess the fitness levels of each teacher candidate through pre and post tests. Focus is on promoting an active and healthy lifestyle to insure adequate health-related fitness levels. Emphasis is placed on the importance in modeling physical fitness and integration of lifetime wellness. Prescriptive plans will be developed to improve or maintain an appropriate level of fitness for each teacher candidate

## EDUC 3202 Educational Technology – 2 hours

This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration. This course provides a variety of cloud-based, interactive learning technologies and other free educational technology tools. Prerequisite(s): computer literacy (knowledge of Office applications including Word, Excel, and Powerpoint; knowledge of Internet use)

## EDUC 3000 Educational Technology Clinical Practice – 0 hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 clinical faculty) and a college professor. Clinical practice will support the curriculum associated with EDUC 3202 Educational Technology and requires concurrent enrollment.

**HPSM 3433 Methods in Elementary Physical Education - 3 Hours**

Theory, observation, participation and laboratory course concerning methods and techniques of physical education in the elementary schools. Emphasis on group organization and program planning for instruction of a physical activities curriculum.

## HPSM 4000 Methods in Elementary Physical Education Clinical Practice – 0 hours

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university professor. The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in HPSM 3433 Methods in Elementary Physical Education. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course.

**EDUC 4812 Classroom Strategies – 2 hours**

This course addresses strategies for positive classroom management, learning environment, family communications, how to develop goals, objectives, rubrics and proper documentation techniques. Topics will also include reflections on instructional practices, understanding of the state teacher evaluation process (the Oklahoma Minimum Criteria for Teacher Performance, Teacher Leader Effectiveness) and instructional strategies for incorporating the criteria into the teaching and learning process.

**EDUC 4815 Teaching Clinical Internship I – 5 hours**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

**EDUC 4825 Teaching Clinical Internship II – 5 hours**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

**Part 3.**  Grade Policy and Minimum Expectation. The program must submit grading policies that are used by the institution or program and the minimum expectation for candidate grades (e.g., all candidates must achieve a C or better in all selected coursework)

**Grade Policy:** (A=Excellent (90-100%), B=Superior (80-89%), C=Average (70-79%) D= below Average (60-69%), and F=Failure59% and below). (A=4, B=3, C=2, D=1, F=0).

**Minimum Expectation:** All teacher education candidates must earn a “C” or better in order to earn credit for program required courses.

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

All data collected from the grades assessment will indicate candidates’ performance levels. The NASPE standards specific to candidates content knowledge are aligned with the assessment.

**Assessment #2:CONTENT KNOWLEDGE – Course Grades Assessment Documentation**

**Assessment: Course Grades**

Course grades will be maintained through the SCU Student Information System and transferred to the Physical Education, Health, & Safety program coordinator and the Teacher Education Office. Grade averages for each course will be analyzed utilizing the data Tables 2.2 – 2.3.

**Candidate Data Chart:**

**Part 4.  Data table(s). Data tables must provide, at minimum, the grade distributions and mean course grades for candidates in the selected courses.**

**Table 2.2 Distribution of Course Grades Averages with Levels of Proficiency**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical Education, Health, & Safety Program Completers**  Percentage of teacher candidate earning each grade/proficiency in content area coursework | |  |  |  |  |  |  |  |
| **Semester 201x (n=\_\_\_ )**  **PE, Health, & Safety Courses** | | **D's** | **C's** | **B's** | **A's** | **Not Proficient**  **“D”** | **Dev. Proficient**  **“C”** | **Proficient**  **“A/B”** |
| HPSM 2212 | Lifetime Wellness |  |  |  |  |  |  |  |
| HPSM 2813 | Introduction to PE and Health |  |  |  |  |  |  |  |
| HPSM 4xx3 | Christian Perspective in Physical Educ |  |  |  |  |  |  |  |
| HPSM 3113 | Care and Prevention of Athletic Injuries |  |  |  |  |  |  |  |
| HPSM 3313 | Techniques of Teaching Team Sports |  |  |  |  |  |  |  |
| HPSM 3213 | Adapted Physical Education |  |  |  |  |  |  |  |
| HPSM 4213 | Kinesiology |  |  |  |  |  |  |  |
| HPSM 3813 | Applied Human Anatomy & Physiology |  |  |  |  |  |  |  |
| HPSM 4523 | Motor Learning |  |  |  |  |  |  |  |
| HPSM 3811 | Motor Skills #1 Striking |  |  |  |  |  |  |  |
| HPSM 3821 | Motor Skills #2 Kicking |  |  |  |  |  |  |  |
| HPSM 3831 | Motor Skills #3 Throwing |  |  |  |  |  |  |  |
| HPSM 4533 | Exercise Physiology |  |  |  |  |  |  |  |
| HPSM 4113 | Methods in Secondary Physical Education |  |  |  |  |  |  |  |
| HPSM 4413 | Research, Measurement, & Evaluation |  |  |  |  |  |  |  |
| HPSM 3841 | Fitness Assessment & Exercise Prescription I |  |  |  |  |  |  |  |
| HPSM 3851 | Fitness Assessment & Exercise Prescription II |  |  |  |  |  |  |  |
| EDUC 3202 | Educational Technology |  |  |  |  |  |  |  |
| HPSM 3433 | Methods in Elementary PE |  |  |  |  |  |  |  |
| HPSM 4000 | Methods in Elementary PE Clinical Practice |  |  |  |  |  |  |  |
| EDUC 4812 | Classroom Strategies |  |  |  |  |  |  |  |
| EDUC 4815 | Teaching Clinical Internship I |  |  |  |  |  |  |  |
| EDUC 4825 | Teaching Clinical Internship II |  |  |  |  |  |  |  |

**Table 2.3 Grade Percentages by NASPE Standard**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NASPE Standard**  **(n=\_\_\_ )** | **D's** | **C's** | **B's** | **A's** | **Not Proficient**  **“D”** | **Dev. Proficient**  **“C”** | **Proficient**  **“A/B”** |
| 1.1 |  |  |  |  |  |  |  |
| 1.2 |  |  |  |  |  |  |  |
| 1.3 |  |  |  |  |  |  |  |
| 1.4 |  |  |  |  |  |  |  |
| 1.5 |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  |
| 2.2 |  |  |  |  |  |  |  |
| 2.3 |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  |  |
| 3.2 |  |  |  |  |  |  |  |
| 3.3 |  |  |  |  |  |  |  |
| 3.4 |  |  |  |  |  |  |  |
| 3.5 |  |  |  |  |  |  |  |
| 3.6 |  |  |  |  |  |  |  |
| 3.7 |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  |
| 4.2 |  |  |  |  |  |  |  |
| 4.3 |  |  |  |  |  |  |  |
| 4.4 |  |  |  |  |  |  |  |
| 4.5 |  |  |  |  |  |  |  |
| 4.6 |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  |
| 5.2 |  |  |  |  |  |  |  |
| 5.3 |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  |
| 6.2 |  |  |  |  |  |  |  |
| 6.3 |  |  |  |  |  |  |  |
| 6.4 |  |  |  |  |  |  |  |
| **Total All Standards** |  |  |  |  |  |  |  |

**\* Table 2.1 will be used to determine course grade averages for each standard**

**#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as a professional educator.**  Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, teacher work samples, individualized education plans, needs assessments, or intervention plans. An example would be a differentiated unit of instruction. Provide assessment information as outlined in the directions for Section IV.

**Assessment #3: EFFECTIVELY PLAN - Unit Plan Assessment Information**

**Assessment Name:** Unit Plan

**Assessment Description:**

The assessment is a Unit Plan required as part of HPSM 3433 Methods of Teaching Elementary PE class. The Unit Plan rubric is the evaluation tool used to assess the candidates’ ability to effectively plan appropriate instruction in an elementary physical education class for a specified period of time. The Unit Plan Rubric reflects levels of performance for each component and has been aligned with specific NASPE standards

**Alignment to Standards:**

The final project for this course requires the teacher candidate to design a 2 – 3 week unit plan with developmentally appropriate objectives, and include cognitive, affective, and psychomotor assessments which evaluate the unit objectives.

Candidates develop an instructional plan and appropriate assessments

3.1 Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.

3.3 Design and implement content that is aligned with lesson objectives.

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

The Unit Plan assignment aligns with four of the specific NASPE standards. Data will be aggregated to assess program effectiveness in preparing teacher candidates in these specific standards. Program improvement will be tied to interpretation of longitudinal data sets to identify strengths and areas of need.

**Assessment #3: EFFECTIVELY PLANS – Unit Plan Assessment Documentation**

**Assessment: Unit Plan Instructions**

In this assignment you will write goals, objectives and assessment for one unit plan you select. The unit plan should include lessons/activities for a minimum of 2 weeks of classes, 5 classes each week, 50 – 60 minutes each. The unit length should support the goals and objectives and may range between 2-3 weeks.

The unit must have the following components:

Overview

1. Title/topic
2. Elementary grade level
3. Teaching facility and resources

Instructional Plan

1. Introduction
2. Fitness component
3. Lesson Focus
4. Closing Activity
5. Assessment
6. Reflection

Objectives

* 1. A minimum of 2 psychomotor domain objectives
  2. A minimum of 2 cognitive domain objectives
  3. A minimum of 2 affective/social domain objectives

**Scoring Guide: Unit Plan Rubric**

**Unit Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations | Missing |
| **Overview Items** | Includes a title and detailed description unit overview, rationale is logical and relevant, resources and equipment include type and quantity | Includes a title and a basic description unit (one sentence) overview, rationale is logical but needs more description resources and equipment include type and quantity however one item may be missing | Includes a title and a poorly described overview, that is missing components, rationale is not relevant to the unit and resources ar not complete, do not describe type or quantity |  |
| **NASPE 3.1 Design and implement short- and long-term plans that are linked to program and instructional goals as well as a variety of student needs.** | TC designs and implements short- and long-term plans, using such strategies as backward mapping, to ensure that learning is sequential. Short- and long-term goals are linked directly to student learning activities. Short- and long-term goals inform instruction and learning activities and allow for differentiate instruction and multiple means of teaching sequences. | TC designs and implements short and long-term plans. Learning activities are congruent with short-term (lesson objectives) and long-term (unit objectives) goals and are linked directly to student needs. TC uses strategies such as backward mapping in planning short- and long-term goals. | TC fails to make both long- and short-term plans. Planning is limited to daily lesson plans, with no plan for long-term instructional goals for the unit. Lesson objectives are not aligned with identified long-term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals. |  |
| **NASPE 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.** | Objectives are appropriate for the subject area/developmental level of learners, are connected explicitly to the standards and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable, and each contains criteria for student mastery. | Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable, and most objectives identify criteria. | Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives address only performance. Objectives are appropriate, but TC fails to align objectives with local, state and/or national standards. |  |
| **3.3 Design and implement content that is aligned with lesson objectives.** | TC selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives. | TC selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students’ developmental levels, available equipment and space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives. | TC selects model/approach that is incongruent with the subject matter/content, student population and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives. |  |
| **NASPE 3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.** | TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC’s behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision-making. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities | Learning task TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate and grouping students for instruction and play. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities. | Learning tas s TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. |  |
| **NASPE 3.6 Plan and implement progressive, sequential instruction that addresses the diverse needs of students.** | Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). TC makes adjustments to tasks based on student performance (increasing or decreasing task complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical, with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential, with opportunities for students to extend tasks to increase or decrease the challenge. TC individualizes starting points for students based on student pre-assessment. TC sets high expectations for all students. | TC considers the context of the teaching environment and that the context is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. TC groups students in a variety of ways, based on objectives for lessons. All students are expected to learn and achieve mastery. Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult for students). TC makes some adjustments to tasks to accommodate students’ developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive, with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. TC pre-assesses students to determine an appropriate starting point. | Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. TC fails to make adjustments to tasks to accommodate students’ developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson, with steps between progressions either too large or too small to facilitate skill mastery. TC fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson. |  |
| **NASPE 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to use technology appropriately to meet lesson objectives.** | TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC’s use of technology is aligned with lesson objectives. | TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, video, etc., to provide feedback to students. TC’s use of technology is aligned with lesson objectives. | TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC’s use of technology does not align with lesson objectives. |  |
| **Objectives – Psychomotor**  **NASPE 3.2** | Includes two objectives that are well written with observable student outcomes using specific terms, appropriate standards identified, and grade level identified | Includes two objectives that describe observable student in general terms, appropriate standards identified, and grade level identified | Includes less than two objectives, does not describe appropriate outcomes, standard not related to objective, grade level is not identified and objectives do not correspond. |  |
| **Objectives – Cognitive**  **NASPE 3.2** | Includes two objectives that are well written with observable student outcomes using specific terms, appropriate standards identified, and grade level identified | Includes two objectives that describe observable student in general terms, appropriate standards identified, and grade level identified | Includes less than two objectives, does not describe appropriate outcomes, standard not related to objective, grade level is not identified and objectives do not correspond. |  |
| **Objectives – Affective**  **NASPE 3.2** | Includes two objectives that are well written with observable student outcomes using specific terms, appropriate standards identified, and grade level identified | Includes two objectives that describe observable student in general terms, appropriate standards identified, and grade level identified | Includes less than two objectives, does not describe appropriate outcomes, standard not related to objective, grade level is not identified and objectives do not correspond. |  |
| **Assessment – Psychomotor**  **NASPE 5.1** | Includes complete and detailed assessment instrument that directly relates to a psychomotor objective, criteria and a rubric are included, appropriate and feasible format for recording data, appropriate student questions or observable components | Includes assessment instrument that directly relates to a psychomotor objective, criteria and rubric are evident but not detailed, appropriate and feasible format for recording data, appropriate questions or observable components. | Includes an assessment instrument that does not directly relates to a psychomotor objective, or criteria and rubric are missing, or format for recording data is not feasible or age appropriate, or questions and observable components are not relevant. |  |
| **Assessment – Cognitive**  **NASPE 5.1** | Includes complete and detailed assessment instrument that directly relates to a cognitive objective, criteria and a rubric are included, appropriate and feasible format for recording data, appropriate student questions or observable components | Includes assessment instrument that directly relates to a cognitive objective, criteria and rubric are evident but not detailed, appropriate and feasible format for recording data, appropriate questions or observable components. | Includes an assessment instrument that does not directly relates to a cognitive objective, or criteria and rubric are missing, or format for recording data is not feasible or age appropriate, or questions and observable components are not relevant. |  |
| **Assessment – Affective**  **NASPE 5.1** | Includes complete and detailed assessment instrument that directly relates to a affective objective, criteria and a rubric are included, appropriate and feasible format for recording data, appropriate student questions or observable components | Includes assessment instrument that directly relates to a affective objective, criteria and rubric are evident but not detailed, appropriate and feasible format for recording data, appropriate questions or observable components. | Includes an assessment instrument that does not directly relates to a affective objective, or criteria and rubric are missing, or format for recording data is not feasible or age appropriate, or questions and observable components are not relevant. |  |
|  |  |  |  |  |

**Candidate Data Chart: Unit Plan**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| Overview Items |  |  |  |  |  |  |  |  |  |
| Instructional Plan | | | | | | | | | |
| NASPE 3.1 |  |  |  |  |  |  |  |  |  |
| NASPE 3.2 |  |  |  |  |  |  |  |  |  |
| NASPE 3.3 |  |  |  |  |  |  |  |  |  |
| NASPE 3.5 |  |  |  |  |  |  |  |  |  |
| NASPE 3.6 |  |  |  |  |  |  |  |  |  |
| NASPE 3.7 |  |  |  |  |  |  |  |  |  |
| Objectives – Psychomotor | NASPE 3.2 |  |  |  |  |  |  |  |  |
| Objectives – Cognitive | NASPE 3.2 |  |  |  |  |  |  |  |  |
| Objectives – Affective | NASPE 3.2 |  |  |  |  |  |  |  |  |
| Assessment – Psychomotor | NASPE 5.1 |  |  |  |  |  |  |  |  |
| Assessment – Cognitive | NASPE 5.1 |  |  |  |  |  |  |  |  |
| Assessment – Affective | NASPE 5.1 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**#4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.** The assessment instrument used in student teaching and the internship or other clinical experiencesshould be submitted. Provide assessment information as outlined in the directions for Section IV.

**Assessment 4: Clinical Internship Assessment Assessment Information**

**Assessment Name:** Clinical Internship Assessment

**Assessment Description:**

The teacher candidate will be evaluated by the university supervisor and the clinical faculty two times during the clinical internship semester. The teacher candidate will complete an 8 week clinical internship in an elementary and a secondary setting. This assessment will be completed once during each internship placement. Clinical faculty should complete the Clinical Internship Competency Assessment as a progress report and share that information with both the clinical intern and university supervisor. The Clinical Internship Competency Assessment is completed again at the end of the second clinical internship placement by both the clinical faculty and the university supervisor. Both assessments are also submitted to the Department of Education. The final assessment from both the classroom teacher (clinical faculty) and the university supervisor are used to provide data about candidate performance, program strengths, and weaknesses.

**Alignment to Standards:**

Part One – Common Assessment for All Candidates is based on the SCU Conceptual Framework Themes

* SCU Conceptual Framework – 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C
* OK Competencies – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
* InTASC - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Part Two – Program Specific Assessment is based on the NASPE Standards

* NASPE - 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3,

6.1, 6.2, 6.3, 6.4

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

The Part One assessment instrument uses the SCU Conceptual Framework Themes which are directly aligned to the OK Competencies and the InTASC Standards 2011. The alignment of the InTASC Standards and the 15 General Competencies for Licensure and Certification was provided by the Oklahoma Commission for Teacher Preparation.

Part Two is directly aligned to the NASPE standards and will be used to determine program effectiveness in specific standards and elements. This data will be aggregated and distributed to university faculty, university supervisors, clinical faculty, program coordinator, and the SCU Teacher Education Council to

**Assessment 4: Clinical Internship Assessment Assessment Documentation**

**Assessment Part 1:**

**SCU Clinical Internship Assessment**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gr/Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assess the teacher candidate’s demonstrated abilities for each competency. Use the following definitions to determine the performance level and mark the performance level with an “X”.*

**1. Unacceptable** – the teacher candidate has not presented clear, convincing, or sufficient evidence to demonstrate the competency in any aspect of the competency. Candidate has not met expectations.

**2. Emerging** – the teacher candidate has presented clear evidence to demonstrate the competency in some aspects of the competency. Candidate has met some expectations.

**3. Developing** – the teacher candidate has presented clear and convincing evidence to demonstrate the competency in most aspects of the competency. Candidate has met most expectations.

**4. Attained** - the teacher candidate has presented clear, convincing and sufficient evidence to demonstrate the competency in all aspects of the competency. Candidate has met all expectations.

**5. Excelled** – the teacher candidate has exceeded the expectations and gone beyond the stated requirements

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCU Conceptual Framework** | **OK Gen. Comp.** | **InTASC** | **SCU Conceptual Framework Themes** | **Unacceptable** | **Emerging** | **Developing** | **Attained** | **Excelled** |
| 1A | **2,3** | **1** | A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1). |  |  |  |  |  |
| 1B | **3** | **2** | A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2). |  |  |  |  |  |
| 1C | **5, 6. 11** | **3** | A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3). |  |  |  |  |  |
| 2A | **8** | **6** | A reflective teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making (InTASC Standard #6). |  |  |  |  |  |
| 2B | **4, 6** | **8** | A reflective teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC Standard #8). |  |  |  |  |  |
| 2C | **9, 13, 15** | **9** | A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9). |  |  |  |  |  |
| 3A | **10, 12** | **10** | A service-guided teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC Standard #10). |  |  |  |  |  |
| 3B | **10, 12** | **10** | A service-guided teacher seeks opportunities to be involved in the lives of others and regards the classroom as the ultimate opportunity to connect theory with practice as they serve students, teachers, administrators, and the community. |  |  |  |  |  |
| 4A | **1** | **4** | A scholarly teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard #4). |  |  |  |  |  |
| 4B | **4, 6** | **5** | A scholarly teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC Standard #5). |  |  |  |  |  |
| 4C | **7, 14** | **7** | A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7). |  |  |  |  |  |

**Scoring Guide: Rubric is part of the assessment instrument**

**Candidate Data Chart: Clinical Internship Assessment Part One - Conceptual Framework**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Candidates Scoring at**  **Level 1**  **Unacceptable** | **Candidates Scoring at Level 2**  **Emerging** | **Candidates Scoring at Level 3**  **Developing** | **Candidates Scoring at Level 4**  **Attained** | **Candidates Scoring at Level 5**  **Excelled** | **Mean Score** | **Range of Scores** | **% of Candidates Meeting Competency Level** |
| **SCU CF** |  |  |  |  |  |  |  |  |
| **1A** |  |  |  |  |  |  |  |  |
| **1B** |  |  |  |  |  |  |  |  |
| **1C** |  |  |  |  |  |  |  |  |
| **2A** |  |  |  |  |  |  |  |  |
| **2B** |  |  |  |  |  |  |  |  |
| **2C** |  |  |  |  |  |  |  |  |
| **3A** |  |  |  |  |  |  |  |  |
| **3B** |  |  |  |  |  |  |  |  |
| **4A** |  |  |  |  |  |  |  |  |
| **4B** |  |  |  |  |  |  |  |  |
| **4C** |  |  |  |  |  |  |  |  |

**ASSESSMENT PART 2A:**

**Southwestern Christian University**

**NASPE Physical Education, Health, & Safety Teacher Education Standards**

**Student Intern Evaluation Form – Part 2**

**Disciplinary Standard: Physical Education, Health, & Safety**

**Performance Evidence**

This form is to be completed by the university supervisor in the appropriate disciplinary standard depending on the clinical internship placement. Supervisors should have three disciplinary standard observations completed during the clinical intern’s sixteen-week placement. These observations do not need to be in the same discipline if the student intern has multiple discipline assignments during the placement. These forms may be used at the same time as the thematic standards forms or they may be used at another observation.

Student Intern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standard 1: Scientific and Theoretical Knowledge**

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

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| **Element Statements** | **Unacceptable** | **Acceptable** | **Target** |
| **1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness**. | TC applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson. TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the “how” of the movement, physical activity or fitness. TC fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics. | TC applies physiological and biomechanical concepts appropriately in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. TC instruction for skillful movement, physical activities or fitness includes the “how” and “why” of the movement, physical activity or fitness. TC meets the criterion score established by the program on selected assessments in physiology and biomechanics. | TC applies physiological and biomechanical concepts appropriately in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are used consistently during the lesson. TC instruction for skillful movement, physical activity or fitness includes the “how” and “why” of the movement, physical activity or fitness. TC exceeds the criterion score established by the program on selected assessments in physiology and biomechanics. |
| **1.2 Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity and fitness.** | TC demonstrates knowledge of the various theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. TC uses punitive measures to control behavior. TC fails to meet the criterion score established by the program on assessments in motor learning and/or psychological/ behavioral theory. | TC demonstrates knowledge of the various theories and applies the theories to teaching. Practice conditions allow for individual differences. TC controls student behavior through the use of proactive strategies (e.g., catch them when they are good, awarding positive behavior). TC meets the criterion score established by the program on assessments in motor learning and psychological/behavioral theory. | TC applies motor learning, psychological and behavioral theory appropriately in planning for and delivering instruction. Practice conditions allow for individual differences, and practice conditions are adjusted based on student responses. TC controls student behavior using proactive strategies, including encouraging student self-responsibility. TC exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory. |
| **1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.** | TC applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities. TC fails to meet the criterion score established by the program on assessments in motor development. | TC applies motor development theory and principles appropriately in planning for and delivering instruction. TC plans and implements lessons that are developmentally appropriate (neither too hard nor too easy). TC demonstrates application of motor development theory by using developmentally appropriate teaching cues and planning developmentally appropriate practice opportunities. TC meets the criterion score established by the program on assessments in motor development. | TC applies motor development theory and principles appropriately in planning for and delivering instruction (for all stages of student proficiency);  evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities and personal fitness. TC exceeds the criterion score established by the program on assessments of motor development. |
| **1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.** | TC fails to meet criterion scores established by the program on assessments in historical, philosophical and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests. | TC meets criterion scores established by the program on assessments in historical, philosophical and social perspectives. Evidence could include projects, assignments, departmental examinations, or state or national licensure tests. | TC exceeds criterion scores established by the program on assessments in historical, philosophical and social perspectives. Evidence could include projects, assignments, departmental examinations, or state or national licensure tests. |
| **1.5 Analyze and correct critical elements of motor skills and performance concepts.** | TC can analyze, detect and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. TC can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the context in which skills are executed. TC provides limited feedback to students on the effective use of tactics and strategies. | TC analyzes, detects and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are executed. TC identifies objectives related to decision-making and the use of strategies and tactics. TC provides feedback to students on the effective use of strategies and tactics. | TC analyzes, detects and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for both motor skills and tactics. TC identifies objectives related to decision-making and the effective use of strategies and tactics and plans practice activities congruent to objectives. TC provides specific, corrective feedback to students on the effective use of strategies and tactics. |

**Standard 2: Skill-Based and Fitness-Based Competence**

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.

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| **Element Statement** | **Unacceptable** | **Acceptable** | **Target** |
| **2.1 Demonstrate personal competence\* in motor skill performance for a variety of physical activities and movement patterns.** | TC can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns). TC demonstrates movement skills at the control level. Skills competency is at the recreational level of motor performance. | TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine movement patterns into a sequence. TC demonstrates movement skills at the utilization level across a variety of physical activities. TC demonstrates competency in a variety of physical activities. | TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine and adapt skills during game play. TC consistently performs at the utilization level of motor competency across all activities. TC demonstrates proficiency in a variety of physical activities. |
| **2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.** | TC performs below the age- and  gender-specific levels for one or more of the 5 components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition), using standards established by national, state or program-level testing. | TC meets the age- and gender-specific levels for each of the 5 components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition), using standards established by national, state or program-level testing. | TC exceeds the age- and gender-specific levels for each of the 5 components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition), using standards established by national, state or program-level testing. |
| **2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.** | TC cannot select what to do and/or cannot execute that selection appropriately in the authentic environment for a variety of physical activities. TC uses ineffective strategies in attempting to create open space (offensive tactics) or close open space (defensive tactics) while participating in physical activity. | TC correctly selects what to do and executes that selection appropriately in the authentic environment for a variety of physical activities. TC can apply strategies that effectively create open space (offensive tactics) and close open space (defensive) tactics while participating in physical activity. | TC correctly selects what to do and executes that selection appropriately in a variety of activities. TC executes advanced strategies using skills at appropriate times and/or appropriate situations.  In addition, TC anticipates and gains an advantage while participating in physical activity. |

**Standard 3: Planning and Implementation**

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

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| **Element Statements** | **Unacceptable** | **Acceptable** | **Target** |
| **3.1 Design and implement short- and long-term plans that are linked to program and instructional goals as well as a variety of student needs.** | TC fails to make both long- and short-term plans. Planning is limited to daily lesson plans, with no plan for long-term instructional goals for the unit. Lesson objectives are not aligned with identified long-term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals. | TC designs and implements short and long-term plans. Learning activities are congruent with short-term (lesson objectives) and long-term (unit objectives) goals and are linked directly to student needs. TC uses strategies such as backward mapping in planning short- and long-term goals. | TC designs and implements short- and long-term plans, using such strategies as backward mapping, to ensure that learning is sequential. Short- and long-term goals are linked directly to student learning activities. Short- and long-term goals inform instruction and learning activities and allow for differentiate instruction and multiple means of teaching sequences. |
| **3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.** | Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives address only performance. Objectives are appropriate, but TC fails to align objectives with local, state and/or national standards. | Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable, and most objectives identify criteria. | Objectives are appropriate for the subject area/developmental level of learners, are connected explicitly to the standards and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable, and each contains criteria for student mastery. |
| **3.3 Design and implement content that is aligned with lesson objectives.** | TC selects model/approach that is incongruent with the subject matter/content, student population and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives. | TC selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students’ developmental levels, available equipment and space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives. | TC selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives. |
| **3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.** | No plan (or m TC does not plan or plans minimally for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized, and a “one size fits all” approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use or practice tasks based on individual differences. | TC plans for instructional adaptations for individual differences (abilities/ needs/interest). TC can articulate an appropriate rationale for adaptations. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student choices in equipment, space or level of practice tasks based on individual differences. | TC’s plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences. |
| **3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.** | Learning tas s TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. | Learning task TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate and grouping students for instruction and play. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities. | TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC’s behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found  within the student population and have driven instructional decision-making. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. |
| **3.6 Plan and implement progressive, sequential instruction that addresses the diverse needs of students.** | Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. TC fails to make adjustments to tasks to accommodate students’ developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson, with steps between progressions either too large or too small to facilitate skill mastery. TC fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson. | TC considers the context of the teaching environment and that the context is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. TC groups students in a variety of ways, based on objectives for lessons. All students are expected to learn and achieve mastery. Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult for students). TC makes some adjustments to tasks to accommodate students’ developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive, with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. TC pre-assesses students to determine an appropriate starting point. | Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). TC makes adjustments to tasks based on student performance (increasing or decreasing task complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical, with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential, with opportunities for students to extend tasks to increase or decrease the challenge. TC individualizes starting points for students based on student pre-assessment. TC sets high expectations for all students. |
| **3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to use technology appropriately to meet lesson objectives.** | TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC’s use of technology does not align with lesson objectives. | TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC’s use of technology is aligned with lesson objectives. | TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, video, etc., to provide feedback to students. TC’s use of technology is aligned with lesson objectives. |
| **4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.** | TC’s verbal interactions have an occasional mistake in grammar, poor diction and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. All communication is verbal, with no other form of communication used. | TC’s verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate or regional colloquialism. Pacing of verbal communication is neither too fast nor too slow, with some variation in tone and inflection. Verbal and non-verbal communication is used throughout the lesson. TC uses alternative forms of communication, such as task sheets, bulletin boards, etc., to communicate content. | TC uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication, such as tasks sheets, bulletin boards, etc., are used throughout the lesson. |
| **4.2 Implement effective demonstrations, explanations and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.** | TC either provides no demonstration or an incorrect demonstration during the instructional episode. TC provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies. | TC creates instructional TC TC provides an effective demonstration/model during the instructional episode. TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson. | TC provides an effective demonstration/model during the instructional episode. TC creates innovative instructional cues/prompts to facilitate learning, including such things as rhymes or finding ways to make abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson. |
| **4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.** | TC provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole. | TC provides both generalized and corrective feedback that is well-timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given. | TC provides positive, specific, corrective feedback that is well-timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given. |
| **4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.** | TC delivers lessons by remaining on script without regard to student responses. TC fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment. | TC makes adjustments to planned lessons based on student responses. TC demonstrates flexibility in the lesson or with students by adjusting lessons based on student responses. | TC demonstrates flexibility and creativity when adjusting the lesson based on student responses. TC responds appropriately to teachable moments during the lesson. |
| **4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.** | TC uses ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language that is inappropriate for the age group. Managerial routines are not present, and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart). There is not a clear stop-and-start signal in place. Behavior issues are addressed insufficiently or ineffectively. | TC has established rules for the classroom and enforces these rules consistently. Rules are stated in developmentally appropriate language. Managerial routines are present, and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop-and-start signal in place. Effective use of space is evident in the lesson (students are neither too far nor too close together). Behavior issues are addressed immediately, efficiently and effectively by such proactive strategies as student prompts. TC creates a supportive environment that invites student participation. | TC has established rules that are logical, reasonable and developmentally appropriate, with clear consequences for discipline issues. Rules are enforced consistently. Managerial routines are present and innovative, such as multiple equipment-distribution points. Stop-and-start signals are clear and creative. Space use is maximized through careful planning, with students participating in the organization of the space for their use. Students consistently self-manage their behavior during lessons. TC creates a supportive environment in which students are encouraged and supported. |
| **4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.** | TC relies on direct instruction for each lesson. Students are not allowed to make decisions in the context of the class. Students’ only choice is to participate or not to participate in the lesson. | TC selects both direct and indirect instructional approaches, including task and inquiry (problem solving). Students are given choices throughout the lesson about equipment, starting points or partners or groups. | TC selects both direct and indirect instructional approaches, including cooperative learning, peer teaching and child-designed instruction. Students are given multiple choices during the lesson. |
| **5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives.** | TC shows no (or minimal) evidence of planning for formal or informal assessment. There is no plan for record-keeping or data analysis. Assessments don’t match/measure the lesson objectives and/or standards. Some of the objectives are not assessed. | TC uses appropriate strategies to assess student learning (paper-and-pencil tests, observational checklists, etc.) regularly. TC has a plan for record-keeping and data analysis. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded. | TC uses a variety of assessments to determine that students are achieving the goals and objectives. TC allows for detailed analysis of data. Assessments are aligned directly with the goals and objectives. Some objectives/goals are assessed using more than one assessment. |
| **5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.** | TC demonstrates no (or minimal) evidence of planning for formal or informal assessment. If assessment is used, it occurs only after instruction. Assessments do not match the lesson objectives and/or standards. Learning/ practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan, with no regard for pre-assessments or formative assessments. Grades are determined by “effort” or “participation.” | TC uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and formative assessments. Assessments are used to inform instruction and to modify the instructional plan. Assessment records are kept, and assessments are used to partially determine grades. | TC uses multiple assessments. Ongoing assessments, as well as summative and formative assessments, are used in many contexts. Record-keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g., parents/ administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used that allow students to achieve mastery on summative assessments. |
| **5.3 Use the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.** | TC plans lessons without considering previous accomplishments. TC plans lessons according to teaching preferences versus student needs. Learning/practice opportunities are not based on pre-assessments and students’ developmental levels. | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance or implement change based on reflection. Changes based on reflection are placed into action in lessons. | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short- and long-term goals are modified based on the reflective cycle. |
| **6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.** | TC demonstrates characteristics of “motor elitism” by providing more feedback to highly skilled students. TC excludes students during the lesson by having them participate less often in drills, games or physical activity. TC fails to make adaptations in lessons for underperforming students. | TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate, and equitable opportunities for participation in drills, games or physical activity are provided. TC makes adaptations in lessons for underperforming students. | TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate, and equitable opportunities for participation in drills, games or physical activity are provided. TC makes adaptations in lessons for underperforming students. TC sets high expectations for all students. |
| **6.2 Participate in activities that enhance collaboration and lead to professional growth and development.** | TC participates in professional-growth and -development opportunities when directed to do so. TC meets the minimum professional-development requirements for the program. TC fails to document any collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC participates in professional-growth and -development opportunities when they are offered.  TC participates in professional opportunities beyond the program requirements, such as major’s club, and attendance at state conventions, health fairs and Jump/Hoops for Heart activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC takes every opportunity to participate in professional-development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leadership in student groups and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements. |
| **6.2 Participate in activities that enhance collaboration and lead to professional growth and development.** | TC participates in professional-growth and -development opportunities when directed to do so. TC meets the minimum professional-development requirements for the program. TC fails to document any collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC participates in professional-growth and -development opportunities when they are offered.  TC participates in professional opportunities beyond the program requirements, such as major’s club, and attendance at state conventions, health fairs and Jump/Hoops for Heart activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC takes every opportunity to participate in professional-development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leadership in student groups and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements. |
| **6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.** | TC dresses inappropriately for school setting, in violation of school and university dress codes. TC fails to maintain confidentiality regarding colleagues, students or families. TC demonstrates favoritism for specific students or groups of students. TC has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students. TC exhibits behaviors that are indicative of gender or racial bias. | TC’s dress is consistent with school and university guidelines. TC maintains confidentiality regarding colleagues, students and families. TC demonstrates behaviors that are consistent with equitable treatment for all students. TC maintains professional relationships with students in and out of the school setting. | TC’s dress exceeds the requirements of the school and university guidelines. TC maintains confidentiality regarding colleagues, students and families. TC demonstrates behaviors that are consistent with equitable treatment for all students and that foster an environment in which all students are respectful of one another. TC maintains professional relationships with students in and out of the school setting. |
| **6.4 Communicate in ways that convey respect and sensitivity.** | TC interacts with others in a professional manner, but sometimes resorts to the use of “slang” terms during conversations with students. TC sometimes “puts down” students in front of classmates. TC occasionally demonstrates behaviors or language that is insensitive to cultural differences. | TC attempts to teach in a culturally responsive way. TC demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. TC avoids sarcasm and “put downs” while interacting with students. | TC teaches using culturally responsive approaches. TC demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. TC never uses “put downs” or sarcasm while teaching. |

**Scoring Guide: Rubric is part of the assessment instrument**

**Candidate Data Chart: Clinical Internship Assessment – Program Specific NASPE Standards**

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| **Term**  **201x-201x**  **N =** | **Candidates Scoring at**  **Level 1**  **Unacceptable** | **Candidates Scoring at Level 2**  **Acceptable** | **Candidates Scoring at Level 3**  **Target** | **Mean Score** | **Range of Scores** | **% of Candidates Meeting Competency Level 2 or higher** |
| **NASPE** |  |  |  |  |  |  |
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**#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.** Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

**Assessment 5: Teacher Work Sample  Assessment Information**

**Assessment Name: Teacher Work Sample**

Assessment Description:

SCU Teacher Work Sample – Physical Education, Health, and Safety Education

*The contents of this Teacher Work Sample are a modified version of the original work developed under a Title II Teacher Quality Enhancement grant from the Oklahoma Department of Education.*

Teachers should be able to demonstrate that they can deliver an effective instructional unit, employ meaningful classroom assessments and analyze and reflect on their experiences. Successful teachers should have an impact on student learning. Their students should gain substantive knowledge and skills. The purpose of this assignment is to evaluate the degree of impact you have on student learning by examining:

* Your ability to construct and deliver an instructional unit.
* Your ability to construct challenging, meaningful classroom assessments.
* Your students’ pre-test to post-test score learning gains.
* Your ability to analyze and reflect on your experience to promote your own professional growth.

This assignment not only provides teachers with feedback on their own professional development, but teachers who demonstrate evidence of their ability to impact student learning will be more professionally competitive in the job market.

**Alignment to Standards:**

#### Each section is specifically aligned to the SCU Conceptual Framework, Oklahoma General Competencies, and the InTASC Standards.

*Component 1: Contextual Information and Learning Environment Decisions*

NASPE 3.4

NASPE 3.5

*Component 2: Unit Learning Goals and Objectives*

NASPE 1.1

NASPE 1.2

NASPE 1.3

NASPE 3.1

NASPE 3.2

*Component 3: Assessment Plan*

NASPE 5.1

NASPE 5.2

*Component 4: Instructional Design*

NASPE 1.1

NASPE 1.2

NASPE 1.3

NASPE 3.3

NASPE 3.4

NASPE 3.5

NASPE 3.7

*Component 5:Instructional Decision-Making*

NASPE 4.4

*Component 6:Analysis of Learning Results*

NASPE 5.2

*Component 7:Reflection on Teaching and Learning*

NASPE 5.3

NASPE 6.2

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

Each section of the Teacher Work Sample assessment is aligned to SCU Conceptual Framework, Oklahoma General Competencies, and the InTASC Standards. Data sets will be used to evaluate unit effectiveness and specific program standards will be utilized for program evaluation and improvement.

**Assessment 5: Teacher Work Sample  Assessment Documentation**

**Assessment: Each section has a set of instructions**

**Scoring Guide: Each section has a scoring guide/rubric**

#### Assignment

You are required to teach a multiple-week instructional sequence. You will describe the learning context and any specific instructional adaptations you made to meet the learning needs of individual students. Your instructional goals should be based on your state and/or district content standards. Your learning objectives must include outcomes in content knowledge, skills/performance, and reasoning abilities. You will also need to create an assessment plan designed to measure student performance before (pre-assessment), during your instructional sequence (formative assessments), and after (post-assessment). Finally, you need to analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by your students. P-12 and secondary majors will select one of their classes for the TWS. Recognize that some classes will not meet every day. When addressing modifications, you should include students on IEP’s and students involved in Response to Intervention.

**Format**

The following are format requirements for your work (Do not delete or add to this format):

* Your completed work should be 20 – 25 pages, must not exceed **25 pages** (12 point font, one-inch margins).
* Number pages sequentially.
* You must use the cover page provided as an attachment with this document.
* Do not include any student names anywhere in your completed assignment. Refer to students by number or alias.
* Your clinical teacher must provide documentation that you have prepared and taught your TWS on your own. clinical teacher must sign and date this documentation. Place documentation immediately following the cover page.
* This assignment must be submitted in narrative format with the following section headings indicated in bold print (suggested page length in parentheses):

**Sections**

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship You must address several questions when constructing a response for each section. Each section is further described below:

**COMPONENTS PAGES**

1. Contextual Information and Learning Environment Adaptations 2

2. Unit Learning Goals and Objectives 2

3. Assessment Plan 2

4. Instructional Design 5

5. Instructional Decision Making 2

6. Analysis of Learning Results 3

7. Reflection on Teaching and Learning 4

Attachments:

* Assessments: A copy of your assessments and scoring criteria (e.g., answer key, scoring rubric, etc.).
* Learning Gain Scores: Completed calculations of pre-post score gains (instructions on page 12).
* Lesson Plans: Provide a copy of all lesson plans designed for your TWS.

**Purpose**

Use of these components will help you identify your students’ characteristics and needs, develop learning goals, decide how you will assess your students’ learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students’ learning outcomes.

**Directions**

Complete the seven components of the Teacher Work Sample described below during your 16 week clinical internship as you plan, teach, and assess your instructional unit. Complete each component and give it to your university supervisor by the date that s/he indicates to you. Space has been provided below for you to record the date that each of your components is due to your coordinator. After all seven components have been completed and approved by your supervisor; compile the components into a single document. Then submit the assignment in LiveText for final assessment by your university supervisor.

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**Component 1: Contextual Information and Learning Environment Decisions Instructions**

*The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

**Week 2 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task**

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports

and challenges that affect instruction and student learning.

**Requirements**

**Part A Learning context** - What are some important characteristics of the learning context for your students in your classroom environment?

1. General - the number of students, grade level and the type of classroom and/or content area in which you are teaching.

2. Students - ethnicity, culture, gender, learning styles, prior learning levels

3. Students - special needs, English Language Learners, students with exceptionalities

4. Students – development characteristics (intellectual, social, physical)

5. School - socio-economic status (SES) make-up, parental involvement

6. Classroom Environment - furniture, arrangement, available technology, classroom rules and routines, grouping patterns, scheduling, and classroom arrangement

7. Community Environment - address, geographical location, community, school population, socioeconomic profile and race/ethnicity, stability of community, political climate, community support for education, and other environmental factors, per capita income and/or household income, educational background, employment level and types, type of housing – describe (e.g., apartments, single dwellings, etc.), crime rates, location in city

**Part B Instructional Implications -** What influences do these components have on your selection of activities (if any)?

1. Discuss how these contextual components inform how you will design and deliver instruction and assess learning.

* Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment.
* Include specific instructional implications for at least two characteristics and any other components that will influence how you plan and implement your unit.
* Your response will be judged on the specificity of your decisions. If no instructional changes are made, a rationale must be stated and supported.

Use a narrative format to answer each question and use a table to illustrate the relationship between Part A and B above. Example:

|  |  |  |
| --- | --- | --- |
| **Contextual Component** | ***Instructional Implications*** | **Modifications** |
| Gender: 12 boys, 13 girls | Provide mixed gender grouping during cooperative learning activities, 2 shy girls need extra encouragement |  |
| Achievement: 3 below, 17 at grade level, 5 above grade level | The 3 below sometimes require peer or adult assistance and more time, 2 of the 5 above are in the gifted program. I provided challenging activities within each unit such as… | Below: provide assistance, possibly read instructions  Above: find resources that will keep students engaged |
| (Additional contextual components) | (Additional *instructional implications*) | (additional modifications) |

[Suggested total page length for **Contextual Information**: 2 pages]

Participant ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Component 1: Contextual Information and Learning Environment Decisions Alignment**

*The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

**NASPE Standards**

3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

2A - reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

#13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

**InTASC Standards:**

#1 **Learner Development** - The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2 **Learning Differences** - The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3 **Learning Environments** - The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#9 **Professional Learning and Ethical Practice** - The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 1: Contextual Information and Learning Environment Decisions Assessment**

*The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

**Checklist- Learning context**

**Teacher describes: N Y**

1. General - # of students, grade, type, content area......................................................... 0 1

2. Students - ethnicity, cultural and gender make-up, age, learning styles........................ 0 1

3. Students - special needs, ELL, exceptionalities ............................................................ 0 1

4. Students - developmental characteristics (intellectual, social, physical)……………….. 0 1

5. School - socio-economic status (SES) make-up, involvement...................................... 0 1

6. Classroom Environment.................................................................................................. 0 1

7. Community Environment................................................................................................. 0 1

**Total Checklist Score**: \_\_\_\_\_/ **7**

**Rubric:**

**Instructional Implications-**-The degree to which the teacher candidate specifically describes and uses contextual information to plan and describe instruction.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Prior Knowledge and Skills** | Evidence of using prior knowledge and skills is not present. | Evidence of using prior knowledge and skills is present, but decisions exhibit a monocular perspective (i.e., teaching one way to all). | Evidence that the teacher recognizes the variance of beginning knowledge/skills levels in the class and engages in compensatory activities related to the lesson objectives (e.g., does more to define words in a vocabulary unit for students with deficits in comprehension). | **2** | **/4** |
| **Specificity** | Teacher does not address implications of contextual information in planning instruction and assessment. | Teacher addresses implications of context for instruction and assessment but does not link to specific student individual differences and community, school and classroom characteristics. | Teacher addresses implications of context for instruction and assessment and links them to specific student individual differences and community, school and classroom characteristics. | **2** | **/4** |
| **3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.** | No plan (or m TC does not plan or plans minimally for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized, and a “one size fits all” approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use or practice tasks based on individual differences. | TC plans for instructional adaptations for individual differences (abilities/ needs/interest). TC can articulate an appropriate rationale for adaptations. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student choices in equipment, space or level of practice tasks based on individual differences. | TC’s plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences. |  |  |
| **3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.** | Learning tas s TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. | Learning task TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate and grouping students for instruction and play. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities. | TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC’s behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found  within the student population and have driven instructional decision-making. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. |  |  |

**Total Rubric Score: \_\_\_\_/ 8**

**Total Score for Component 1: \_\_\_\_/ 15**

(Evaluator comments may be made on the back of this page)

**Component 2: Unit Learning Goals and Objectives Instructions**

*The teacher sets significant, challenging, varied, and appropriate learning objectives.*

**Week 4 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task**

Provide and justify the learning goals for the unit.

• List the learning goals (not the activities) that will guide the planning, delivery and assessment of the unit. These goals should define what students are expected to know and be able to do at the end of the unit. The description should include appropriate physiological and biomechanical concepts related to skillful movement, physical activity and/or fitness. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate and expressed in behavioral terms, psychological/ behavioral theory related to skillful movement should be applied i.e., defining what students are expected to be able to do. Number or code each learning goal so it can be referenced later*.* Learning Goal’s must be appropriate for the subject area/developmental level of learners, explicitly connected to the standards, and provide appropriate challenges for students. Incorporate multiple domains of learning or content areas. Learning Goals must be measurable and each contains criteria for student mastery.

• Explain and illustrate (show) the alignment between your objectives and NASPE standards, Oklahoma PASS STANDARDS and/or district goals. Identify the specific NASPE Standards addressed in the Instructional Plan.

• Describe the types and levels of the learning goals and how these long term goals are linked to student needs.

• Describe/include the “how” and “why” of the goals for skillful movement, physical activity or fitness.

• Discuss why the learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.

**Component 2: Unit Learning Goals and Objectives Alignment**

*The teacher sets significant, challenging, varied, and appropriate learning objectives.*

**NASPE Standards**

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.

.

3.1 Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.

**SCU Conceptual Framework**

4B - A scholarly teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard #4).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

2C - A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

#14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

#15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

**InTASC Standards:**

#4 Content Knowledge - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#7 Planning for Instruction - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#3 Learning Environments - The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#9 Professional Learning and Ethical Practice - The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 2: Unit Learning Goals and Objectives Assessment**

*The teacher sets significant, challenging, varied, and appropriate learning objectives.*

**Checklist**: **All objectives and goals are: N Y**

Clearly Stated................................................................................................................................. 0 1

Developmentally Appropriate given classroom context.................................................................. 0 1

Aligned with NASPE, Oklahoma Standards. Objectives and/or District Standards........................... 0 1

Described in terms of pupil performance, Not Activities (also see assessment table in section 3)....… 0 1

**Total Checklist Score**: \_\_\_\_/ **4**

**Rubric:**

A. **Level of Objectives**--The degree to which the objectives are challenging for the population of pupils or avoid over-reliance on simple memorization of facts. Typically, higher level objectives require the pupil to transform, integrate, reflect and apply what they learned. Use Bloom’s Taxonomy to categorize objectives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Content Knowledge Objectives** | Absent (no knowledge objectives listed) | Majority of objectives are low level knowledge objectives (e.g., simple facts, recall, recognition, or identification **versus** high level objectives (e.g.,comprehension or constructed responses). | Objectives represent either a balance of low and high level objectives OR are mostly high level objectives. | **2** | **/4** |
| **1.1 Describe and apply**  **physiological and**  **biomechanical concepts**  **related to**  **skillful movement,**  **physical activity and fitness**. | TC applies physiological  and biomechanical  concepts in planning for  and delivering instruction.  Skill cues are appropriate  in plan, but TC fails  to use the identified skill  cues during the lesson. TC  instruction for skillful  movement, physical activity  or fitness is given using  generalized terms and is  concerned with the “how”  of the movement,  physical activity, or fitness.  TC fails to meet the criterion  score established by the  program on selected  assessments in physiology  and/or biomechanics. | TC appropriately applies  physiological and  biomechanical concepts in  planning for and  delivering instruction.  Skill cues identified in the  plan are used during  the lesson. TC instruction for  skillful movement, physical  activities, or fitness includes  the “how” and “why” of the  movement, physical activity,  or fitness. TC meets the  criterion score established by  the program on selected  assessments in physiology and  biomechanics. | TC appropriately applies  physiological and  biomechanical concepts in  planning for and delivering  instruction for all  stages of student proficiency.  Skill cues are identified in the  plan and are consistently used  during the lesson. TC  instruction for skillful  movement, physical activity, or  fitness includes the “how” and  “why” of the movement,  physical activity, or fitness.  TC exceeds the criterion score  established by the program on  selected assessments in  physiology and biomechanics. |  |  |
| **1.2 Describe and apply**  **motor learning and**  **psychological/ behavioral**  **theory related to skillful**  **movement, physical activity,**  **and fitness.** | TC demonstrates knowledge of  the various theories, but fails  to apply theories to teaching.  Practice conditions used for  skill acquisition do not allow  for individual differences. TC  uses punitive measures to  control behavior. TC fails to  meet the criterion score  established by the program on  assessments in motor learning  and/or psychological/  behavioral theory. | TC demonstrates knowledge of  the various theories and applies  the theories to teaching.  Practice conditions allow for  individual differences. TC  controls student behavior  through the use of proactive  strategies (i.e. catch them when  they are good, awarding  positive behavior, etc.). TC  meets the criterion score  established by the program on  assessments in motor learning  and psychological/behavioral  theory. | TC appropriately applies motor  learning, psychological, and  behavioral theory in planning  for and delivering instruction.  Practice conditions allow for  individual differences and  practice conditions are adjusted  based on student responses. TC  controls student behavior using  proactive strategies including  encouraging student self responsibility.  TC exceeds the  criterion score established by  the program on assessments in  motor learning and  psychological/ behavioral  theory. |  |  |
| **1.3 Describe and apply**  **motor development theory**  **and principles related to**  **skillful movement, physical**  **activity, and fitness.** | TC applies motor development  theory and principles in  planning for the lesson, but fails  to account for developmental  differences during instruction  and practice activities. TC fails  to meet the criterion score  established by the program on  assessments in motor  development. | TC appropriately applies motor  development theory and  principles in planning for and  delivering instruction. TC  plans and implement lessons  that are developmentally  appropriate (neither too hard  nor too easy). TC demonstrates  application of motor  development theory by using  developmentally appropriate  teaching cues, and planning  developmentally appropriate  practice opportunities. TC  meets the criterion score  established by the  program on assessments in  motor development. | TC appropriately applies motor  development theory and  principles in planning for and  delivering instruction (for all  stages of student proficiency);  evidence is provided by K-12  students' changes in behavior  (learning occurs) in skillful  movements, physical activities,  and personal fitness. TC exceeds  the criterion score established by  the program on assessments of  motor development. |  |  |
| **Skill/ Performance Objectives** | Absent (no skill/  performance objectives listed) | Majority of objectives are low level skill objectives (e.g., simple behaviors, rote movements, simple repetition of modeled behavior) **versus** high level objectives (e.g., complex behaviors, authentic tasks, combining skills). | Objectives represent either a balance of low and high level objectives OR are mostly high level objectives. | **2** | **/4** |
| **3.1 Design and implement**  **short and long term plans**  **that are linked to**  **program and**  **instructional goals as well as**  **a variety of student needs.** | TC fails to make both long and  short term plans. Planning is  limited to daily lesson plans  with no plan for long term  instructional goals for the unit.  Lesson objectives are not  aligned with identified long  term goals (unit). Planned  learning activities are out of  alignment with instructional or  programmatic goals. | TC designs and implements  short and long term plans.  Learning activities are  congruent with short term  (lesson objectives) and long  term (unit objectives) goals and  are linked directly to student  needs. TC uses strategies such  as backward mapping in  planning short and long term  goals. | TC designs and implements short  and long term plans using such  strategies as backward mapping  to ensure learning is sequential.  Short and long term goals are  linked directly to student  learning activities. Short and  long term goals inform  instruction and learning activities  and allow for differentiate  instruction and multiple means  of teaching sequences. |  |  |
| **3.2 Develop and implement**  **appropriate (e.g.**  **measurable,**  **developmentally**  **appropriate, performance based)**  **goals and objectives**  **aligned with local,**  **state, and/or national**  **standards.** | Objectives are inappropriate for the subject area/developmental  level of learners by being either too difficult or too easy.  Objectives only contain performance. Objectives are  appropriate, but TC fails to  align objectives with local,  state, and/or national standards. | Objectives are appropriate for subject area/developmental  level of learners, are connected appropriately to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives  identify criteria. | Objectives are appropriate for the subject area/developmental  level of learners, are explicitly connected to the standards, and provide appropriate challenges  for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple  domains of learning or content areas. Objectives are measurable and each contains criteria for  student mastery. |  |  |
| **Reasoning Objectives** | Absent (no reasoning objectives listed) | Majority of objectives are low level reasoning objectives (e.g., simple reactions, no reflection, no integration with student background) **versus** high level objectives (e.g., evaluation, decision making, integration with student background, problem solving transfer)**.** | Objectives represent either a balance of low and high level objectives OR are mostly high level objectives. | **2** | **/4** |

\*Note: Objectives that are mislabeled (e.g., a knowledge objective is labeled as a reasoning objective) should be re-categorized by the evaluator before scoring. Corrective feedback should be given to the teacher in the comments section at the end of this rubric.

**B. Concentration of Objectives**--The degree of balance between knowledge, skill and reasoning objectives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| Content Objectives | All objectives are knowledge objectives | More than half of the stated objectives are knowledge objectives (versus skill and reasoning objectives). | Knowledge objectives represent 1/3 or less of the stated objectives. | **1** | **/2** |
| Alignment to NASPE Standards | Writes unit and lesson plans that do not address the NASPE theme, do not develop it in a meaningful way, or do not address it where it should be taught. | Content, key ideas and concepts only minimally address the NASPE theme and/or is primarily drawn from the textbook alone. | Systematically selects content, key ideas and concepts appropriate to the NASPE theme that are comprehensive, explore complex interconnections, reflect conceptual understanding of the subject matter. |  |  |

**Total Rubric Score:** **\_\_\_\_\_\_/30**

**(Evaluator comments may be made on the back of this page) Total Score for Component 2: \_\_\_\_\_\_/ 34**

Component 3: Assessment Plan Instructions

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The teacher uses on-going analysis of student learning to make instructional decisions.*

**Week 5 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Design an assessment plan to monitor student progress toward learning goal(s).

1. **Provide a table** (see Assessment Plan Table below) outlining the pre-, post- and at least 2 *formative assessments* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s). List assessments in the order in which they will be administered.

*The table should include:*

A) Type of assessments (e.g., pre, formative, or post).

B) The learning objectives; these are specific to the learning activities.

C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance,

matching, T/F, etc.).

*(You may create the table using landscape page formatting if wider columns are needed)*

**B. Provide a narrative description which:**

* Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed.
* Explains why you have chosen each of these assessments to attain your stated learning objectives.
* Describes the degree to which you think the assessment is challenging.
* Describes why you think your test is reliable and valid, and accurately measures knowledge, skills and reasoning ability.
* Provides assessment instructions that are understood by all students.
* Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms.
* Explain special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

*It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence*.

**Component 3: Example of the Assessment Plan Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Goals** | **Assessments** | **Format of Assessment** | **Modifications/Adaptation** |
| **Learning Goal 1:**  **Cognitive Domain**  **Students will list four rules**  **associated with basketball**  **as well as identify the**  **proper techniques to**  **successfully perform**  **running, dribbling, passing,**  **and shooting with a**  **basketball** | **Pre-Assessment**  **Formative Assessment**  **Post-Assessment** | **Entrance Slips: General**  **question about what they**  **know about the rules of**  **basketball**  **Question/Answer: Basis of**  **questions asking them**  **about the rules we discuss**  **as we learn a new skill**  **Exit Slips: General**  **Question on new rules**  **associated with a new skill.** | **-Repeat and modify**  **instructions, as needed. Reread**  **directions and reestablish**  **what is expected**  **of the students**  **-Provide well established**  **questions in the clearest,**  **most simple form. Repeat**  **the questions as needed**  **-Repeat and modify**  **instructions, as needed. Reread**  **directions and reestablish**  **what is expected of the students.** |
| (Use additional spaces as needed to list assessments used.) |  |  |  |

**Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as Attachment #1.**

Suggested total page length for the **Assessment Plan**: 2 Pages]

**Component 3: Assessment Plan Alignment**

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The teacher uses on-going analysis of student learning to make instructional decisions.*

**NASPE Standards**

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.

**SCU Conceptual Framework**

2C: A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

2B: A reflective teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways context (InTASC Standard #8).

**Oklahoma General Competencies for Teachers**

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

#14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

#15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

**InTASC Standards:**

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#6**- Assessment**  
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

#9 **Professional Learning and Ethical Practice**  
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 3: Assessment Plan Assessment**

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The teacher uses on-going analysis of student learning to make instructional decisions.*

**Checklist**: **The Teacher: N Y**

Explains and defends choice of assessment as relevant to development level and content.....…………......... 0 1

Uses identical pre/post assessments………................................................................................……………. 0 1

Explains how assessment instructions are understandable to ALL students..........….................................….. 0 1

Assessment adaptations are made for Special Needs students ………………………....……………….…… 0 1

Employs formative assessments congruent with pre/post tests...……..……………............………………… 0 1

**Total Checklist Score:** \_\_\_\_\_\_\_/  **5**

**Rubric:**

**A. Assessment Plan and Assessment Quality-**-The degree to which students use pre-assessment results to guide instruction and the degree to which their assessments are challenging, match stated objectives and are comprised of multiple formats (e.g., are not all multiple choice questions).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Assessment**  **Format** | The assessment plan includes only one assessment format. | The assessment plan includes multiple formats but all formats are either pencil/paper based (i.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 formats including either performance assessments **or** tasks which require integration of knowledge, skills and reasoning ability. | **2** | **/4** |
| **Assessment Plan** | No description of assessment plan. | Response includes only 1 or 2 of the criteria listed to the right. | The assessment(s) specifically addresses each of the objectives.  The plan demonstrates the use of assessment throughout the instructional sequence.  Assessment format matches the condition specified in the objectives. | **2** | **/4** |
| **5.1 Select or create**  **appropriate**  **assessments that will**  **measure student**  **achievement of the**  **goals and objectives.** | TC shows no evidence (or  minimal evidence) of planning for formal or informal assessment. There is no plan for record keeping or analysis of data. Assessments do not match*/*measure the lesson objectives and/or standards.  Some of the objectives are  not assessed*.* | TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly. TC has  a plan for record keeping and analysis of data. Planned  assessments are appropriate for  the lesson and/or standards.  Student progress is recorded. | TC uses assessments to plan future lessons. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping  Provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). |  |  |
| **Assessment**  **Challenge** | The assessment is overly easy (e.g., requires only simple responses, gives answers away, easy to guess, etc.) or too difficult. | The assessment is not uniformly challenging. | The assessment is challenging.  (e.g., tasks are not simplistic; test can discriminate between students who attain the outcome and those that cannot. Students should not be able to answer correctly if they have missed class, not paid attention, guessed, etc.) | **2** | **/4** |
| **Assessment Criteria** | No evidence**.** | Response includes only 1 or 2 of the criteria listed to the right. | Measurable-all criteria for assessment are described in measurable terms.  (e.g., not “performance” “activity” “worksheet” as descriptive criteria).  Comprehensive-Covers essential content and skills from all those covered during instruction. Does not assess irrelevant content and skills.  Criteria Level-Specifies the point at which students successfully meet the attainment of the learning objective. |  |  |
| **5.2 Use appropriate**  **assessments to**  **evaluate student**  **learning before,**  **during, and after**  **instruction.** | TC demonstrates no (or minimal) evidence of planning for formal or informal assessment. If assessment is used, it occurs only after instruction. Assessments do not match the lesson objectives and/or standards. Learning/ practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan, with no regard for pre-assessments or formative assessments. Grades are determined by “effort” or “participation.” | TC uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and formative assessments. Assessments are used to inform instruction and to modify the instructional plan. Assessment records are kept, and assessments are used to partially determine grades.. | TC uses multiple assessments. Ongoing assessments, as well as summative and formative assessments, are used in many contexts. Record-keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g., parents/ administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used that allow students to achieve mastery on summative assessments. | **2** | **/4** |

**Total Rubric Score: \_\_\_\_/ 16**

(Evaluator comments may be made on the back of this page) **Total Score for Component 3: \_\_\_\_/** **21**

|  |
| --- |
| Administrative purposes only: The assessment(s) used in this sample include the following formats (check all that apply):  \_\_\_T/F \_\_\_Short Answer \_\_\_Performance Assessment and Rubric  **\_\_\_**Listing \_\_\_Essay \_\_\_Matching \_\_\_Other (specify):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Component 4: Instructional Design Instructions**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

**Week 6 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A. *Pre-Assessment* Analysis

After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows patterns of student performance to be found relative to each learning goal.

A table, graph, or chart may be used. Describe the pattern that was found that will guide the instruction or modification of the learning goals.

* Provide a graphic representation of your pre-assessment data within the text of this section.
* What did you learn about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole based on your pre-assessment data?
* Disaggregation of Data: What did you learn about the selected subgroups of students (e.g., students who perform similarly on the pre-assessment)? Cite specific evidence from the assessment data that led you to these conclusions about the class and about the subgroups of students.
* How did your analysis of the pre-assessment data influence how you designed the learning activities for your class as a whole and for the students in your subgroups? Be specific.

[Suggested total page length for the **Pre-Assessment Analysis**: 1 page not including attachments]

B. Instructional Design Table

Provide an overview of the unit. Use a visual organizer such as a block plan or outline to make the unit plan clear. Include the topic or activity planned for each day/period. Content must be designed in alignment with lesson objectives/ learning goals for unit. Also indicate the goal or goals (coded from the Learning Goals section) that will be addressed in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal. Plans must include adaptations to instruction for diverse student needs with specific accommodations and/or modifications for student exceptionalities.

Provide an Instructional Design Table outlining your instructional design for the unit in the order you plan to present the instructional activities. (You may create the table using landscape page formatting if wider columns are needed.)

**Instructional Design Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Learning Objectives** | **Instructional Activities** | **Assessment(s)** | **Modifications** |
| Day 1 |  |  |  |  |
| Day 2 |  |  |  |  |
| Day 3 |  |  |  |  |
| Day 4 |  |  |  |  |

C. Instructional Design Plan - Activities

Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why those specific activities are planned. In the explanation for each activity, include:

* + - How the content relates to the instructional goal(s), how the activity stems from the pre-assessment information and contextual factors.
    - Describe how you will apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
    - Describe how you will apply motor learning and psychological behavior theory related to skillful movement, physical activity and fitness.
    - Describe how you will apply motor development theory and principles related to skillful movement, physical activity and fitness.
    - Plan/describe how you will manage resources to provide active, fair and equitable learning experiences.
    - What materials/technology are necessary to implement the activity,
    - How are plans made to assess student learning during and/or following the activity (i.e., formative assessment).

[Suggested total page length for the **Instructional Design**: 5 pages]

**Component 4: Instructional Design Alignment**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

**NASPE Standards**

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.

3.3 Design and implement content that is aligned with lesson objectives.

3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. .

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**SCU Conceptual Framework**

4A - A scholarly teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard #4).

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

4B - A scholarly teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC Standard #5).

**Oklahoma General Competencies for Teachers**

#1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#14. The teacher understands and is able to develop instructional strategies/plans based on the core curriculum

**InTASC Standards**

#4 **Content Knowledge** - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#1 **Learner Development** - The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2**- Learning Differences** - The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#7 **Planning for Instruction** - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#5 **Application of Content** - The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Component 4: Instructional Design Assessment**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

**Checklist:** **Instructional Design: N Y**

Provides graphic representation of pre-assessment data ………………………… 0 1

Is aligned with unit learning goals and objectives and are the stated objectives in component 0 1

Is progressively sequenced (if appropriate)………………………………………………… 0 1

Includes evidence of deliberate checking for understanding ………………………………. 0 1

Is developmentally appropriate…………………………………………………………….. 0 1

Provides evidence that context data is used in instructional decisions…………………….. 0 1 **Total Checklist Score: \_\_\_\_\_\_/6**

**A. Rubric: Instructional Design**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0  Standard Not Met | 1  Standard Partially Met | 2  Standard Met | X | Score |
| **Assessment-**  **based**  **adaptations**  **(formative and**  **pre-**  **assessment)** | No plan stated or no adaptations made based on pre-assessment, formative assessment **or** results or teacher does not adequately  defend their choice to not  make adaptations (e.g., teacher treats class as “one size fits all”) | Teacher describes  general adaptations based on pre-assessment results but does not link specific results to specific adaptations. | Teacher describes specific  adaptations for specific students  and sub-groups based on pre-  assessment results or teacher adequately defends the  choice to not make adaptations. | 1 |  |
| **Multiple**  **learning**  **strategies** | Only 1 or 2 strategies  are incorporated throughout  the unit **and/or** the strategies  reflect only the more common/  traditional types/levels of  learning. (e.g., relies mostly  on direct instruction, visual,  verbal-linguistic, paper-pencil) | A variety of instructional  strategies are incorporated  throughout the unit. The  strategies reflect a variety of types/levels of learning but **most** are of the more  common/traditional type. Some strategies actively involve students in critical thinking, problem solving, or authentic performance. | Multiple instructional strategies  utilizing multiple types/levels of  learning are incorporated  throughout the unit. Application  of multiple intelligences and  learning styles is evident. **Most** strategies actively involve students in critical thinking, problem solving, or authentic performance tasks. | 1 |  |
| **1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness**. | TC applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson. TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the “how” of the movement, physical activity or fitness. TC fails to meet the criterion score established by the program on selected assessments | TC applies physiological and biomechanical concepts appropriately in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. TC instruction for skillful movement, physical activities or fitness includes the “how” and “why” of the movement, physical activity or fitness. TC meets the criterion score established by the program on selected assessments in physiology and biomechanics | TC applies physiological and biomechanical concepts appropriately in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are used consistently during the lesson. TC instruction for skillful movement, physical activity or fitness includes the “how” and “why” of the movement, physical activity or fitness. TC exceeds the criterion score established by the program on selected assessments in physiology and biomechanics. |  |  |
| **1.2 Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity and fitness.** | TC demonstrates knowledge of the various theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. TC uses punitive measures to control behavior. TC fails to meet the criterion score established by the program on assessments in motor learning and/or psychological/ behavioral theory. | TC demonstrates knowledge of the various theories and applies the theories to teaching. Practice conditions allow for individual differences. TC controls student behavior through the use of proactive strategies (e.g., catch them when they are good, awarding positive behavior). TC meets the criterion score established by the program on assessments in motor learning and psychological/behavioral theory | TC applies motor learning, psychological and behavioral theory appropriately in planning for and delivering instruction. Practice conditions allow for individual differences, and practice conditions are adjusted based on student responses. TC controls student behavior using proactive strategies, including encouraging student self-responsibility. TC exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory. |  |  |
| **1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.** | TC applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities. TC fails to meet the criterion score established by the program on assessments in motor development. | TC applies motor development theory and principles appropriately in planning for and delivering instruction. TC plans and implements lessons that are developmentally appropriate (neither too hard nor too easy). TC demonstrates application of motor development theory by using developmentally appropriate teaching cues and planning developmentally appropriate practice opportunities. TC meets the criterion score established by the program on assessments in motor development. | TC applies motor development theory and principles appropriately in planning for and delivering instruction (for all stages of student proficiency);  evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities and personal fitness. TC exceeds the criterion score established by the program on assessments of motor development. |  |  |
| **Active**  **Inquiry** | Unit design does not include procedures for engaging students in active inquiry. | Unit design includes some procedures for engaging students in active inquiry but **most** procedures rely on C3 Standards, rote, recall strategies for the learner. | Unit design includes a majority of procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations. | 1 |  |
| **3.3 Design and implement content that is aligned with lesson objectives.** | TC selects model/approach that is incongruent with the subject matter/content, student population and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives. | TC selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students’ developmental levels, available equipment and space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives. | TC selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives. |  |  |
| **3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.** | No plan (or m TC does not plan or plans minimally for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized, and a “one size fits all” approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use or practice tasks based on individual differences. | TC plans for instructional adaptations for individual differences (abilities/ needs/interest). TC can articulate an appropriate rationale for adaptations. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student choices in equipment, space or level of practice tasks based on individual differences. | TC’s plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences. |  |  |
| **3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.** | Learning tas s TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. | Learning task TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental disability, or socioeconomic status. TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate and grouping students for instruction and play. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities. | TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC’s behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found  within the student population and have driven instructional decision-making. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. |  |  |
| **3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to use technology appropriately to meet lesson objectives.** | TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC’s use of technology does not align with lesson objectives. | TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC’s use of technology is aligned with lesson objectives. | TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, video, etc., to provide feedback to students. TC’s use of technology is aligned with lesson objectives. |  |  |
| **Collaborative**  **/Instructional**  **groups** | Plans do not include provisions for collaborative/instructional groups and use of groups’ instructional goals. | Plans include provisions for varied collaborative/instructional groups as appropriate to the different instructional goals. Teacher maintains control of grouping patterns. | Plans include provisions for varied collaborative/instructional groups as appropriate to the instructional goals. There is evidence of some student choice in selecting different patterns of grouping. | 1 |  |
| **Motivational**  **elements** | All activities, topics, etc. are pre-planned by the teacher with no procedures included for giving students responsibility for the learning success of the unit. Motivation strategies are based on external rewards and punishments only. | Students are given some responsibility for their own learning. Teacher maintains control of the vast majority of choices. Most strategies are based on extrinsic motivational procedures. | Procedures for giving students responsibility for their own learning are pervasive. The unit is challenging and includes procedures that promote student self-direction, accountability, and collaboration with others (e.g., students’ interests are incorporated, students set goals, initiate topics, and/or self-assess) | 1 | **/2** |
| Technology | Instructional design does not include technology or a rationale for the exclusion of technology. | Technology is used without due regard to learning outcomes (i.e., it is just an add-on to fulfill the requirement). | Technology is integrated throughout instruction or makes a meaningful contribution to learning (i.e., it had a purpose or was needed) or an instructionally sound rationale is given for the exclusion of technology. | 1 | **/2** |

**Total Rubric Score: \_\_\_\_/12**

**Total Score for Component 4: \_\_\_**Component 5:

Instructional Decision-Making Instructions

*The teacher uses on-going analysis of student learning to make instructional decisions. Provide two examples of instructional decision-making based on students’ learning or responses.*

**Week 10 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Task

Recognize the changing dynamics of the environment and adjust instruction tasks based on

student responses. Provide two examples of instructional decision-making based on students’

learning or responses.

Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

* Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
* Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

* Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
* Describe what you did next and explain why you thought this would improve student progress toward the learning goal

**Component 5: Instructional Decision-Making Alignment**

*Provide two examples of instructional decision-making based on students’ learning or responses.*

**NASPE Standards**

4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

2C - A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#6. The teacher develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#15. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

**InTASC Standards**

#1 **Learner Development**  
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2 **Learning Differences**  
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3**- Learning Environments**  
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#9 **Professional Learning and Ethical Practice**  
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 5: Instructional Decision-Making Assessment**

*Provide two examples of instructional decision-making based on students’ learning or responses.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Sound Professional Practice** | Many instructional decisions are inappropriate and not pedagogically sound. No evidence is used to support response. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. Evidence cited supports response. | Instructional decisions reflect skills in decision-making characteristic of experienced teachers. Evidence cited clearly illustrates and strongly supports response. | 2 | /4 |
| **Modifications Based on Analysis of Student Learning** | Teacher treats class as “one plan fits all” with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice or contextual factors. | All proficient elements met and response includes an explanation of why the modifications would improve student progress. | 2 | /4 |
| **4.4**  **Recognize the**  **changing dynamics**  **of the environment**  **and adjust**  **instructional tasks based on student responses.** | TC delivers lessons by remaining on script without regard to student responses.  TC fails to recognize changes  in the teaching environment or  fails to make adjustments based on changes in the environment. | TC makes adjustments to planned lesson based on student responses.  TC demonstrates flexibility in the  lesson or with students by adjusting lesson based on student responses. | TC demonstrates flexibility and  creativity when adjusting the  lesson based on student responses. TC appropriately responds to teachable moments during the lesson. |  |  |
| **Congruence Between Modifications and Learning Goals** | No modifications in instruction were made. | Modifications in instruction are somewhat congruent with learning goals. | Modifications in instruction are congruent with learning goals and reflect sensitivity to individual students’ needs. Modifications influence future planning and instruction. | 2 | /4 |

**Total Score for Component 5: \_\_\_\_\_ / 16**

**Component 6: Analysis of Learning Results Instructions**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**Week 11 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task**

Analyze the assessment data, including pre, formative and post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

To be included:

In this section, you will develop and implement a plan to collect, analyze and explain progress and achievement toward learning goals demonstrated by the whole class, subgroups of students, and individual students.

• Pre-assessment is a key to the unit.

In a unit where students have had previous study in the content area, pre and post assessment tests can be developed and administered to show the achievement progress from the unit execution.

Example: Students entering high school have studied volleyball in elementary and middle school. A pre-test will determine what they have retained from this instruction and will provide the base data necessary for the teacher to plan the instructional goals and activities for a unit on the volleyball. The post-test can show the achievement gains in relation to the pretest.

In a unit that is distinct, with no connection to prior study, pre-assessment should focus on pre-requisite knowledge, skills and student needs. What knowledge/skills are necessary for the students to successfully master the unit? Can the unit be started confident that the students have the necessary knowledge base to progress? What modifications in content, process or strategies may be necessary because of deficiencies in students’ background knowledge/skills?

Example: The unit to be taught is yoga. This unit is distinct; the students have not yet covered the material and cannot answer question directly related to it. Therefore, there cannot be a valid comparison between a pre-test and post-test. The pre-assessment should focus on prior knowledge of various elements essential to the yoga: poses strength, flexibility and a base of strength and flexibility.

Whole class. To analyze the progress of the whole class, create a table that shows pre- and post- assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which the students made progress toward the learning criterion that was identified for each learning goal (identified in the Assessment Plan section). Summarize what the graph tells about students’ learning in this unit (i.e., the number of students met the criterion).

Subgroups. Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for the selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

Individuals. Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Provide a graphic representation showing the comparison between the pre and post assessments

within the text of this section.

Calculate *learning gain scores* using the learning gain worksheet and submit the worksheet and

gain scores as an attachment.

1. What did your analysis of the learning results tell you about the degree to which **each**

of your learning goal(s) and objective(s) were achieved for the class as a whole and for

each **subgroup** of students? Discuss specific evidence from the pre and post assessment

data to support your answer. Make sure you address and evaluate the learning of all

students.

1. Was the available instructional time adequate to cover all the stated learning goals and objectives?
2. Do the assessment results accurately reflect the degree of learning students demonstrated

during the classroom activities? Explain.

[Suggested total page length for **Analysis of Learning Results**: 3 pages not including attachments]

**Component 6: Analysis of Learning Results Alignment**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**NASPE Standard**

5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

2C - A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#6. The teacher develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#15. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

**InTASC Standards**

#1 **Learner Development**  
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2 **Learning Differences**  
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3**- Learning Environments**  
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#9 **Professional Learning and Ethical Practice**  
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 6: Analysis of Learning Results Assessment**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**Checklist**: **The** **Teacher: N Y**

Presents graphics and data that are easily read and interpreted........................................... 0 1

Uses narrative which reflects the degree of learning students demonstrated

during the classroom activities compared to assessment results.............................. 0 1

Includes accurate calculations of gain scores in a completed worksheet............................. 0 1

Has covered and assessed all learning objectives in the available instructional time frame....................0 1

**Total Checklist Score**: \_\_\_\_/  **4**

**A. Rubric**: **Analysis of Learning Results**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard** | **X** | **Score** |
| **Analysis of learning** | The teacher provides no data on the achievement of individual learning objectives  **or**  The teacher provides whole-group achievement data only. | The teacher provides evidence of achievement for sub-groups, whole-groups and for individual students **but does not** provide evidence on the degree that each met individual outcomes/objectives. | The teacher evaluates how each individual and subgroup (identified in contextual and pre-assessment analysis) has performed on each objective/outcome (i.e. the teacher provides evidence that they know both the “who” **and** “what” in: “who got what” and “who didn’t get what’). |  |  |
| **5.2 Use appropriate**  **assessments to**  **evaluate student**  **learning before,**  **during, and after**  **instruction.** | TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments.  Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments. Grades are determined by “effort” or “participation.” | TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning/practice opportunities are based on pre-assessments.  Assessment occurs  throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades. | TC uses multiple assessments. On-going assessments as well as  summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed  into a format that is accessible to others (e.g. parents/administrators).  Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments.  Formative assessments are used which allow students to achieve mastery on summative assessments. | **2** | **/4** |

**Total Rubric Score: \_\_\_\_\_/4**

**Total Score for Component 6: \_\_\_\_/ 8**

**Component 7: Reflection on Teaching and Learning Instructions**

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

**Week 12 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Task

Reflect on your performance as a teacher and link K-12 student learning results to this performance incorporating current research as supporting documentation. Evaluate intern’s performance and identify future actions for improved practice and professional growth.

You should address the following topics within your reflection:

A. Interpretation of student learning:

* Conclusions made about the extent to which each of the learning goals were met.
* Explain the greatest barriers to achieving learning results.

1. Insights on best practices and assessments as related to students (cite theorist):

* Student motivation and behavior to create learning environment.
* Student social interaction and self-motivation.
* Active engagement of student learning.

C. Alignment of learning goals with assessment data:

* Connect learning goals, instruction, and assessment with assessment data.

D. Implications for future teaching:

* Identify two successful activities or learning experiences and explore reasons for their success.
* Identify two activities needing strengthening, modification, etc., and explain your rationale.

##### E. Implications for professional development:

* Reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) would improve your performance in teaching this unit.
* Select and discuss your most significant learning insight from teaching this unit.
* Describe your plan for meeting your professional goals. (Cite a workshop or class. Be specific.)

[Suggested total page length for **Reflection on Teaching and Learning**: 4 pages]

**Component 7: Reflection on Teaching and Learning Alignment**

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

**NASPE Standards**

5.3 Utilize the reflective cycle to implement change in teacher performance, student learning and instructional goals and decisions.

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

**Oklahoma General Competencies for Teachers**

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

**InTASC Standards**

#1 **Learner Development**  
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2**- Learning Differences**  
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Component 7: Reflection on Teaching and Learning Assessment**

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

**Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | | **2**  **Standard Met** | | **X** | **Score** |
| **Interpretation of Student Learning** | No evidence or reasons provided to support conclusions drawn in Analysis of Student Learning section. | Provides evidence but no reasons or hypotheses (or they are simplistic, superficial), to support conclusions drawn in analysis of Student Learning section. | | Uses evidence to support conclusions drawn in Analysis of Student Learning section. Explores multiple hypotheses for why some students or sub-groups did not meet specific learning goals. | | **2** | **/4** |
| **Insights on**  **Best Practices**  **and Assessments** | Provides no ideas or inappropriate ideas for redesigning instruction. | Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning. | | Provides ideas for redesigning instruction and explains why these modifications would improve student learning. (Cites a theorist.) | | **2** | **/4** |
| **5.3 Use the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions** | TC plans lessons without considering previous accomplishments. TC plans lessons according to teaching preferences versus student needs. Learning/practice opportunities are not based on pre-assessments and students’ developmental levels. | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance or implement change based on reflection. Changes based on reflection are placed into action in lessons. | TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short- and long-term goals are modified based on the reflective cycle. | |  | |  |
| **6.2 Participate in activities that enhance collaboration and lead to professional growth and development.** | TC participates in professional-growth and -development opportunities when directed to do so. TC meets the minimum professional-development requirements for the program. TC fails to document any collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | TC participates in professional-growth and -development opportunities when they are offered.  TC participates in professional opportunities beyond the program requirements, such as major’s club, and attendance at state conventions, health fairs and Jump/Hoops for Heart activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program. | | TC takes every opportunity to participate in professional-development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leadership in student groups and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements. | |  |  |
| **Alignment of Learning Goals, Instruction with Assessment** | Discussion shows no alignment among goals, instruction, and assessment results. | Discussion displays some sense of alignment, but misunderstanding or conceptual gaps are present. | | Discussion connects learning goals, effective instruction and assessment results. | | **2** | **/4** |
| **Implications for Future Teaching** | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. | | **2** | **/4** |
| **Implications for Professional Development** | Provides no professional learning goals or inappropriate learning goals. | Presents professional learning goals, which are either vague or not strongly related to the insights and experiences described in this section. | | Presents professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals. (Cites a workshop.) | | **2** | **/4** |

**Total Score for Component 7: \_\_\_\_/ 20**

(Evaluator comments may be made on the back of this page)

**Southwestern Christian University Teacher Work Sample:**

**Analysis of Student Learning**

|  |  |
| --- | --- |
| **Candidate Name:** |  |
| **Date Submitted:** |  |
| **Name of School where data was collected:** |  |
| **TWS Content Area:** |  |
| **Grade level:** |  |

This is verification that the candidate submitting this Teacher Work Sample has designed and taught this unit of study. To the best of my knowledge, this unit was an original work compiled by the student teacher.

**Signature of Clinical Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name of Clinical Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

My signature indicates that this is original work completed during my clinical internship at Site 1. I understand that obtaining, or attempting to obtain, a passing grade on my TWS by falsification or misrepresentation may result in a failing grade and/or expulsion from the teacher education program.

**Signature of Teacher Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Submit a copy of your completed TWS to SCU Department of Education office two weeks prior to the last day of the semester. A successfully completed TWS is a requirement to graduate.**

**Instructions for Learning Gain Scores**

You must calculate a learning gain score for each individual student. When an individual student has score higher on their post-test than they did on the pre-test (which is the common case), you must use the first formula given below to determine their individual gain score. When a student scores lower on their post-test than they did on their pre-test, you must use the second formula given below to calculate their individual gain score. Once you have figured every students gain score, you must calculate the average gain score for the class.

**Formula for positive gain (i.e., when an individual student scores higher on their post-test than on their pre-test):** Post-assessment – Pre-assessment

(100% - Pre-assessment)

Pre-assessment is the **percent correct** on pre-unit assessment; post-assessment is the **percent correct** on the post unit assessment.

Ex. For student #1 below: 70 - 45 = 25

100 – 45 = 55 = .45

Student #1 demonstrated a gain of 25 percentage points out of a potential 55 percentage points that they could have gained. Thus, they gained .45 (or 45%) of the possible percentage points they could have gained from pre to post assessment.

**Formula for negative gain (i.e., when an individual student scores higher on their pre-test than their post test):**

Ex. For student #2 below: 50 – 75 = -25

100 – 75 = 25 = -1.00

Student #2 could have gained up to 25 percentage points, but instead lost 25 percentage points (or 100% of what they could have gained.

Student scores below are in percentage correct.

|  |  |  |  |
| --- | --- | --- | --- |
| Student # | Pre-assessment score | Post-assessment score | Student gain score |
| 1 | 45% | 70% | .45 |
| 2 | 75% | 50% | -1.00 |
| 3 | 60% | 80% | .50 |
| 4 | 40% | 40% | .00 |
| 5 | 65% | 70% | .14 |
| 6 | 90% | 95% | .50 |
| 7 | 53% | 59% | .13 |
| 8 | 60% | 90% | .75 |
| 9 | 40% | 95% | .92 |
| 10 | 42% | 45% | .05 |
| 11 | 58% | 88% | .71 |
| 12 | 24% | 30% | .08 |
| 13 | 45% | 89% | .80 |

**Total Average Gain Score .31 (or 31% learning gain for the entire class on average)**

**Candidate Data Chart: Teacher Work Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard Not Met** | **%** | **Standard Partially Met** | **%** | **Standard Met** | **%** |
| ***Component 1:***  ***Contextual Information and Learning Environment Decisions*** |  |  |  |  |  |  |
| Prior Knowledge and Skills |  |  |  |  |  |  |
| Specificity |  |  |  |  |  |  |
| **NASPE 3.4** |  |  |  |  |  |  |
| **NASPE 3.5** |  |  |  |  |  |  |
| ***Component 2:***  ***Unit Learning Goals and Objectives*** |  |  |  |  |  |  |
| Content Knowledge Objectives |  |  |  |  |  |  |
| Skill/ Performance Objectives |  |  |  |  |  |  |
| Reasoning Objectives |  |  |  |  |  |  |
| Content Objectives |  |  |  |  |  |  |
| **NASPE 1.1** |  |  |  |  |  |  |
| **NASPE 1.2** |  |  |  |  |  |  |
| **NASPE 1.3** |  |  |  |  |  |  |
| **NASPE 3.1** |  |  |  |  |  |  |
| **NASPE 3.2** |  |  |  |  |  |  |
| ***Component 3:***  ***Assessment Plan*** |  |  |  |  |  |  |
| Assessment Format |  |  |  |  |  |  |
| Assessment Plan |  |  |  |  |  |  |
| Assessment Challenge |  |  |  |  |  |  |
| Assessment Criteria |  |  |  |  |  |  |
| **NASPE 5.1** |  |  |  |  |  |  |
| **NASPE 5.2** |  |  |  |  |  |  |
| ***Component 4:***  ***Instructional Design*** |  |  |  |  |  |  |
| Assessment-based adaptations (formative and pre-assessment) |  |  |  |  |  |  |
| Multiple learning strategies |  |  |  |  |  |  |
| Active Inquiry |  |  |  |  |  |  |
| Collaborative/Instructional groups |  |  |  |  |  |  |
| Motivational elements |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |
| **NASPE 1.1** |  |  |  |  |  |  |
| **NASPE 1.2** |  |  |  |  |  |  |
| **NASPE 1.3** |  |  |  |  |  |  |
| **NASPE 3.3** |  |  |  |  |  |  |
| **NASPE 3.4** |  |  |  |  |  |  |
| **NASPE 3.5** |  |  |  |  |  |  |
| **NASPE 3.7** |  |  |  |  |  |  |
| ***Component 5:***  ***Instructional Decision-Making*** |  |  |  |  |  |  |
| Sound Professional Practice |  |  |  |  |  |  |
| Modifications Based on Analysis of Student Learning |  |  |  |  |  |  |
| Congruence Between Modifications and Learning Goals |  |  |  |  |  |  |
| **NASPE 4.4** |  |  |  |  |  |  |
| ***Component 6:***  ***Analysis of Learning Results*** |  |  |  |  |  |  |
| Analysis of learning |  |  |  |  |  |  |
| **NASPE 5.2** |  |  |  |  |  |  |
| ***Component 7:***  ***Reflection on Teaching and Learning*** |  |  |  |  |  |  |
| Interpretation of Student Learning |  |  |  |  |  |  |
| Insights on Best Practices and Assessments |  |  |  |  |  |  |
| Alignment of Learning Goals, Instruction with Assessment |  |  |  |  |  |  |
| Implications for Future Teaching |  |  |  |  |  |  |
| Implications for Professional Development |  |  |  |  |  |  |
| **NASPE 5.3** |  |  |  |  |  |  |
| **NASPE 6.2** |  |  |  |  |  |  |

**#6 (Required): Additional assessment that addresses state competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

**Assessment #6: Curriculum Project Assessment Information**

**Assessment Name:** Curriculum Project

**Assessment Description:**

The assessment is a Unit Plan required as part of HPSM 4113 Methods of Teaching Secondary PE class Teacher candidates design an organized curriculum for a yearlong physical education program that considers levels of skill, development, and the needs of learners; henceforth, providing knowledge of strategies for implementation in the classroom.

**Alignment to Standards:**

This assessment has been designed to ensure alignment to each of the NASPE standards.

3.1 Teacher candidates will design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Teacher candidates will develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.3 Teacher candidates will design and implement content that is aligned with lesson objectives.

4.2 Teacher candidates will implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

4.5 Teacher candidates will utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

**Table 6.1 Portfolio Requirements aligned to NASPE Standards**

|  |  |
| --- | --- |
| **Portfolio Requirements** | **NASPE** |
| Year Plan: PASS Standards for HPER | 3.1, 3.2, 3.3 |
| Lesson Plan Template | 3.1, 3.3 |
| Block Plans (weekly segment): PASS | 3.1, 3.2, 3.3 |
| Daily Plans: PASS | 3.1, 3.2, 3.3 |
| Teach a skill: Skill analysis rubric | 3.2, 3.3, 4.2, 4.5 |
| Teach a game experience in clinical setting with secondary public school class | 3.2, 3.3, 4.2 |
| Equipment facilities instructional devices | 3.7, 4.5 |
| Skill analysis and assessment | 5.1, 5.2 |
| Evaluation of lesson and assessment | 5.1, 5.2, 5.3 |
| Teacher reflection: Self-evaluation guide | 5.3 |

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

The assessment instrument uses the NASPE Standards in order to provide program specific data to be used for program assessment and improvement

**Assessment #6: Curriculum Project  Assessment Documentation**

**Assessment:**

This project will focus on the year-long curriculum plan for Physical Education in a secondary setting.  The teacher candidate will design a program that includes a Unit plan, daily lesson plan and teaching strategies for skill development and game experience for the learner.  Teacher candidate will design a learning experience that establishes performance outcomes in a determined skill/game.  A pre-assessment of a selected skill taught will be chosen and a lesson plan will be planned that is developmentally appropriate (discovered at pre-assessment).   The final project will result in a yearly plan that illustrates knowledge of developmentally appropriate scope and sequence, as well as, appropriate student learner objectives that are directly aligned with the OK PASS and NASPE

**Scoring Guide:**

**Curriculum Project Assessment Rubric**

|  |  |  |  |  |  |  |  |  |  |  |
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|  | **Elements** | **Year Plan** | **Block Plan** | **Daily Plan** | **Teach Skill** | **Teach Game** | **Equip/Facilities/**  **Instructional Devices** | **Skill Analysis** | **Evaluation of Lesson & Assessment** | **Teacher Reflection** |
|  | **Standard** | **3.1** | **3.2** | **3.3** | **5.2** | **5.1** | **4.5** | **5.1** | **5.2** | **5.3** |
| **TARGET** |  | The year plan overview is developmentally appropriate in scope & sequence & includes all 6 components. 4-5 SLO are complete & thorough. Resources are listed. Focuses on movement forms including Lifetime & Team Sports, dance & Physical condition. | 4-5 objectives state what the students are expected to know upon completion of unit. All 3 domains are listed and addressed. | Objectives are clearly written with situation, task and criteria included. Content is developmentally appropriate & modifications are included for a variety of abilities. 3 components of a lesson plan are addressed thoroughly. | . . Aligned elements to appropriate teaching (instructional) cues. Skill components listed.  5 critical elements of the skill are grade/age appropriate. Accommodations listed for students with various needs | . Aligned elements to appropriate teaching (instructional) cues are complete & thorough. Psychomotor assessment is included based on the skill of the game chosen. Assessment of mastery of whole game is included. Strategies/Rules are complete and thorough. | All equipment for adopted skills/game are listed and are age/grade appropriate. Diagrams of playing fields/courts/areas are included. 4-5 Instructional devices are addressed and presented, including a fitness component. | Copies of the pre-/post assessment are included. Assessment tools appear to be valid and reliable. Evidence is included of the actual assessment. Analysis is thorough and includes informative, graphic displays. Suggestions for future lessons are made based on the analysis of data. | The lesson & assessment data are thoroughly evaluated for strengths, weaknesses | A videotape of a lesson is submitted along with the candidate addressing all 5 components of the reflective outline. 3 improvements to the lesson are listed clearly and thoroughly. |
| **ACCEPTABLE** |  | The year plan overview is developmentally appropriate, scope and sequence not mentioned & includes 4 of 6 components. 2-3 SLO are complete. Resources are addressed. Focuses on movement forms including Lifetime & Team Sports. | 2-3 objectives state what the students are expected to know upon completion of unit. 2 learning domains are listed and addressed. | Objectives are clearly written with situation, task and criteria included. Content is developmentally appropriate & modifications are included for a variety of abilities. 3 components of a lesson plan are addressed thoroughly | . Aligned elements to appropriate teaching (instructional) cues. Skill components listed.  4 critical elements of the skill are grade/age appropriate. Accommodations listed for students with various needs | . Aligned elements to appropriate teaching (instructional) cues are complete. Psychomotor assessment is included based on the skill of the game chosen. Assessment of mastery of whole game is not included. Strategies/Rules are complete | All equipment for adopted skills/game are listed. Diagrams of playing fields/courts/areas are included. 2-3 Instructional devices are addressed and presented, including a fitness component | Copies of the pre-/post assessment are included. Assessment tools appear to be valid and reliable. Analysis is clear and includes informative, graphic displays. | The lesson & assessment data are thoroughly evaluated for strengths, weaknesses | A videotape of a lesson is submitted along with the candidate addressing some of the 5 components of the reflective outline. 2 improvements to the lesson are listed clearly and thoroughly. |
| **UNACCEPTABLE** |  | The year plan overview is not developmentally. Scope & sequence not mentioned. Less than 4 components are addressed. Less than1 SLO are complete & thorough. Resources are not mentioned. Unit does not focus on movement forms including Lifetime & Team Sports, dance & Physical condition. | Less than 2 objectives state what the students are expected to know upon completion of unit. Less than 2 domains are listed and addressed | Objectives are not clearly written with situation, task and criteria included. Content is not developmentally appropriate & modifications are not included for a variety of abilities. Components of a lesson plan are not addressed thoroughly | . Aligned elements to appropriate teaching (instructional) cues are not present. Skill components are not listed.  More than 4 critical elements of the skill are grade/age appropriate. Accommodations are not listed for students with various needs | . Aligned elements to not appropriate teaching (instructional) cues. Psychomotor assessment is not included based on the skill of the game chosen. Assessment of mastery of whole game is not included. Strategies/Rules are not complete and thorough. | All equipment for adopted skills/game are listed. Diagrams of playing fields/courts/areas are not included. Less than 2 Instructional devices are addressed and presented. Fitness component not included. | Copies of the pre-/post assessment are included. Assessment tools may be inappropriate or only partially recorded. There is weak or no analysis of data. | The lesson & assessment data are describe but not evaluated. | A videotape of a lesson is submitted along with the candidate addressing less than 3 of the 5 components of the reflective outline. One improvement to the lesson is listed clearly and thoroughly. |

**Candidate Data Chart: Curriculum Project**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Elements** |  |  |  |  |  |  |  |
| Year Plan |  |  |  |  |  |  |  |
| Block Plan |  |  |  |  |  |  |  |
| Daily Plan |  |  |  |  |  |  |  |
| Teach Skill |  |  |  |  |  |  |  |
| Teach Game |  |  |  |  |  |  |  |
| Equip/Facilities |  |  |  |  |  |  |  |
| Skill Analysis |  |  |  |  |  |  |  |
| Lesson Assessment |  |  |  |  |  |  |  |
| Reflection |  |  |  |  |  |  |  |

**#7 (Optional): Additional assessment that addresses state competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

**Assessment #7: Fitness Assessment  Assessment Information**

**Assessment Name:** Fitness Assessment

**Assessment Description:**

Evidence of candidates’ skill based competency aligned to NASPE elements 2.1 and 2.3 come from specific skills based assessments designed in the following required courses.

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| HPSM 3811 | Motor Skills #1 Striking | Softball/Tennis |
| HPSM 3821 | Motor Skills #2 Kicking | Soccer / Movements/Football |
| HPSM 3831 | Motor Skills #3 Throwing | Softball/Speedball |
| HPSM 3841 | Fitness Assessment & Exercise Prescription I | Basketball / Soccer / Volleyball / Movements |
| HPSM 3851 | Fitness Assessment & Exercise Prescription II | Basketball / Soccer / Volleyball / Movements |
| HPSM 4413 | Research, Measurement, & Evaluation | Basketball / Soccer / Volleyball / Movements |

Units covered in HPSM 3811, HPSM 3821, and HPSM 3831 focus on a range of activities, candidate assessments, and appropriate instructional methods. In HPSM 3841 and HPSM 3851 the concepts of fitness assessment and exercise prescription for a healthy lifestyle are the focus. HPSM 4413 covers all aspects of measuring and evaluating the K12 students in an educational setting. Skills assessments are given throughout the candidates program. Initially, at the beginning of the program (HPSM 3841) normally during the first semester of the sophomore year and throughout the program depending on the scheduling of the other courses listed above. Each candidate will be assessed a minimum of five times with exercise prescriptions provided each time. Individual candidate records are maintained to record assessment results throughout the program of study.

**Alignment to Standards:**

Each of the skills assessments are aligned to NASPE element 2.1 and 2.3. The units have been devised to be a representation of the skills and abilities that the candidate should be able to perform at a minimum competency as well are able to teach within a unit of study.

**Alignment Chart to NASPE Standards and SCU Conceptual Framework**

|  |  |
| --- | --- |
| **Activity** | **Alignment to NASPE Standard/Elements** |
| Basketball | 2.1, 2.3 |
| Soccer | 2.1, 2.3 |
| Volleyball | 2.1, 2.3 |
| Movements | 2.1,2.3 |
| Speedball | 2.1,2.3 |
| Tennis | 2.1,2.3 |
| Football | 2.1,2.3 |
| Softball | 2.1,2.3 |

**NASPE Standards**

2.1 Demonstrate personal competence\* in motor skill performance for a variety of physical activities and movement patterns.

2.2 Teacher candidates will achieve and maintain a health-enhancing level of fitness throughout the program.

2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**SCU Conceptual Framework**

1A - A caring teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

NASPE Standard 2 is indirectly aligned with SCU Conceptual Framework 1C with the component of working together on a team. Positive social interaction and self motivation are components of NASPE standards also.

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

The assessment instrument uses the NAPSE Standards in order to provide program specific data to be used for program assessment and improvement

**Assessment #7: Fitness Assessment Assessment Documentation**

**Assessment:**

The primary focus of each course is skill development as well as the development of a unit of instruction on each activity. The instructor of the course conducts a skills assessment at the end of each unit based on the skills and strategies that make up that activity. Rubrics have been designed for each unit so that every candidate is assessed on the same skills and strategies. Each candidate is expected to score a 2 (Meets Expectations) or higher. If a candidate scores less than a 2 the candidate can redo that section of the assessment. A remediation plan is developed between the candidate and the instructor and the candidate can be retested in the specific skills area throughout the semester. All rubrics are distributed in each assessment class.

The teacher candidate is learning how to teach the value of physical activity and educate students how to be lifelong movers and learners. For candidates to reach that goal, they need to learn about the health-related components of fitness: aerobic capacity; muscle strength, endurance and flexibility; and body composition for themselves first before they can educate their students. Assessing those components is a necessary step in the learning process. Developing fitness plans related to fitness measurement is an expected outcome of their fitness education.

**Scoring Guide: Basketball Rubric**

Candidates will be evaluated by the instructor as they dribble around a designed obstacle course. Candidate will be assessed by the instructor during a modified basketball game.

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| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| Head/Eyes | 2.1 | Eyes focused forward, not watching the ball at any time during dribbling | Eyes are focused forward but must look at the ball occasionally to maintain control | Eyes are focused on the ball more  than 50% of the time of dribbling |  |
| Lower Body | 2.1 | Good base of support, feet shoulder width apart, knees slightly bent | Base of support varies depending on control, knees straighten up periodically through dribbling | Does not lower body to maintain good support |  |
| Upper Body | 2.1 | Body erect, free arm used to protect the ball from opponent | Body bent over too far to be able to change position quickly | Body erect, does not use opposite arm to protect ball |  |
| Contact Point | 2.1 | Uses proper hand for drill, depending on body position, uses finger tips | Uses proper hand for drill but has a definite preference and does not feel comfortable with non dominant hand | Uses same hand regardless of opponent or position of the ball |  |
| Control | 2.1 | Maintains control throughout dribbling activity. Speed is reasonable for a game like situation | Maintains control of the ball but has to sacrifice speed in order to maintain control | Control is somewhat maintained  throughout activity. Speed is preventing control |  |
| **Modified Game** |  |  |  |  |  |
| Offensive Skills | 2.3 | Usually scores, able to dodge opponent, creates opportunities | Scores when open, passes or catches on the go, developing a specialty | Does not pass to an open player |  |
| Game defense | 2.3 | Goes to person or position | Anticipates change of direction, attempts rebounds, jumps to block shots | Does not attempt to stay between hoop and opponent |  |
| Defensive Skills | 2.3 | Blocks a shot in the air  Rebounds if not guarding shooter | Stays between hoop and opponent  Able to break up plays legally | Has legal contact with ball |  |
| Team Strategy | 2.3 | Has excellent skills to meet team role | Fulfills team plan smoothly  Plays both offense and defense | Starting to learn positions and the flow of the game |  |
| Game Behavior | 2.3 | Plays within the rules  Is a team leader  Helps others | Ties to develop and improve  Works well with team. Violations are unintentional | Tries to win regardless of rules, blames others |  |

**Scoring Guide: Soccer Skills Rubric**

Candidate will play a 3 on 3 modified soccer game. Candidate will be observed by the instructor as they walk around and observe the candidate’s skills. The assessment is based on the candidate’s ability to use the skills within a game.

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| **Throw in** |  |  |  |  |  |
| Arms | 2.1 | Bent, behind head, and elbows in correct position | Bent, behind head | Bent but not behind head |  |
| Hands | 2.1 | Started behind head, both hands on the ball and released forehead | Started behind head, one hand on the ball | Started behind head |  |
| Legs and Feet | 2.1 | Legs bents, shoulder width apart and both feet stay on ground | Legs and feet are shoulder width apart and bent | Legs and feet shoulder width apart |  |
| **Dribbling** |  |  |  |  |  |
| Eye Positioning | 2.1 | Eyes are up and looking towards the field | Eyes fluctuate between looking up towards the field and looking down at the field | Eyes are constantly on feet and ball |  |
| Ball Positioning Against Foot | 2.1 | Student is dribbling with multiple parts of the feet constantly | Student is dribbling the ball with the inside of their feet occasionally | Student is dribbling the ball with the inside of their shoes |  |
| Speed | 2.1 | Student is dribbling at a comfortable speed and has control of the ball | Student is dribbling a little fast and has trouble controlling the ball | Student is dribbling too fast and constantly loses control of the ball |  |
| **Passing** |  |  |  |  |  |
| Balance | 2.1 | The body is square to the target with the belly button facing the target | The body is positioned slightly towards the target | The body is not at all squared to the target |  |
| Ankle | 2.1 | The ankle is stiff which allow for control | The ankle is somewhat stiff but not enough to keep control | The ankle is relaxed |  |
| Location of Contact | 2.1 | The ball is hit with the absolute inside/outside of the foot | The ball is hit with a small portion of the inside/outside of the foot with the rest being toes | The ball is hit with the toes or the front part of the foot |  |
| Firm Contact | 2.1 | The ball is hit with firm contact so that it will get to the person receiving with accuracy and control | The ball is hit with slight firmness but does not get to the partner with accuracy and control | The ball does not make it to the partner |  |
| Follow Through | 2.1 | The kicking leg follows through all the way | The kicking leg follows through partially but not all the way | The kicking leg does not follow through with the motion |  |
| Rules | 2.3 | Displays extensive knowledge of the rules of soccer and can apply them in a game like situation | Displays little understanding of the rules and applies them in the game | No display of the rules of soccer |  |
| Strategies | 2.3 | Student displays strategies during the game that are to their team advantage | Student seems to be just playing the game with little regard to any strategy | No strategy is displayed when playing soccer |  |
| Passing Strategy | 2.3 | During the game player passes ball into open space leading teammates to the ball. The triangle strategy is applied throughout the game | During the game player attempts to lead the pass, passing into open space and using the triangle formation to move the ball up the field | During the game there is little effort to pass the ball using a through pass or playing in the triangle formation |  |
| Dribbling Strategy | 2.3 | During the game the player uses the dribble to advance the ball using moves to avoid attacking players. The player has multiple moves that are used to dribble under control dodging opposing players | During the game the player uses the dribble to advance up the field and maintain control most of the time. The player is able to apply moves in order to avoid the opposing teams attackers. | During the game, the player has difficulty maintaining control of the ball in order to gain the advantage for their  team. |  |
| Team Work | 2.3 | Works well with teammates to gain the advantage for team | Attempts to work with teammates to gain the advantage but skill is not quite developed enough yet to do it with consistency. | Skill is not yet developed enough to consider team work rather the individual reacts to the ball not in an advantageous manner |  |

**Scoring Guide: Volleyball Rubric**

The candidate will stand along the end line of the volleyball court. Their partner will stand inside a hula hoop placed approximately 15 feet away. The partner inside the hula hoop will toss the volleyball and the candidate will volley (set) the ball back to their partner. The instructor will evaluate the candidate.

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| Lower body | 2.1 | Feet should width apart, knee slightly bent | Feet shoulder width apart, knees straight | Feet together, knees straight |  |
| Upper body | 2.1 | Elbows bent, fingers spread, ready to receive the ball | Elbows bent, finger straight, stiff | Elbows straight, fingers stiff |  |
| Contact | 2.1 | Ball touches finger tips | Ball sits in lower portion of fingers | Hear slapping sound when contact is made with the ball from fingers |  |
| Prepatory Phase | 2.1 | Body retracts when ball touches fingers, more exaggerated bend | Slight body bend prior to contact with ball | Body stands in erect position |  |
| Motion | 2.1 | Uses rhythmic motion to uncoil through contact | Proper motion occurs but not in a rhythmic motion | Motion very uncoordinated with very little rhythmic motion |  |
| Follow Through | 2.1 | Knees straight, elbows straight, hands/fingers pointing to target | Knees straight, elbows straight, hand/fingers are pointed to the side walls | Knees bent, hands point to the side walls |  |
| Target | 2.1 | Ball reaches intended target and is in position to further the play | Ball reaches target but is not good enough pass to further the play | Ball does not reach intended target |  |
| Underhand Pass (bump) | 2.1 | body in low athletic stance, weight on balls of feet, knees bent, called mine, hands together, ball went towards target, control of the ball | weight on heels, elbows were bent, ball was playable for teammates, some control of ball | hands were apart, body in upright position, did not call, lift, ball was "shanked", no control of ball |  |
| Overhand Pass (set) | 2.1 | body in athletic position, made a triangle for hands,  called mine, weight on balls of feet, good follow through, control of ball to target | made a triangle, hit ball off of palms (not fingers), some control of ball | hands were apart, body not in athletic position, lift, no control of ball |  |
| Serve (overhand or underhand) | 2.1 | serve was over the net and in bounds, arm above head, weight transfer, control of the ball | Serve was over and in or close. Had some control of ball, arm was too low, not proper weight transfer | Ball not over and in or  close, no control of ball, ball hit off of wrist or fingers |  |
| Team Play (encouragement) | 2.3 | Encourages teammates, stays positive, includes others in plays | Shows little emotional  involvement with the team and the game. Stays neutral throughout the game regardless of the play. | negative towards teammates, disrupts the game |  |
| Serving Strategy | 2.3 | Can control where the  serve placement is. Can serve at a strong pace and hand placement is used to control the placement. | Gets the ball over the net at a good pace and is able to control the speed of the ball through hand placement. | Is only focused on getting the ball over the net |  |
| Game Strategy | 2.3 | Player is comfortable using the 3 touch approach when playing the ball. Player uses the positioning of others to play the ball into open spaces. | Player attempts to use strategy when playing the ball. Player attempts to use the 3 touch approach and attempts to do their part when playing the game to advance the game. | Player does not appear to use any strategy when playing. When they play the ball the only attempt is made not to mess up. |  |

**Scoring Guide: Movement Rubric**

Candidates will be assessed by the instructor on various movement patterns during authentic movement experiences designed by the instructor for the purpose of assessment. All candidates will participate in the same authentic movement experience during assessment.

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| **Locomotor skills** |  |  |  |  |  |
| Running | 2.1 | Recovery knee raised high and swung forward quickly.  Flight phase extended and little rotary action of knee or foot. Arms swing vertically opposition to legs.  1 - Flight between steps  2 - Non-support leg flexed 90 degrees  3 - Arm-leg opposition  4 - Arms drive forward and backward in sagittal plane | Stride length, leg swing, and speed of run show definite flight phase. Support leg begins to extend more during takeoff.  Arms swing for a greater distance. | Legs appear stiff and the stride is uneven. Recovery knee is swung outward. Arms swing stiffly with  varying degrees |  |
| Jumping | 2.1 | Arms move high and to the rear and then reach forward during takeoff. Trunk at takeoff is at approx. 45 degrees stressing horizontal direction. Preparatory crouch is deep and consistent. At landing body weight continues forward and downward.  1 - Hips/knees flex prior to take off  2 - Arms reach to head level  3 - Takes off and lands on both feet  simultaneously  4 - Lands on heels first | Arms are used in jumping action.  Preparatory crouch is deeper and more consistent – legs, hips, & ankles extend more at takeoff. | Arms, limited in their swing and do not initiate jump action. Trunk at takeoff is propelled – vertical direction. Preparatory crouch is limited with regard to leg flexion. |  |
| Hopping | 2.1 | The ability (with forward body lean) to continuously propel  the body up and down on the same foot while using the arms to generate force.  1 - Non-support foot carried behind body  2 - Arms swing forward on take-off  3 - Non-support leg swings like a pendulum  4 - Able to hop on each foot | The ability to propel the body up on one  foot without using body lean, arm action and then landing on both feet. | The inability to propel the body up and down on the same foot. |  |
| **Nonlocomotor skills** |  |  |  |  |  |
| Bending | 2.1 | The ability to freely move all joints as far as possible through their full range of motion. up, down, forward,  backward, sideways, bending body parts below and above  the waist and bending your whole body | Some joint movement is allowed, but the range of motion is limited. | The inability to freely move a joint through its full range of motion. |  |
| Stretching | 2.1 | The flexibility and movement that allows body parts to  move away from the body center in a full range of motion | Some movement away from the body center is allowed, but is limited. | A lack of movement that allows body parts to move away from the body center. |  |
| **Manipulative skills** |  |  |  |  |  |
| Sidearm Striking | 2.1 | Stands sideways to path of tossed ball, shift weight to the rear foot and rotate the hips the shift weight toward the ball as it approaches. Striking occurs with arms extended in a long arc. Swing ends with swinging motion through the full range of motion and weight on the forward foot.  1 - Dominant hand on top  2 - Non-dominant side faces tosser  3 - Hip/trunk rotation  4 - Step with front foot on contact | Upper body generated force. Trunk is turned to side of toss and weight shifts from rear foot to the forward foot just before contact. Trunk and hips rotate into ball during swing. Elbows less flexed and force is generated by extending the flexed  joints | The feet are stationary and trunk faces direction of toss. Elbows are  fully flexed, and force is generated by extending the flexed joints in a downward plane. Trunk rotation is back to front and force generation from arms and wrists. |  |
| Overhand Throwing | 2.1 | Arm swings backward, elbow moves forward horizontally, thumb rotates in and downward, fingers remain close together. Trunk is markedly rotated to throwing side and the throwing shoulder drops slightly. Weight transferred to rear foot then to non-throwing side of body.  1 - Downward arc of throwing arm  2 - Hip/shoulder rotate 90 degrees  3 - Step with opposition  4 - Diagonal follow through across body | Arm is swung in preparation, first sideward and then backward with elbow flexion and ball behind head. Trunk rotates toward throwing side then back toward non-throwing side. Same leg as throwing side moves forward. | Throwing action performed mainly from elbow and throw consists of pushing action. Trunk remains perpendicular to target throughout throw. Feet remain stationary. |  |
| Catching | 2.1 | No avoidance action and eyes follow ball to hands. Arms are bent at elbow, held relaxed at sides and give upon contact to absorb force. Hands are cupped an adjust depending upon the height of the ball.  1 - Elbows flexed  2 - Reaches for ball  3 - Ball is caught by the hands only  4 - Elbows bend to absorb force | Some avoidance with arms held slightly bent in front of body. The hands are held  in opposition to each other, fingers are  extended and hands are close unevenly in a poorly timed motion. | Definite avoidance reaction of  turning away for ball with arms held out and elbows extended in front of body. Fingers are extended and held tense. |  |
| Kicking | 2.1 | Kicking leg is brought backward at the knee and hip with leg bent then forward until contact with the ball. Arm on kicking side swing forward to backward position the other arm moves sideward and forward. Trunk bends at waist and kicking leg movement is initiated at the hip with limited knee bend. Slight flight phase.  1 - Rapid and continuous approach to the ball  2 - Trunk leans back at contact  3 - Arm-kicking leg opposition at contact  4 - Hop on non-kicking foot after contact | No observable change in trunk action.  Kicking leg brought backward in preparation for kick. Kicking leg tends to remain bent until the ball has been contacted. | Limited movement of arms and trunk with an erect body. Kicking  leg is limited to the backswing with very short forward swing, no follow-through. Rather than kick the leg moves through the ball. |  |
| Jump Rope (Arm Component) | 2.1 | Rope swing results primarily from action at the elbow, forearm, and/or wrist. Minimum motion occurs at the shoulder, with upper arms usually held near the side. Jumping is continuous. | Arm swing action primarily occurs at  the shoulder, giving the appearance of “winging.” Action can be up and down or in a circular motion. Jumping becomes continuous. | Elbows extend as arms swing downward; arms stop or pause at bottom of swing as child jumps or steps over the rope.  Jump may be step-over or bilateral jump pattern. |  |
| Jump Rope (Leg Component) | 2.1 | **High Jump**  Takes off from two feet and lands on two feet.  Knees are flexed and feet are lifted well off ground.  Landing may be loud.  **Low Jump**  Jump is performed with minimal knee flexion.  Landing is controlled and quiet. | Steps through rope as it swings toward leg. Transfers weight  from one foot to other as rope passes under feet. | Elbows extend as arms swing downward; arms stop at bottom of swing.  Jump is mistimed and rope hits feet or ankles. |  |

**Scoring Guide: Speedball Rubric**

Candidates will be evaluated by the instructor as they pass, kick or run the ball around a designed obstacle course. Candidate will be assessed by the instructor during a modified Speedball game.

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| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| **Throw-In** |  |  |  |  |  |
| **Arms** | **2.1** | **Bent, behind head, and elbows in correct position** | **Bent, behind head** | **Bent but not behind head** |  |
| **2 handed over head toss** | **2.1** | **Bent, behind head, and elbows in correct position; body leans forward on follow through** | **Bent, behind head; elbows in correct position** | **Bent but not behind head** |  |
| **Throw on the run** | **2.1** | **Eyes forward, elbow in correct position, hand placement** | **Elbow in correct position, eyes glance forward** | **Eyes not looking ahead, elbows not bent, poor hand placement** |  |
| **Legs and Feet** | **2.1** | **Legs bents, shoulder width apart and both feet stay on ground** | **Legs and feet are shoulder width apart and bent** | **Legs and feet shoulder width apart** |  |
| **Punt/Kick** |  |  |  |  |  |
| **Punt** | **2.1** | **Eyes are on ball; head down; leg extends in follow through; makes contact with ball completely** | **Eyes fluctuate between looking up towards the field and looking down at the field; follow through is not complete** | **Eyes are constantly on feet and ball-no follow through** |  |
| **Place kick** | **2.1** | **Head down; eyes on ball; foot firmly contacts ball; kicking leg extension on follow-through** | **Head down; eyes on ball; foot does not firmly contact the ball; leg is bent on follow through** | **No follow-through; ball is shanked; head is up and eyes wander** |  |
| **Foot placement** | **2.1** | **Student has foot placement on the ball and has control of the ball; opposite foot firmly planted** | **Student has foot placement but has trouble controlling the ball** | **Student does not have foot placement constantly loses control of the ball** |  |
| **Passing** |  |  |  |  |  |
| **Balance** | **2.1** | **The body is square to the target with the belly button facing the target** | **The body is positioned slightly towards the target** | **The body is not at all squared to the target** |  |
| **Ankle** | **2.1** | **The ankle is stiff which allow for control** | **The ankle is somewhat stiff but not enough to keep control** | **The ankle is relaxed** |  |
| **Location of Contact** | **2.1** | **The ball is hit with the absolute inside/outside of the foot** | **The ball is hit with a small portion of the inside/outside of the foot with the rest being toes** | **The ball is hit with the toes or the front part of the foot** |  |
| **Firm Contact** | **2.1** | **The ball is hit with firm contact so that it will get to the person receiving with accuracy and control** | **The ball is hit with slight firmness but does not get to the partner with accuracy and control** | **The ball does not make it to the partner** |  |
| **Follow Through** | **2.1** | **The kicking leg follows through all the way** | **The kicking leg follows through partially but not all the way** | **The kicking leg does not follow through with the motion** |  |
| **Rules** | **2.3** | **Displays extensive knowledge of the rules of soccer and can apply them in a game like situation** | **Displays little understanding of the rules and applies them in the game** | **No display of the rules of soccer** |  |
| **Strategies** | **2.3** | **Student displays strategies during the game that are to their team advantage** | **Student seems to be just playing the game with little regard to any strategy** | **No strategy is displayed when playing soccer** |  |
| **Passing Strategy** | **2.3** | **During the game player passes ball into open space leading teammates to the ball. The triangle strategy is applied throughout the game** | **During the game player attempts to lead the pass, passing into open space and using the triangle formation to move the ball up the field** | **During the game there is little effort to pass the ball using a through pass or playing in the triangle formation** |  |
| **Strategy** | **2.3** | **During the game the player uses the pass, kick or run to advance the ball using moves to avoid attacking players. The player has multiple moves that are used to pass, kick or run under control dodging opposing players** | **During the game the player uses the pass, kick or run to advance the ball using moves to avoid attacking players. The player has few moves that are used to pass, kick or run under control dodging opposing players** | **During the game, the player has difficulty maintaining control of the ball in order to gain the advantage for their**  **team.** |  |
| **Team Work** | **2.3** | **Works well with teammates to gain the advantage for team** | **Attempts to work with teammates to gain the advantage but skill is not quite developed enough yet to do it with consistency.** | **Skill is not yet developed enough to consider team work rather the individual reacts to the ball not in an advantageous manner** |  |

**Scoring Guide: Softball Rubric**

Candidates will be evaluated by the instructor as they throw, catch, and strike (bat) on a designed field. Candidate will be assessed by the instructor during a modified Softball game

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| **Throwing** |  |  |  |  |  |
| Head/Eyes | 2.1 | Eyes focused forward, not watching the ball at any time , hand with ball is brought back over the head just above shoulder height. | Eyes are focused forward but must look at the ball occasionally to maintain control hand with ball is brought back over the head but is not just above shoulder height. | Eyes are focused on the ball more  than 50% of the time, hand with ball is not brought back over the head just above shoulder height. |  |
| Lower Body | 2.1 | Good base of support, feet shoulder width apart, knees slightly bent | Base of support varies depending on control, knees straighten up periodically through dribbling | Does not lower body to maintain good support |  |
| Feet | 2.1 | Front foot advanced toward the target, body weight shifts with the throw to the front foot, rear foot rotates forward, | Front foot advanced toward the target, body weight does not shift with the throw to the front foot, rear foot does not rotate forward | Front foot does not advance toward the target, body weight does not shift with the throw to the front foot, rear foot does not rotate forward |  |
| Contact Point | 2.1 | Uses proper hand for throwing depending on body position, uses finger tips | Uses proper hand for throwing but has a definite preference | Uses same hand regardless of opponent or position of the ball |  |
| Control | 2.1 | Maintains control throughout for a game the throw and is not effected by game like situation. | Maintains control of the ball but has to sacrifice speed in order to maintain control | Control is somewhat maintained  throughout activity. Speed is preventing control |  |
| Catching |  |  |  |  |  |
| Hand, finger, thumb placement | 2.1 | Fingers/thumbs placed properly for fly balls. | Finger/thumb placed properly part of the time | Finger/thumb is not placed correctly |  |
| Eyes | 2.1 | Eyes on ball and follow ball into glove | Eyes on the ball part of the time | Eyes are not on the ball and do not follow it into the glove |  |
| Feet | 2.1 | Feet are spread, seat is kept down, hands carried low& in front. Weight on balls of feet, knees bent | Feet are spread, seat is not kept down, hands are in front, knees are not bent | Feet are not spread apart, seat is not kept low, hands are not in front and knees are not bent |  |
| Striking |  |  |  |  |  |
| Grip |  | Dominant hand above and adjacent to non-dominant hand, held shoulder high and slightly behind rear foot. | Dominant hand above and adjacent to non-dominant hand, is not held shoulder high and slightly behind rear foot. | Dominant hand is not above and adjacent to non-dominant hand, is not held shoulder high and slightly behind rear foot. |  |
| Foot Work/Contact |  | Feet positioned comfortably apart, front of body faces plate, knees slightly bent, weight is equally distributed, stride begins step toward ball with front foot, hips rotate followed by trunk and forward shoulder | Feet positioned comfortably apart, front of body does not face plate, knees slightly bent, weight is not equally distributed, stride begins step toward ball with front foot, hips do not rotate and are not followed by trunk and forward shoulder | Feet are not positioned comfortably apart, front of body not facing plate, knees are not slightly bent, weight is not equally distributed, stride does not begin step toward ball with front foot, and hips do not rotate followed by trunk and forward shoulder |  |
| **Modified Game** |  |  |  |  |  |
| Offensive Skills | 2.3 | Usually scores, able to make contact with ball for base hit or run for base advancement. | Scores occasionally, develops specialty position. | Does not hit the ball for on base or scoring opportunity. |  |
| Game defense | 2.3 | Throws runner out. Able to catch and throw. | Anticipates advanced runner.. | Does not attempt to catch or throw runner out. |  |
| Defensive Skills | 2.3 | Keeps ball in front when catching grounder or fly ball. On balls of feet. | Does not attempt to catch ball. On heels of feet. | Doesn’t attempt to catch, throw or be aggressive in manner. |  |
| Team Strategy | 2.3 | Has excellent skills to meet team role | Fulfills team plan smoothly  Plays both offense and defense | Starting to learn positions and the flow of the game |  |
| Game Behavior | 2.3 | Plays within the rules  Is a team leader  Helps others | Ties to develop and improve  Works well with team. Violations are unintentional | Tries to win regardless of rules, blames others |  |

**Scoring Guide: Football Rubric**

Candidates will be evaluated by the instructor as they throw, catch, and kick on a designed field. Candidate will be assessed by the instructor during a modified Football game

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| **Throwing** |  |  |  |  |  |
| Grip/Arm/FollowThrough | 2.1 | Ball is gripped lightly behind the middle with fingers on the lace. Thumbs and fingers are relaxed. Ball up and over shoulders, delivered with overhand movement of arm, index finger pointing toward line of target. | Ball is gripped lightly behind the middle with fingers on the lace. Thumbs and fingers are relaxed. Ball is not up and over shoulders, not delivered with overhand movement of arm, index finger pointing toward line of target. | Ball is not gripped lightly behind the middle with fingers on the lace. Thumbs and fingers are not relaxed. Ball is not up and over shoulders and is not delivered with overhand movement of arm, index finger pointing toward line of target. |  |
| Trunk/Feet | 2.1 | Opposing foot points in direction of the pass, body turned sideways | Front foot advanced toward the target, body weight does not shift with the throw to the front foot, rear foot does not rotate forward | Front foot does not advance toward the target, body weight does not shift with the throw to the front foot, rear foot does not rotate forward |  |
| Contact Point | 2.1 | Uses proper hand for throwing depending on body position | Uses proper hand for throwing but has a definite preference | Uses same hand regardless of opponent or position of the ball |  |
| Catching |  |  |  |  |  |
| Hands/Eyes | 2.1 | Eyes are on the ball, thumbs together (high pass) or apart (low pass), catch with two hands, bring ball into body | Eyes are on the ball, thumbs are not together (high pass) or are not apart (low pass), catch with two hands, bring ball into body | Eyes are not on the ball, thumbs are not together (high pass) or are not apart (low pass), catch is not with two hands, ball not brought into body |  |
| Kicking |  |  |  |  |  |
| Foot Work/Contact |  | Approach & plant; foot back, knee bent; head down and lean back; swing through the ball | Approach & plant; foot is not back, and knee is not bent; head down and lean back; no follow through of kick | There is no Approach & plant; foot is not back or knee bent; The head is not down and no lean back; not swing follow through |  |
| **Modified Game** |  |  |  |  |  |
| Offensive Skills | 2.3 | Usually scores, able to dodge opponent, creates opportunities | Scores when open, passes or catches on the go, developing a specialty | Does not pass to an open player |  |
| Game defense | 2.3 | Goes to person or position | Anticipates change of direction, attempts rebounds, jumps to block shots | Does not attempt to stay between hoop and opponent |  |
| Defensive Skills | 2.3 | Captures flag, blocks and able to break up plays legally | Stays between goal line and opponent; Able to break up plays legally | Doesn’t capture the flag and doesn’t prevent scoring at all. |  |
| Team Strategy | 2.3 | Has excellent skills to meet team role | Fulfills team plan smoothly  Plays both offense and defense | Starting to learn positions and the flow of the game |  |
| Game Behavior | 2.3 | Plays within the rules  Is a team leader  Helps others | Ties to develop and improve  Works well with team. Violations are unintentional | Tries to win regardless of rules, blames others |  |

**Scoring Guide: Tennis Rubric**

Candidates will be evaluated by the instructor as they Strike while on a designed court. Candidate will be assessed by the instructor during a modified Tennis game.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Standard** | **Exceeds Expectations – 3 points** | **Meets Expectations – 2 points** | **Does Not Meet Expectations – 1 point** | **Total Points** |
| **Throwing** |  |  |  |  |  |
| Grip/Arm/FollowThrough | 2.1 | Paddle is held perpendicular to floor and “shake hands” method is evident; contact made slightly before the ball reaches the body; eyes on ball; swing through the ball with stiff wrist; | Paddle is not held perpendicular to floor and “hammer ” method is evident; contact made slightly after the ball reaches the body; eyes on ball; swing through the ball with flexible wrist; | Paddle is not held perpendicular to floor and “hammer ” method is evident; contact made slightly after the ball reaches the body; eyes do not follow the ball; swing through the ball with flexible wrist; |  |
| Trunk/Feet | 2.1 | Athletic position; heels slightly raised; racket in front; ready to move; body turned opposite side of target; step through the ball; return to ready position | Athletic position; heels flat; racket in front; ready to move; body not turned opposite side of target; step through the ball | Athletic position is not demonstrated; heels flat; racket is down; not ready to move; body not turned opposite side of target; doesn’t not follow through |  |
| Volley |  |  |  |  |  |
| Hands/Eyes/  Feet | 2.1 | Faces direction of the hit; pushes racket forward, not stroking; ready position; return to ready position | Faces direction of the hit; shortens the racket forward, not stroking; not in ready position; does not return to ready position | Faces other direction than of the hit; shortens the racket forward, not stroking; not in ready position; does not return to ready position |  |
| **Modified Game** |  |  |  |  |  |
| Offensive Skills | 2.3 | Attacks the ball; makes contact with ball before it reaches body | Is not aggressive but does make contact on the ball. | Is not aggressive, attacking the ball and doesn’t make contact with the ball. |  |
| Defensive Skills | 2.3 | Approaches the net and is aggressive in defensive strategy. | Doesn’t approach the net or aggressive in defense | Does not attempt to stay in play. |  |
| Game Behavior | 2.3 | Plays within the rules  Is a team leader  Helps others | Ties to develop and improve  Works well with team. Violations are unintentional | Tries to win regardless of rules, blames others |  |

**Candidate Data Chart: Basketball Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| dribbling – head/eyes | 2.1 |  |  |  |  |  |  |  |  |
| dribbling – lower body | 2.1 |  |  |  |  |  |  |  |  |
| dribbling – upper body | 2.1 |  |  |  |  |  |  |  |  |
| dribbling – contact point | 2.1 |  |  |  |  |  |  |  |  |
| Dribbling control | 2.1 |  |  |  |  |  |  |  |  |
| offensive skills | 2.3 |  |  |  |  |  |  |  |  |
| Game defense | 2.3 |  |  |  |  |  |  |  |  |
| defensive skills | 2.3 |  |  |  |  |  |  |  |  |
| Team strategy | 2.3 |  |  |  |  |  |  |  |  |
| Game behavior | 2.3 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Soccer Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| Throw Ins |  |  |  |  |  |  |  |  |  |
| arms | 2.1 |  |  |  |  |  |  |  |  |
| hands | 2.1 |  |  |  |  |  |  |  |  |
| legs and feet | 2.1 |  |  |  |  |  |  |  |  |
| Dribbling |  |  |  |  |  |  |  |  |  |
| eye position | 2.1 |  |  |  |  |  |  |  |  |
| Ball position against foot | 2.1 |  |  |  |  |  |  |  |  |
| speed | 2.1 |  |  |  |  |  |  |  |  |
| Passing |  |  |  |  |  |  |  |  |  |
| balance | 2.1 |  |  |  |  |  |  |  |  |
| ankle | 2.1 |  |  |  |  |  |  |  |  |
| Location of contact | 2.1 |  |  |  |  |  |  |  |  |
| firm contact | 2.1 |  |  |  |  |  |  |  |  |
| follow through | 2.1 |  |  |  |  |  |  |  |  |
| rules | 2.3 |  |  |  |  |  |  |  |  |
| strategies | 2.3 |  |  |  |  |  |  |  |  |
| Passing strategy | 2.3 |  |  |  |  |  |  |  |  |
| Dribbling strategy | 2.3 |  |  |  |  |  |  |  |  |
| team work | 2.3 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Volleyball Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| lower body | 2.1 |  |  |  |  |  |  |  |  |
| upper body | 2.1 |  |  |  |  |  |  |  |  |
| legs and feet | 2.1 |  |  |  |  |  |  |  |  |
| contact |  |  |  |  |  |  |  |  |  |
| prepatory phase | 2.1 |  |  |  |  |  |  |  |  |
| follow through | 2.1 |  |  |  |  |  |  |  |  |
| target | 2.1 |  |  |  |  |  |  |  |  |
| game – bump | 2.1 |  |  |  |  |  |  |  |  |
| game – set | 2.1 |  |  |  |  |  |  |  |  |
| game – serve | 2.1 |  |  |  |  |  |  |  |  |
| firm contact | 2.1 |  |  |  |  |  |  |  |  |
| game – team play | 2.3 |  |  |  |  |  |  |  |  |
| game – serving strategy | 2.3 |  |  |  |  |  |  |  |  |
| game – game strategy | 2.3 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Movement Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| running | 2.1 |  |  |  |  |  |  |  |  |
| jumping | 2.1 |  |  |  |  |  |  |  |  |
| hopping | 2.1 |  |  |  |  |  |  |  |  |
| bending |  |  |  |  |  |  |  |  |  |
| stretching | 2.1 |  |  |  |  |  |  |  |  |
| sidearm striking | 2.1 |  |  |  |  |  |  |  |  |
| overhand throw | 2.1 |  |  |  |  |  |  |  |  |
| catching | 2.1 |  |  |  |  |  |  |  |  |
| kicking | 2.1 |  |  |  |  |  |  |  |  |
| jump rope – arms | 2.1 |  |  |  |  |  |  |  |  |
| jump rope – legs | 2.1 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Speedball Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| Throw Ins | 2.1 |  |  |  |  |  |  |  |  |
| arms | 2.1 |  |  |  |  |  |  |  |  |
| hands | 2.1 |  |  |  |  |  |  |  |  |
| legs and feet | 2.1 |  |  |  |  |  |  |  |  |
| Kicking | 2.1 |  |  |  |  |  |  |  |  |
| eye position | 2.1 |  |  |  |  |  |  |  |  |
| Ball position against foot | 2.1 |  |  |  |  |  |  |  |  |
| speed | 2.1 |  |  |  |  |  |  |  |  |
| Passing/  Kicking | 2.1 |  |  |  |  |  |  |  |  |
| balance | 2.1 |  |  |  |  |  |  |  |  |
| ankle | 2.1 |  |  |  |  |  |  |  |  |
| Location of contact | 2.1 |  |  |  |  |  |  |  |  |
| firm contact | 2.1 |  |  |  |  |  |  |  |  |
| follow through | 2.1 |  |  |  |  |  |  |  |  |
| rules | 2.3 |  |  |  |  |  |  |  |  |
| strategies | 2.3 |  |  |  |  |  |  |  |  |
| Passing strategy | 2.3 |  |  |  |  |  |  |  |  |
| Dribbling strategy | 2.3 |  |  |  |  |  |  |  |  |
| team work | 2.3 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Softball Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| Throwing | 2.1 |  |  |  |  |  |  |  |  |
| Head/Eyes | 2.1 |  |  |  |  |  |  |  |  |
| Lower Body | 2.1 |  |  |  |  |  |  |  |  |
| Feet | 2.1 |  |  |  |  |  |  |  |  |
| Contact Point | 2.1 |  |  |  |  |  |  |  |  |
| Control | 2.1 |  |  |  |  |  |  |  |  |
| Catching | 2.1 |  |  |  |  |  |  |  |  |
| Hand/finger/  Thumb placement | 2.1 |  |  |  |  |  |  |  |  |
| Eyes | 2.1 |  |  |  |  |  |  |  |  |
| Modified Game | 2.1 |  |  |  |  |  |  |  |  |
| Offensive Skill | 2.1 |  |  |  |  |  |  |  |  |
| Game Defense | 2.3 |  |  |  |  |  |  |  |  |
| Rules | 2.3 |  |  |  |  |  |  |  |  |
| Strategy | 2.3 |  |  |  |  |  |  |  |  |
| Team Strategy | 2.3 |  |  |  |  |  |  |  |  |
| Game Behavior | 2.3 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Football Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| Grip/Arm/  Follow Through | 2.1 |  |  |  |  |  |  |  |  |
| Trunk/Feet | 2.1 |  |  |  |  |  |  |  |  |
| Contact Point | 2.1 |  |  |  |  |  |  |  |  |
| Catching | 2.1 |  |  |  |  |  |  |  |  |
| Hand/Eyes | 2.1 |  |  |  |  |  |  |  |  |
| Kicking |  |  |  |  |  |  |  |  |  |
| Foot Work/Contact | 2.1 |  |  |  |  |  |  |  |  |
| Modified Game | 2.3 |  |  |  |  |  |  |  |  |
| Offensive Skill | 2.3 |  |  |  |  |  |  |  |  |
| Game Defense | 2.3 |  |  |  |  |  |  |  |  |
| Defensive Skills | 2.3 |  |  |  |  |  |  |  |  |
| Team Strategy | 2.3 |  |  |  |  |  |  |  |  |
| Game Behavior | 2.3 |  |  |  |  |  |  |  |  |

**Candidate Data Chart: Tennis Candidate Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **Standard** | **Exceeds Expectations** | **%** | **Meets Expectations** | **%** | **Does Not Meet Expectations** | **%** | **Missing** | **%** |
| **Striking** | **2.1** |  |  |  |  |  |  |  |  |
| Grip/Arm/  Follow Through | 2.1 |  |  |  |  |  |  |  |  |
| Trunk/Feet | 2.1 |  |  |  |  |  |  |  |  |
| Volley | 2.1 |  |  |  |  |  |  |  |  |
| Hand/Eyes/  Feet | 2.1 |  |  |  |  |  |  |  |  |
| Modified Game | 2.3 |  |  |  |  |  |  |  |  |
| Offensive Skill | 2.3 |  |  |  |  |  |  |  |  |
| Defensive Skills | 2.3 |  |  |  |  |  |  |  |  |
| Game Behavior | 2.3 |  |  |  |  |  |  |  |  |

1. [↑](#footnote-ref-1)
2. NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. [↑](#footnote-ref-4)
5. [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)
7. [↑](#footnote-ref-7)
8. [↑](#footnote-ref-8)
9. [↑](#footnote-ref-9)
10. If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide). [↑](#footnote-ref-10)
11. In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report. [↑](#footnote-ref-11)
12. 11 Effects on student learning include the creation of environments that support student learning. [↑](#footnote-ref-12)