

Rhode Island College
Feinstein School of Education and Human Development
Department of Health and Physical Education

Preparing To Teach Portfolio

Artifact – Lesson Plan

- Exceeds Competency - Strength
- Meets Competency - Competence
- Below Competency - Developing
- Unacceptable – Weakness

Original E
Rewrite #1 _____
Rewrite #2 _____

Date 4/12/10
Date _____
Date _____

Student's Name _____

Reviewer's Signature *Paul S. [unclear]*

** Public SW
BACK*

PED 450
Practicum in Individual and Dual Activities
Lesson Plan Format

Will
not
together

100

NAME: DATE: April 12, 2010 TIME: 1015-11

LESSON #: 1 CLASS SIZE: 19 GRADE LEVEL: 6

UNIT: Track and Field SKILL LEVEL: Cognitive

EQUIPMENT: 15 hula hoops, 10 cones, 19 score sheets, 10 gator balls

FOCUS OF THE LESSON: Shot put

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor:

Students will show improvement by performing the shot put cues grip, elbow up, rotate, and extend by the end of the lesson (NASPE #1 Motor Skills and Movement).

Cognitive:

By the conclusion of the lesson, students will be able to recognize the four cues of the shot put (NASPE #1 Motor Skills and Movement).

when asked
by the
T?

Affective:

During the lesson students will attempt to work together by participating in the partner station of the activity (NASPE #5 Social Behavior).

book

TEACHER PERFORMANCE OBJECTIVES: *(Be sure to list the RIPT standard for each objective you write).*

1. During instruction, the teacher will be able to clearly provide instructions to the students by using proper communication techniques (RIPTS # 8 Communication).
2. The teacher will be able to successfully demonstrate the proper form of the shot put to his students throughout the lesson (RIPTS # 2 Content Knowledge).

which one?

SAFETY CONSIDERATIONS: List the safety concerns. *Be specific to the lesson.*

1. Students may shot put the ball to hit each other
2. Students may push the other students when shot put tagging during the warm-up
3. Students may get in the way of another student when they are shot putting at a target
4. Students may bump into each other while running during the warm-up or closing activity

Safety should
be what
you will
do to
combat
these
things

REFERENCES:

Dalesio, T. (2008). *Closing Activity: Shot Put*. Rhode Island College: PED 208.

Galati, F. (2003). *Track and Field Cues: Shot Put*. Retrieved April 8, 2010 from <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=107>

TIME	SEQUENCE OF LESSON (Bullet format)	CUES	FORMATIONS	REFLECTIONS
5 min.	<p>Warm Up: Shot Put Tag</p> <ul style="list-style-type: none"> Students will be spread out around the room and directed to use Locomotor movements skip, run, gallop 3 students will be it Taggers use the cues grip, elbow up, rotate, extend to tag other students (shot put form) If tagged students can be untagged by another player by slapping hands via the shot put form or it does not count Warm-up continues on <p>Scaffolding:</p> <ul style="list-style-type: none"> Pickle ball was taught during observation Students tried to get pickle ball into crates Instead students try to shot put the ball into the hula hoops for points 	<ul style="list-style-type: none"> - GRIP - ELBOW UP - ROTATE - EXTEND 	<p>Handwritten notes in FORMATIONS column:</p> <p>Handwritten notes in REFLECTIONS column:</p> <p>SCAFFOLDING IS TO HELP SS UNDERSTAND SHOT PUTTING BY RELATING IT TO SOMETHING SS KNOW</p>	
10 Min.	<p>Station # 1 (List which one you are covering)</p> <ol style="list-style-type: none"> Name: Target Challenge What <ul style="list-style-type: none"> Students are split into 2 groups (10 and 9) One group is at this station There will be 5 areas around the gym set up with 3 or 4 targets each In partners students will shot put the ball into the target for points (4, 2 or 1 pt.) Those two students must go one at a time To have minimal waiting time students will have two minutes to get as many points as possible If either student uses improper form their partner will call them out for it and they get an extra point After 2 minutes students will write down there scores on their score sheet Students will then rotate to the next station There will be 6 rotations planned between the stations Motivation <ul style="list-style-type: none"> There is a two minute time limit so make them aware of the time 		<p>Handwritten notes in FORMATIONS column:</p> <p>B F B</p> <p>B B B</p> <p>T</p> <p>Handwritten notes in REFLECTIONS column:</p> <p>JUST AN IPSA COULD BE LINDA'S SO BOTH SS CAN GO. ONLY 1 SS GOES FOR ROTATION?</p> <p>HIGHLIGHT THIS</p>	

10 min.

- Competition amongst partners
- Score sheets to record their scores
- "World Record" will be posted

4. Checking for Understanding

- Ask the students the cues of the shot put
- Do students go together or one at a time?
- How many points is the blue target worth?
- What do you do if you see your partner doing the shot put wrong?
- How many minutes do you have?

Extensions/Refinements:

E: Instead of the standing put add in a step forward and have student putt from a further distance

E: Have students start with backs to target, kick back, then rotate and extend to hit a smaller target

R: Take away the rotation, just use the grip, elbow up, extend (break it down) and have student closer to target

R: Break it down even more just use the grip and extend, add in elbow up if they are ready and widen the target

Station #2 - ~~on (List which one you are covering)~~

1. Name: Shot put challenge
2. What:

- The other half of the class is at this station
- There will be cones set up in this area for partners to stand at
- Using the proper cues grip, elbow up, rotate, extend students will shot put the ball to their partner
- There will be the same 2 minute time limit
- Each pass caught equals a point for the partners
- The points are continuous (1,2,3)
- If the ball hits the ground they must start over
- Students will write down their high score of completed passes in a row on their score sheet
- I will be checking for proper form in which case students will restart their count
- The "World Record" will be posted

GOOD CFS'S

GOOD E+R

In front of
T

REALLY PLAY
THIS UP!

7 min.

3. Motivation:

- Two minute time limit so I will make them aware of time
- Students want to beat world record
- Score sheets are used to record passes in a row
- Students will compete against other partners in station

4. Checking for Understanding:

- What are the cues of the shot put?
- Who do you shot put the ball to?
- How many minutes do you have?
- What score do you record at the end of the time limit?
- What happens if you drop the ball?
- What happens if I see the shot put being performed incorrectly?

Extensions and Refinements:

E: Instead of the standing put add in a step forward and lengthen distance between students

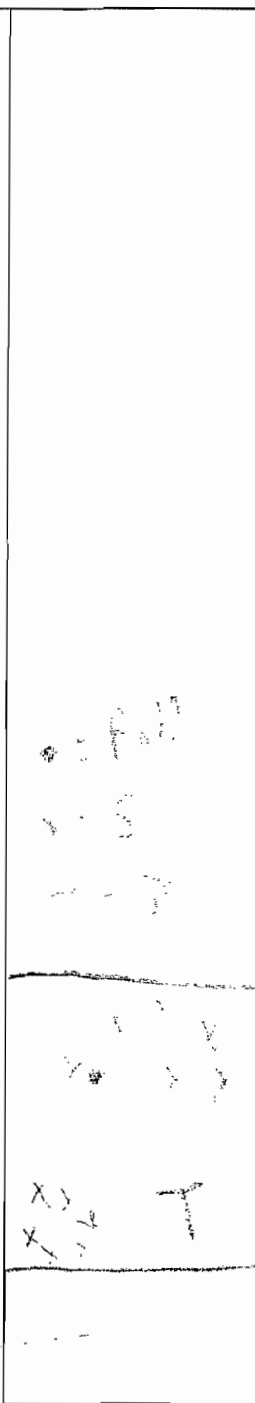
E: Have student with ball start with their back to their partner, kick back, then rotate and extend towards their partner

R: Take away the rotation, just use the grip, elbow up, extend (break it down) and have partners closer together

R: Break it down even more just use the grip and extend, add in elbow up if they are ready

Closing Activity:

- Alaskan Baseball
- Students split into two groups
- One person in the group shot puts the ball to space
- That group then huddles and a person runs around in a circle
- Each time runner runs around the circle equals a point
- Other team gets the ball and shot puts it to each other
- Last member of that team shot puts the ball to space
- Now that team huddles and a person runs around in a circle for points
- Myself or the opposing team calls out improper form



Loop

OK

PLAY THIS UP

<p>3 min.</p>	<ul style="list-style-type: none"> If improper form is used other team gets a point and team with the ball must shot put again (to each other or to space depending on situation) <p>Closing Questions:</p> <ul style="list-style-type: none"> What am I doing? What is this cue of the shot put called? Used for all cues In the passing station how were you able to get high scores? Did you have to work together? Why? By a show of hands who is now at least a little better at the shot put compared to when you walked into class? Why? 			<p>Good? RELATING TO OBJ</p>
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Name: _____

Partner
Name(s): _____

Target Challenge!

Shot Put Challenge!

Round #1 Score: _____

Round #1 High
Score: _____

Round #2 Score: _____

Round #2 High
Score: _____

Round #3 Score: _____

Round #3 High
Score: _____

Round #4 Score: _____

Round #4 High
Score: _____

Round #5 Score: _____

Round #5 High
Score: _____

**Remember Grip, Elbows
up, Rotate, Extend!**

Rhode Island College Practicum in Individual and Dual Activities
SUPERVISING TEACHER - DAILY LESSON ASSESSMENT FORM

Student Teacher: _____ Date: 4/12/10 Grade/School: 6 / RICCI
 Teaching Experience: (1) 2 3 4 5 6 Lesson Plan Handed in Prior To Lesson? yes no _____
 0 = Unacceptable ✓ = Developing ✓ = Acceptable ✓+ = Target

APPEARANCE:	SEQUENCE OF PRESENTATION	TIME	SUGGESTIONS
Professional Appearance <u>✓+</u> Enthusiasm/Expression <u>✓+</u> Posture/Mannerisms <u>✓+</u>	- 3 STARS = PARTIAL	1028	Great to have all ss in same small place
SPEECH: Volume/Pitch/Speed <u>✓+</u> Diction/Grammar <u>✓+</u> Redundancy _____ Clearness of Instruction <u>✓+</u> Length of Verbalization <u>✓+</u>	Cues shot put Warm up	1029	Great to have ss do cues w/ you Great demo of untagged
METHODS AND MATERIALS: Appropriate Objectives <u>✓+</u> Appropriate Material: Level Of Class <u>✓</u> Meets Objectives <u>✓+</u> Command of Class (safety) <u>✓+</u> Pace & Dynamics (rules/trans.) <u>✓+</u> Formations are Appropriate <u>✓+</u> Sufficient Repetitions <u>✓+</u> Logical Progressions _____ Teaching Hints(Key Parts) <u>✓++</u> Demonstration/Model <u>✓+ ss</u> Paces Rapport with Ss <u>✓+</u>	stop + re-dried for ss not untag properly stop class to change loc motion movement STATION 1 all ss in review cues	1031	- Excellent job to see ss need more cues
Perceptive to Responses: <u>✓+</u> Adapts/Changes <u>✓+</u> Corrects <u>✓+</u> Reinforces <u>✓+</u> Encourages <u>✓+</u>	STATION 2	1032	"I'll wait" + ss stopped. Great class management
Provides: Maximum activity for all <u>✓+</u> Fun/Success for all <u>✓+</u> Productive learning envir. <u>✓+</u>		1033	Great to have ss demo's - Great non example + CFU'S
Class management <u>✓+</u>		1035	Great to stress improve form
FEEDBACK Specific to Content <u>✓+</u> Individual v Group <u>✓+</u> Positive & Corrective <u>✓+</u>		1041	Great I/O FB - time is a huge motivator
STATIONS Developmentally appropriate <u>NA</u> Specific to content <u>1</u>	Good to stop before rotation + demo ss to untag	1043	- FB is right on! - Great job monitors the whole class from the position.
DISCUSSION QUESTIONS: Appropriate Level <u>✓+</u> Reinforce Obj. <u>✓+</u>			
A-V AID: Type <u>NA</u> Appropriateness _____ Effectiveness _____			<u>Ken O'Keefe</u> EVALUATOR

From: Tunnickliffe, Kerri
Sent: Saturday, May 08, 2010 5:08 PM
To:
Subject: FW: Your Completed Implemented Lesson Plan

Hi

Here is your implemented LP form. You need to just hold onto this email for now. You do not need this form yet. You will be receiving an implemented LP artifact sheet from me when we have our 1v1 meeting. You will use that sheet with the LP for that lesson for your preparing to teach portfolio. This form may potentially be used for your exit portfolio so don't lose this email.

Have a great weekend.

Dr. Kerri Tunnickliffe C.A.P.E.
Associate Professor of Physical Education
Adapted Physical Education Coordinator
Rhode Island College - 141 Murray Center
600 Mt. Pleasant Ave.
Providence, RI 02908

Phone 401-456-9689
Fax 401-456-8875

From: sgracia@ric.edu [sgracia@ric.edu]
Sent: Saturday, May 08, 2010 4:04 PM
To: Tunnickliffe, Kerri
Subject: Your Completed Implemented Lesson Plan

Here are your responses: Implemented Lesson Plan

Username: AnonymousRespondent
Numeric Response ID: 5568
Response GUID: 8b96dd9d-4470-4ca0-9bf4-3559bd70823a
Survey Start Date: Saturday, May 08, 2010 3:56:39 PM
Survey Completed Date: Saturday, May 08, 2010 4:04:34 PM

Page 1

Student Teacher Candidate First Name

Student Teacher Candidate Last Name

Student Teacher Candidate EMPLID

Practicum Professor/College Supervisor First Name
Kerri

Practicum Professor/College Supervisor Last Name
Tunnickliffe

Cooperating Teacher First Name
john

Cooperating Teacher Last Name
hogan

Grade Level(s)
Check at least one response.
6

Content Area Assignment (if applicable)
physical education

Teacher Preparation Program
Physical Education

District If your district does not appear on the list,
select "Other" and write in the name of the district beside
it.

North Providence

School
Ricci

Person Completing This Observation
Practicum Professor/College Supervisor

Date of Observation
4/12/2010

Page 2

PLANNING Planning Indicators

1.The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.

-- 6 Target

2.Lesson objectives are measurable and observable.

-- 6 Target

3.The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.

-- 6 Target

4.The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.

-- 5 Target

5.The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.

-- 6 Target

6.The lesson design demonstrates an accurate understanding of content.

-- 6 Target

7.The lesson is designed to engage students in meaningful instructional tasks related to content.

-- 5 Target

8.The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.

-- 5 Target

9.Formativ e and/or summative assessments are aligned with objectives.

-- 5 Target

10.The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.

-- 6 Target

Comments on Planning Indicators
Not Answered

Page 3

Implementation Indicators

1.The teacher candidate arranges the physical environment to maximize learning in this particular lesson.

-- 5 Target

2.The teacher candidate attends to individual student needs, including learning and behavioral issues.

-- 6 Target

3.The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.

--

4.The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.

-- 6 Target

5.The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).

--

6.The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.

-- 6 Target

7.The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).

-- 6 Target

8.The lesson is modified as needed based on formative assessment within the lesson.

-- 6 Target

Comments on Implementation Indicators

Not Answered

Content Indicators

1.The content of the lesson is significant and worthwhile.

-- 6 Target

2.The content of the lesson is appropriate for the developmental levels of the students in this class.

-- 6 Target

3.Students are intellectually engaged with important ideas relevant to the focus of the lesson.

-- 6 Target

4.The teacher candidate provides accurate content information and displays an understanding of important concepts.

-- 6 Target

5.Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

-- 4 Acceptable

Comments on Content Indicators
Not Answered

Page 4

Climate Indicators

1.The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. (OPTIONAL)

-- 5 Target

2.There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (OPTIONAL)

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3.Active participation of all is encouraged and valued.

-- 6 Target

4.The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.

-- 5 Target

5.The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.

-- 6 Target

6.Intellectual rigor, constructive criticism, and the challenging of ideas are evident.

-- 6 Target

7.There was a high proportion of student-to-student communication about the content of the lesson.

-- 6 Target

Comments on Climate Indicators
Not Answered

Classroom Management Indicators

1.The teacher candidate has an effective way of getting all students in the class to be attentive.

-- 6 Target

2.The teacher candidate does not try to "talk over" the students.

-- 6 Target

3.The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.

-- 5 Target

4.The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.

-- 6 Target

5.The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.

-- 6 Target

6.The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. (OPTIONAL)

-- 5 Target

Comments on Classroom Management Indicators

Not Answered

Page 5

Capsule Rating (OPTIONAL)

Not Answered

Rationale for Capsule Rating (OPTIONAL)

Not Answered

REFLECTION Reflection Indicators

1.The teacher candidate describes how s/he made decisions for planning and implementation.

-- 5 Target

2.The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.

-- 6 Target

3.The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.

-- 6 Target

4.The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.

-- 4 Acceptable

5.Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

-- 6 Target

Comments on Reflection Indicators

Not Answered

Goals (OPTIONAL) Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate.

Note to observer: Review goals prior to next observation. (How this section is used is program specific.)

Not Answered

Professional Behavior Indicators

1.The teacher candidate treats his/her cooperating

teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.

-- 6 Target

2.The teacher candidate is on time and is prepared.

-- 6 Target

3.The teacher candidate dresses professionally.

-- 6 Target

4.The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House). (OPTIONAL)

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5.The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.

-- 6 Target

6.The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.

-- 6 Target

7.The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.

-- 6 Target

8.The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.

-- 6 Target

9.The teacher candidate is a student advocate. (OPTIONAL)

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Comments on Professional Behavior Indicators
Not Answered

Technology Indicators

1.The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and

resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. (OPTIONAL)

-- 5 Target

2.The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. (OPTIONAL)

-- 6 Target

3.The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). (OPTIONAL)

-- 5 Target

4.The teacher candidate demonstrates fluency with available technology systems. (OPTIONAL)

-- 6 Target

5.The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. (OPTIONAL)

--

6.The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. (OPTIONAL)

-- 5 Target

Comments on Technology Indicators
Not Answered

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

Computer for teacher use, poster and on-line resources