

Section IV: Evidence for Meeting Assessment 3

FSEHD Implemented Lesson Plan

Demonstration of Planning, Implementation, Instructional Delivery and Management

Fall 2010

**1. Description of the Assessment**

- a. The implemented lesson plan artifact is an assessment that provides a record of how Teacher Candidates (TC) demonstrate planning, implementation, instructional delivery and management in a practicum setting. The TC enrolls in the last physical education practicum class, PED 414 Individual and Dual Practicum. Most TC enroll in this class during their junior year at Rhode Island College. During this practical experience TC plan two individual or dual units, one at the elementary level and one at the secondary level (the content of each unit is chosen by the cooperating teacher). The college supervisor observes each TC a minimum of two times at each placement throughout the semester (for a minimum of four total observations). Within the four lessons the college supervisor observes, s/he will choose one lesson that demonstrates proper planning of a lesson as well as appropriate implementation, instructional delivery and management of the lesson. The TC must earn a mean score of at least a three overall on the implemented lesson plan artifact designed by the Feinstein School of Education and Human Development (FSEHD). Only portions of the survey will be utilized to illustrate the TC is improving on everything from planning and instruction to reflecting on the lesson.

The implemented lesson plan requirement from the FSEHD provides an opportunity for the TC to measure the pedagogical skills they have learned to become a quality physical educator. Consistent time in the public schools allows the TC to collaborate with future professionals and gain “real world” knowledge prior to entering student teaching to better prepare TC to become excellent physical educators.

Throughout the semester TC make many decisions about their planning, implementing, delivery and management of the class to ensure students in the class are learning. After the unit is chosen by the cooperating teacher, the TC has leeway to make decisions about the lessons and then given the opportunity to make necessary changes based on how well the lesson went. Reflections after each lesson allow the college supervisor to offer suggestions to modify the next lesson to continue to create lessons that are developmentally appropriate. These experiences simulate what it will be like to have to make decisions about how well a lesson went based on the needs of the class.

- b. Alignment with the NASPE Standards:

- 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 by planning and organizing everything from the set induction to the closure 48 hours prior to teaching.
- 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 by creating a unit and block plan with goals and daily lesson plans with objectives that are measurable and observable and aligned with NASPE and RIPT standards.
- NASPE 3.3 Design and implement content that is aligned with lesson objectives by learning to design and/or adapt learning experiences to promote learning and creativity.
- NASPE 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences by implementing instructional strategies that demonstrate attention to access, equality, developmental appropriateness and diversity for students.
- NASPE 3.5 Plan and adapt instruction to diverse students needs, adding specific accommodations and/or modifications for students exceptionalities by allowing the TC the flexibility to re-teaching and/or utilize extensions within a lesson or unit, if needed.
- NASPE 3.6 Plan and implement progressive sequential instruction that addresses the diverse needs of the students by planning and implementing content that is appropriate for the developmentally appropriate levels of students.
- NASPE 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that incorporate digital tools and/or resources to meet lesson objectives.
- NASPE 4.2 Implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences by having TC strategize appropriate questions so students are intellectually engaged with important ideas relevant to the focus of the lesson to enhance students problem solving.
- NASPE 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation through intellectual rigor, constructive criticism, and challenging students’ ideas.
- NASPE 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses by utilizing formative assessment to arrange the physical environment to maximize learning and attend to individual student needs, including learning and behavioral issues.
- NASPE 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment by providing clear, concise, and specific directions prior to transitions and checking for understanding before moving on to the next task or activity.
- NASPE 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment by creating class time where students are on task and challenged in a meaningful and constructive way.

- NASPE 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals by utilizing praise and probing questions to support active participation in class and demonstrate how it is valued.
  - NASPE 6.2 Participate in activities that enhance collaboration and lead to professional growth and development by balancing collaboration with independent work in a professional manner.
  - NASPE 6.3 Demonstrate behaviors that are consistent with professional ethics of highly qualified teachers by reflecting on their own demeanor, actions and reactions and how they affected the classroom climate and individual students as well as maintaining a nonjudgmental stance towards students and colleagues. The TC dresses professionally according to RIC guidelines.
  - NASPE 6.4 Communicate in ways that conveys respect and sensitivity by creating a sense of community through the TC leading by example and demonstrating respect for the students through language and behavior where the TC is approachable, sensitive and supportive to all students.
- c. Brief Analysis of the Data Findings: A total of 100% (15) of the TC earned an overall mean score of 3.0 or above on the implemented lesson plan instrument allowing them all to pass the artifact. In the *planning section* 87% (13) TC were above average to exemplar with means ranging from 3.7-6.0. The remaining two TC will be assisted in their next hands on experience due to mean scores of 2.8, just below the target mark. A total of 93% (14) TC had above average mean scores in the *implementation indicators* with means ranging from 4.0-6.0. One TC had a mean score of 3.2. The TC mean scores were the highest on the questioning strategies to enhance student learning indicator, which was a focal point of the practicum. The lowest mean score with a 3.9 was the TC design and adapts related learning experiences to incorporate digital tools indicator. The A total of 87% (13) TC were above average to exemplar in the *climate indicators* with means scores ranging from 4.4-5.6. Of the 15, two TC mean scores were considered average (3.0 and 3.5). All 15 TC earned a total of 5.6 on the active participation of all is encouraged and valued indicator. All TC were above average to exemplar (3.3-5.8) in the *professional behavior* section of the implemented lesson plan.
- d. Evidence of Meeting the Standards: The implemented lesson plan is a requirement of the FSEHD and must be completed prior to student teaching. The faculty interpreted the data and determined most TC were competent in: *Planning* NASPE 3.7 demonstrating knowledge of current technology, NASPE 4.3 provide effective instructional feedback for skill acquisition, student learning, and motivation and NASPE 4.4 recognizing the changing dynamics of the environment and adjust instructional tasks based on student responses; *Implementation* NASPE 3.7, NASPE 4.2 implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences, NASPE 4.3, NASPE 4.4; *Content* NASPE 3.6 planning and implementing content that is appropriate for the developmentally appropriate levels of students; *Climate of the Class* NASPE 4.3, NASPE 6.1 demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals and NASPE 6.4 Communicate in ways that conveys respect and sensitivity by creating a sense of community through the TC leading by example and demonstrating respect for the students through language and behavior where the TC is approachable, sensitive and supportive to all students; *Class Management* NASPE 4.5 utilizing managerial rules, routines, and transitions to create and maintain a safe and effective learning environment by providing clear, concise, and specific directions prior to transitions and checking for understanding before moving on to the next task or activity, NASPE 4.6 implementing strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment by creating class time where students are on task and challenged in a meaningful and constructive way; *Reflection* NASPE 3.7, NASPE 6.2 participating in activities that enhance collaboration and lead to professional growth and development by balancing collaboration with independent work in a professional manner; NASPE 6.3 demonstrating behaviors that are consistent with professional ethics of highly qualified teachers by reflecting on their own demeanor, actions and reactions and how they affected the classroom climate and individual students as well as maintaining a nonjudgmental stance towards students and colleagues.

Even though the mean of the indicator TC designs and adapts relevant learning experiences that incorporate digital tools was considered above average with a mean score of 4.1 this is an area faculty continue to work on with all TC as an ongoing drive throughout the program. The faculty interpreted the data and was encouraged by the mean scores of 5.0 or higher on three main components PED 414 focuses on: 1. Lesson planning and implementation incorporating flexibility and plans for re-teaching and/or extension, if needed, 2. The TC questioning strategies that 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) 3. Active participation of all is encouraged and valued and 4. The content of the lesson is appropriate for the developmental levels of the students in the class. The TC will continue to be asked to work on these areas to become quality teachers.

## 2. Assessment Documentation

### e. Assessment Tool:

#### PED 414 Individual and Dual Practicum FSEHD Implemented Lesson Plan

**Purpose:** The implemented lesson plan artifact is a unit assessment. The Feinstein School of Education and Human Development (FSEHD) have required various artifacts that each teacher candidate (TC) must successfully complete in order to be allowed to student teach. In order to successfully complete the implemented lesson plan artifact you must be able to plan a developmentally appropriate lesson, implement the lesson utilizing appropriate instructional techniques to deliver the information accurately, demonstrate your ability to manage the class, reflect on your teaching in a way that will help you grow as a teacher, and demonstrate professional behaviors throughout the lesson.

**Process:** The first step in the implemented lesson plan process is planning. You will write your daily lesson plans and pass each in via email a minimum of 48 hours before you are scheduled to teach your lesson. Any changes to the lesson that are needed, based on professor feedback, are due no more than 24 hours before you teach. Remember the implemented lesson plan is a compilation of planning, implementation, reflection, and professionalism therefore it is important to plan carefully in order to successfully complete the implemented lesson plan artifact.

The second step in the process is to teach a successful lesson (see implemented lesson plan rubric for the definition of a successful lesson) when the college supervisor is observing. The college supervisor will observe a minimum of two of your lessons during your elementary and two lessons during your secondary placement (for a minimum of four observations). During your meeting with the cooperating teacher and supervising teacher after your lesson there will be a discussion regarding the lesson and components that would make it a good implemented lesson artifact.

**Product:** The third and final step in the process is for you to complete your written reflection of the lesson and pass it in no more than 48 hours after the lesson was taught. The supervising teacher will then set up a one vs. one meeting with you to ask further questions regarding your planning, implementation, class management and professionalism within your lesson. If after the discussion it is clear that you have earned mostly a score of “target” on most indicators the lesson the supervising teacher observed will be your implemented lesson plan artifact. You must earn no more than six of a score of “developing” and the rest must be “target” or “exceeds” on the implement lesson plan artifact in order to move to the next placement or to student teaching. REMINDER: You MUST keep the implemented lesson plan rubric in a safe place because you will need this for your Preparing to Teacher Portfolio, which is passed in the semester prior to student teaching. The exceeds, target, developing and weakness scoring sections below are fully described for each NASPE standard on the rubrics attached. For a full description of your level of performance for each indicator simply match the NASPE standard on the indicator with the NASPE standard on the rubric.

#### FSEHD IMPLEMENTED LESSON PLAN ARTIFACT

Below is a modified version with only items used for the NCATE review of implemented lesson plan artifact. NASPE standard numbers in parenthesis have been added to the FSEHD original rubric because it is a unit wide assessment.

#### PLANNING: Planning Indicators

- a. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. (NASPE 3.1, 3.6)
- b. Lesson objectives are measurable and observable (NASPE 3.3).
- c. The lesson plan objectives are aligned with GLE's, GSE; s. and/or appropriate standards (NASPE 3.2).
- d. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equality, and diversity for students (NASPE 3.4).
- e. The lesson is designed to engage students in meaningful instructional tasks related to content (NASPE 4.6).
- f. The lesson incorporates flexibility and plans for re teaching and/or extension, if needed (NASPE 3.5).

#### Implementation Indicators

- a. The teacher candidate arranges the physical environment to maximize learning in this particular lesson (NASPE 4.4)
- b. The teacher candidate attends to individual student needs, including learning and behavioral issues (NASPE 4.3).
- c. The teacher candidate designs and adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive assistive technologies, electronic technology) to promote student learning and creativity (NASPE 3.7).
- d. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g. emphasized order of questions, appropriate "wait time", identified prior to conceptions and misconceptions) (NASPE 4.2).
- e. The lesson is modified as needed based on formative assessment within the lesson (NASPE 4.4).

#### Content Indicators

- a. The content of the lesson is appropriate for the developmental levels of the students in the class (NASPE 3.6).

#### Climate Indicators

- a. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect (NASPE 6.4).
- b. Active participation of all is encouraged and valued (NASPE 6.1)
- c. Teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students (NASPE 6.4).
- d. The climate of the lesson encourages students to generate ideas, questions, conjectures and or propositions (NASPE 6.1).
- e. Intellectual rigor, constructive criticism, and the challenging of ideas are evident (NASPE 4.3).

#### Class Management Indicators

- a. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way (NASPE 4.6).
- b. 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 (NASPE 4.5)

#### REFLECTION: Reflection Indicators

- a. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students (NASPE 6.3).

#### Professional Behavior Indicators

- a. The teacher candidate dresses professionally (NASPE 6.3).
- b. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers etc.) and independent work in a professional manner (NASPE 6.2)
- c. The teacher candidate maintains a non-judgmental stance towards students, colleagues, and parents (NASPE 6.3).
- d. 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 (NASPE 3.7).

f. Assessment Tool Scoring Guide:

**FSEHD IMPLEMENTED LESSON PLAN ARTIFACT RUBRIC**

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p>Planning and implementing goals and objectives that are observable, measurable and developmentally appropriate. The goals and objectives are based on NASPE and RIPTS standards.</p> <p>NASPE 3.1, 3.2, 3.7</p>	<p>The TC always plans and implements unit, block and lesson plans that are measurable, observable, developmentally appropriate, and is aligned with NASPE and RIPTS. The NASPE and RIPTS perfectly align with goals and objectives of the unit and lesson. The unit, block and lesson plans consistently incorporate innovative ways to include technology that assist in meeting goals and objectives of the lesson and unit.</p>	<p>The TC plans and implements unit block and lesson plans that are measurable, observable, developmentally appropriate, and is aligned with NASPE and RIPTS. The NASPE and RIPTS align with goals and objectives of the unit and lesson. The unit, block and lesson plans incorporate different ways to include technology that assist in meeting goals and objectives of the lesson and unit.</p>	<p>Sometimes the TC plans and implements unit, block and lesson plans that are measurable, observable, developmentally appropriate, and is aligned with NASPE and RIPTS. Either the NASPE or RIPTS standards sometimes do not align with goals and objectives of the unit and lesson plans. The unit, block and lesson plans sometimes incorporate technology that assist in meeting goals and objectives of the lesson and unit.</p>	<p>Rarely the TC plans and implements unit block and lesson plans that are measurable, observable, developmentally appropriate, and is aligned with NASPE and RIPTS. Most of the time the NASPE or RIPTS standards do not align with goals and objectives of the unit and lesson plans. The unit, block and lesson plans rarely, if ever, incorporate technology that assist in meeting goals and objectives of the lesson and unit.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p>Planning and implementation of differentiated instruction</p> <p>NASPE 3.3, 3.6</p>	<p>The TC always selects teaching methods that complement the objectives of the lesson and always master the implementation. The teaching method always allows for differentiated instruction based on the developmental needs of each student (beginner, intermediate or advanced learner). The TC utilizes daily formative assessment to modify future lessons. The activities allow students to accomplish the objectives, at their stage of learning, with ease.</p>	<p>Most of the time the TC selects teaching methods that complement the objectives of the lesson and master the implementation. The teaching method allows for differentiated instruction based on the developmental needs of each student most of the time (beginner, intermediate or advanced learner). The TC utilizes daily formative assessment to modify future lessons. The activities allow students to accomplish the objectives, at their stage of learning,</p>	<p>Sometimes the TC selects teaching methods that complement the objectives of the lesson and master the implementation. The teaching method allows for differentiated instruction based on the developmental needs of each student some of the time (beginner, intermediate or advanced learner). Sometimes the TC utilizes daily formative assessment to modify future lessons. The activities allow students to accomplish the objectives some of the time. Other times the activities are too difficult or confusing for the student.</p>	<p>The TC consistently does not select teaching methods that complement the objectives of the lesson and are inconsistent with the implementation. The teaching method does not allow for differentiated instruction based on the developmental needs of each student (beginner, intermediate or advanced learner). The TC does not utilize daily progress by students to modify future lessons. The activities do not allow students to accomplish the objectives because the activities are too difficult and confusing for the student.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p>Planning and implementing based on the diversity of the class</p> <p>NASPE 3.4, 3.5</p>	<p>The TC always plans and implements instructional strategies that are designed to adapt tasks and/or activities to provide learning experiences that are developmentally appropriate based on the diversity of the class. The TC is inventive when planning activities that will encourage students to want to participate and be creative. The TC implementation is charismatic and hooks the students into the lesson.</p>	<p>The TC plans and implements instructional strategies that are designed to adapt task and/or activities to provide learning experiences that are developmentally appropriate based on the diversity of the class. The TC plans activities that encourage students to want to participate and be creative. The TC implementation is charismatic.</p>	<p>Sometimes the TC plans and implements instructional strategies that are designed to adapt task and/or activities to provide learning experiences that are developmentally appropriate based on the diversity of the class. Other times the TC plans and implements generic activities that are not developmentally appropriate and do not meet the goals and objectives of the unit and lessons. The TC sometimes plans activities that encourage students to want to participate and be creative. Other times the activities are redundant and/or too structured causing a lack of creativity on the students' part. For the most part the TC implementation is mundane.</p>	<p>The TC does not plan or implement instructional strategies that are designed to adapt task and/or activities to provide learning experiences that are developmentally appropriate based on the diversity of the class. Most of the time the TC plans and implements generic activities that are not developmentally appropriate and do not meet the goals and objectives of the unit and lessons. The TC does not plan activities that encourage students to want to participate and be creative. All of the activities are redundant and/or too structured causing a lack of creativity on the students' part. The TC implementation is mundane and she/he loses the students attention during implementation.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p data-bbox="174 215 464 326">Instruction and management that allows for maximum learning and attention to individuals needs</p> <p data-bbox="174 412 363 435">NASPE 4.2, 4.4, 4.5</p>	<p data-bbox="520 215 850 732">The TC always plans and implements creative questions that will intellectually engage students in the focus of the lesson. Through careful planning the TC is able to skillfully provide clear, concise, and specific directions with a full demonstration. The TC always checks for understanding prior to the start of each activity. Due to the competent nature of the TC management, she/he is able to formatively assess each activity to arrange the physical environment to maximize learning and attend to individual student needs.</p>	<p data-bbox="871 215 1201 586">The TC plans and implements questions that engage students in the focus of the lesson. Through planning the TC is able to provide clear, specific directions and demonstrations. The TC checks for understanding prior to the start of each activity. The TC is able to formatively assess each activity to arrange the physical environment to maximize learning and attend to individual student needs.</p>	<p data-bbox="1222 215 1551 911">Sometimes the TC plans and implements questions that will intellectually engage students in the focus of the lesson. Other times the TC asks simple questions that does not engage the class at all. Through planning, the TC provides directions that are sometimes clear and other times very confusing. The TC forgets the demonstration during parts of the lesson causing more questions and confusion. She/he checks for understanding at the beginning of the lesson, if at all, and then forgets for the rest of the lesson. At times, the TC has difficulty formatively assessing each activity to arrange the physical environment to maximize learning and attend to individual student needs.</p>	<p data-bbox="1572 215 1902 849">Rarely, if at ever, the TC plans and implements questions that will intellectually engage students in the focus of the lesson. Most of the time the TC asks simple questions, if any, that do not engage the class at all. Through planning, the TC provides directions that are vague and very confusing. The TC forgets to demonstrate causing more questions and confusion. She/he does not check for understanding causing more questions after the students have been given their task or activity. The TC has difficulty formatively assessing each activity to arrange the physical environment to maximize learning and attend to individual student needs.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Positive learning environment  NASPE 4.3, 4.6	The lesson planning in implementation includes direct and indirect teaching styles to create a productive learning environment. The TC always plans for and implements intellectual questions to challenge student's logical rigor. The class time is broken up into creative, meaningful segments of learning thereby increasing academic learning time. Positive, corrective and individual constructive criticism is utilized throughout the class in a clear and concise manner.	The lesson planning in implementation includes direct and indirect teaching styles to create a productive learning environment. The TC plans for and implements logical questions to challenge student's intellectual rigor. The class time is broken up into meaningful segments of learning thereby increasing academic learning time. Positive, corrective and individual constructive criticism is utilized throughout the class.	The lesson planning in implementation includes direct and indirect teaching styles sometimes create a productive learning environment. The TC sometimes plans for and implements logical questions to challenge student's intellectual rigor. Other times the questions are basic and not meaningful. Sometime the class time is broken up into meaningful segments of learning thereby increasing academic learning time. Other times academic learning time is lost. Feedback is mostly product based and given to the group instead of individual students.	The lesson planning does not implement direct and indirect teaching styles. The TC does not plan for and implement logical questions at all. The class time is not broken up into meaningful segments causing managerial issues and a loss of academic time. Feedback is always general and product based, if given at all.

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Supporting the value of physical activity  NASPE 6.1	The TC excels at using positive praise and probing questions to support active participation and to showcase its value regardless of the student's stage of learning. She/he always focuses on the students' form and willingness to continue to try instead of the product.	The TC uses positive praise and questioning to support active participation and to showcase its value regardless of the student's stage of learning. She/he focuses on the students' form and willingness to continue to try instead of the product.	The TC sometimes uses positive praise and questioning to support active participation. Other times there is little praise to highlight active participation and not focus on its value. The TC leans towards praising the more skills students than the students who are having trouble. Sometimes she/he focuses on the students' form and willingness to continue to try instead of the product. Other times the focus is on only the product.	Rarely, if at ever, the TC uses positive praise or questioning to support active participation. Most, if not all of the time, the focus is on the talented students and praising how much they value physical activity while ignoring the students who are having trouble. She/he only focused on the product, leaving students with improper form and techniques.

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Fosters and environment of respect for students, cooperating teacher and faculty.  NASPE 6.1, 6.3, 6.4	He/she always creates an atmosphere of acceptance where everyone treats each other with respect. He/she demonstrates insightful reflections on his/her own demeanor, actions and reactions to the lesson. The TC insight reflects in-depth knowledge of how she/he affected the classroom and/or individual students. It is easy to observe the TC maintains a nonjudgmental stance towards students by providing the same amount and type of feedback as well as opportunities to participate to all students. The TC language and behavior is exemplar, demonstrating to students the TC is approachable, sensitive and supportive to all students.	He/she creates an atmosphere of acceptance where everyone treats each other with respect. The TC reflects on his/her own demeanor, actions and reactions to the lesson. His/her insight reflects knowledge of how she/he affected the classroom and/or individual students. The TC maintains a nonjudgmental stance towards students by providing the same amount and type of feedback as well as opportunities to participate for all students. His/her language and behavior demonstrates to students the TC is approachable, sensitive and supportive to all students.	Sometimes he/she creates an atmosphere of acceptance where everyone treats each other with respect while other times she/he is negative or ignores negative behavior. The TC reflects on his/her own demeanor, actions and reactions to the lesson. The TC insight reflects some knowledge of how she/he affected the classroom and/or individual students with some comments being general and superficial. At times the TC maintains a nonjudgmental stance towards students by providing the same amount and type of feedback as well as opportunities to participate for all students. Other times the TC plays favorites and provides more attention to the skilled players. Sometimes the TC language and behavior demonstrates to students the TC is approachable, sensitive and supportive to all students.	He/she always creates an atmosphere which is negative with put downs and he/she ignores negative behavior. The TC does not reflect on his/her own demeanor, actions and reactions to the lesson. The TC insight reflects little, if any, knowledge of how she/he affected the classroom and/or individual students with most comments being general and superficial. The TC adopts a judgmental stance towards students playing favorites and provides more attention to the skilled players. Rarely the TC language and behavior demonstrates to students the TC is approachable, sensitive and supportive to all students. Most of the time he/she is rigid and insensitive to the needs of individual students.

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Professionalism  NASPE 6.1, 6.2	The TC is always dressed professionally. He/she always skillfully balances collaboration with colleagues, the cooperating teacher, other physical education faculty and supervising teacher with independent work.	The TC is dresses professionally. He/she is able to balance collaboration with colleagues, the cooperating teacher, other physical education faculty and supervising teacher with independent work.	Sometimes the TC is dressed professionally. Sometimes he/she is able to balance collaboration with colleagues, the cooperating teacher, other physical education faculty and supervising teacher with independent work. Other times ideas from conversations appear in unit, block and lesson plans verbatim.	The TC does not dress professionally. He/she has a hard time balancing collaboration with colleagues, the cooperating teacher, other physical education faculty and supervising teacher with independent work. Most, if not all of the time ideas from conversations appear in unit, block and lesson plans verbatim.

g. Data Charts

Assessment 3  
 Implemented Lesson Plan Table  
 NASPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 6.3, 6.4

Implemented Lesson Plan Indicators	Teacher Candidate															
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	MEAN
<b>PLANNING: Planning Program Indicators</b>																
The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. (NASPE 3.1, 3.6)	5	3	5	5	4	5	6	5	6	4	3	3	2	3	6	4.3
Lesson objectives are measurable and observable (NASPE 3.3).	4	4	6	5	4	5	6	3	6	5	4	5	1	2	5	4.3
The lesson plan objectives are aligned with GLE's, GSE' s, and/or appropriate standards NASPE 3.2).	6	5	-	5	5	-	6	5	6	5	5	5	4	4	6	5.2
The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equality, and diversity for students (NASPE 3.4).	5	6	6	-	4	4	6	5	6	5	4	4	3	3	5	4.7
The lesson is designed to engage students in meaningful instructional tasks related to content (NASPE 4.6)	5	6	6	5	5	5	5	5	6	5	2	4	4	2	6	4.7
The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (NASPE 3.4).	6	6	6	5	5	5	6	6	6	6	4	5	3	3	5	5.1
MEAN	5.2	5.0	5.8	5.0	4.5	4.8	5.8	4.8	6.0	5.0	3.7	4.2	2.8	2.8	5.5	

	Teacher Candidate															
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	MEAN
<b>Implementation Indicators</b>																
The teacher candidate arranges the physical environment to maximize learning in this particular lesson (NASPE 4.4)	6	6	4	5	5	4	5	5	5	4	5	4	4	3	4	4.6
The teacher candidate attends to individual student needs, including learning and behavioral issues (NASPE 4.3).	5	6	4	3	5	5	6	6	-	5	4	3	5	4	4	4.6
The teacher candidate designs and adapts relevant learning experiences that incorporate digital tools and recourses (e.g. manipulatives, adaptive assistive technologies, electronic technology) to promote student learning and creativity (NASPE 3.7).	0	6	5	4	-	-	-	5	4	4	4	3	-	-	-	3.9
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). (NASPE 4.2).	6	6	5	6	5	4	6	6	4	5	6	3	5	4	5	5.1
The lesson is modified as needed based on formative assessment within the lesson (NASPE 4.4).	5	6	6	5	4	4	6	6	4	5	4	3	5	5	5	4.9
MEAN	4.4	6.0	4.8	4.6	4.8	4.3	5.8	5.6	4.3	4.6	4.6	3.2	4.8	4.0	4.5	
<b>Content Indicators</b>																
The content of the lesson is appropriate for the developmental levels of the students in the class (NASPE 3.6).	6	6	4	6	4	5	6	6	6	4	4	3	5	5	5	5.0
<b>Climate Indicators</b>																
There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect (NASPE 6.4).	5	-	-	-	-	-	-	5	-	3	4	4	5	5	4	4.4
Active participation of all is encouraged and valued (NASPE 6.1).	6	6	5	6	6	4	6	6	5	6	6	3	6	6	6	5.6

	Teacher Candidate															
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	MEAN
Teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students (NASPE 6.4).	5	6	5	4	4	4	5	6	4	5	5	4	5	6	4	4.8
The climate of the lesson encourages students to generate ideas, questions, conjectures and or propositions (NASPE 6.1).	3	4	4	5	4	3	6	6	5	4	5	2	6	4	5	4.4
Intellectual rigor, constructive criticism, and the challenging of ideas are evident (NASPE 4.3).	5	5	4	4	4	3	6	6	5	5	5	2	6	5	5	4.7
MEAN	4.8	5.3	4.5	4.8	4.5	3.5	5.8	5.8	4.8	4.6	5.0	3.0	5.6	5.2	4.8	
<b>Class Management Indicators</b>																
The majority of the class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way (NASPE 4.6).	6	6	6	6	-	5	5	6	6	5	5	3	5	5	6	5.0
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 (NASPE 4.5)	5	6	5	5	5	5	6	5	3	4	3	2	5	5	4	4.5
MEAN	5.5	6.0	5.5	5.5	5.0	5.0	5.5	5.5	4.5	4.5	4.0	2.5	5.0	5.0	5.0	
<b>REFLECTION: Reflection Indicators</b>																
The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students (NASPE 6.3).	4	6	5	4	4	3	4	4	4	5	4	4	4	5	5	4.3

	Teacher Candidate															
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	MEAN
<b>Professional Behavior Indicators</b>																
The teacher candidate dresses professionally (NASPE 6.3).	5	6	6	-	6	-	6	6	-	6	6	6	6	6	6	5.9
The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers etc.) and independent work in a professional manner (NASPE 6.2)	5	5	5	5	4	-	6	6	6	5	4	5	4	4	5	4.9
The teacher candidate maintains a non-judgmental stance towards students, colleagues, and parents (NASPE 6.3).	5	6	6	5	-	-	6	6	6	6	5	6	5	-	5	5.6
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 (NASPE 3.7).	-	-	-	-	-	4	5	5	5	4	3	2	4	4	5	4.1
MEAN	5.0	5.7	5.7	5.0	5.0	4.0	5.8	5.8	5.7	5.3	4.5	4.8	4.7	4.7	5.3	
OVERALL MEAN FOR EACH CANDIDATE	5.2	5.7	5.1	5.2	4.6	4.4	5.8	5.6	5.2	4.7	4.3	3.3	4.7	4.5	5.0	

- A - indicates the TC did not show evidence of the indicator during the date and time of the college supervisor's observation.
- Exceeds = 5-6, Target = 3-4, Developing = 1-2, Weakness = 0