

Work Sheet #1 Alignment

Name: _____

Use the provided sample and review the reflection assessment specifically for alignment with Element 5.3. Focus on the alignment of the description of the assignment and scoring guide to the Element 5.3 and to each other. Next review the data chart for alignment with the narrative, description of the assignment, scoring guide, and data chart.

Place any comments (positive or negative) in the space below. Remember the alignment does not have to be exact – Answer the question: Does the assessment provide evidence for the meeting of the intent of the element?

Work Sheet #1 – Part 2

Now review the description of the assignment and scoring guide for the Lesson Plan Assessment. Does the Description of the Assignment align with the identified elements? Does the scoring guide align with the Description of the assignment?

Place comments below:

ATTACHMENT 7Aa
Description of the Assignment - Reflection

ASSESSMENT 7
REFLECTION ASSIGNMENT

One of the key elements of effective teaching is the ability of teachers to develop as reflective practitioners. Ongoing reflection regarding content, instructional practices, assessment data, and teaching effectiveness is essential to professional growth. Reflection allows teacher candidates to use the reflective cycle to improve teaching effectiveness. The reflective cycle requires teachers to critically evaluate their teaching effectiveness, reflect on changes to be made for the next lesson to improve effectiveness, and implement the changes based on the reflection. The reflective cycle then repeats itself for the next lesson.

Assignment:

After each teaching experience, you will complete a typed reflection on the experience. Each reflection must include the following elements:

1. Describe the context or teaching environment of the class. Consider factors such as the number of students in the class, teaching environment that may influence instructional decisions, diversity of abilities among students, amount of equipment available, or any contextual factors that might affect teaching effectiveness. (NASPE/NACTE 5.3)
2. Analysis/Justification of Teaching Performance: You should provide an in-depth analysis of your teaching experience including a justification of your instructional decisions (selection of objectives, task sequence, selection of learning experiences, etc). You should address the developmental appropriateness of the lesson, management techniques used (routines, procedures, and transitions). Be sure to cite specific examples or assessment data to support your observations in the reflection. (NASPE/NACTE 5.3)
3. Critique your performance. Reflect on how effective you were in meeting the objectives for the class and discuss why you did or did not meet your objectives. Support all observations with specific examples. Describe assessments you used to determine if your objectives were being met. Reflect on the various teaching approaches used during the lesson and how the approaches selected were congruent with the lesson's objectives. Describe how you determined the lesson's impact on student learning. (NASPE/NACTE 5.3)
4. In the final section of the reflection you will describe how you will use what you have learned from this lesson in the planning and implementation of the next lesson. A detailed application of lessons learned must be included and proposed changes must be supported by assessment data (informal or formal data). Changes could include using a different teaching approach, adjustments in unit goals, changing management routines, or adjustments in instructional delivery. (NASPE/NACTE 5.3)

ATTACHMENT 7AB
Scoring Guide for Reflection

Traits (Weight)	Completeness of Reflection/Context	Analysis/Justification of Teaching Performance	Critique of Teaching Performance	Application/Implementation for Change	Written Communication
4 pts (Target)	Consistently supports observation with specific examples. Thorough and complete description of the context of the observation. Answers the question, who was in the class and identifies key contextual elements.	In-depth analysis of the teaching experience including a complete justification of planned learning experiences, objectives for the lessons, and task sequence. Reflects on the developmental appropriateness of the learning experiences, sequence of the lesson, and transitions.	Interpretations of teaching performance are insightful and based on the observation. Reflects on how lesson objectives were met or not met and gives specific examples to support reflection based on assessments used in the lesson. Reflects on teaching approaches used during the lesson and the alignment of teaching approach and objectives for the lesson.	Conclusive and detailed applications are provided with concrete plans for change which includes specific teaching goals. Applications are based on authentic assessments used during the teaching episode. Provides a detailed description of how assessments were used to formulate teaching goals.	Exceptional written mechanics with no mistakes in grammar or punctuation.
3 pts (Acceptable)	Usually supports observation with specific examples. Adequate description of the context of the observation. Answers the question, who was in the class and identifies at least two contextual elements.	Appropriate analysis of the teaching experience including justification of the planned learning experiences, objectives for the lessons, and the developmental appropriateness of the learning experiences.	Interpretations of teaching performance are accurate and based on the observable behavior. Reflects on how lesson objectives were met or not met, but no specific examples are given to support reflection. Reflects on assessments used in lesson to determine impact on student learning.	Informed and detailed applications are provided with generalized plans for change and at least one specific teaching goal. Applications are based on teacher's perceptions of student achievement and not any assessment. Provides a general description of how assessments were used to formulate teaching goals.	Well written with few mistakes (less than five) in grammar or punctuation, which do not interfere with the reading of the reflection.
2 pts (unaccept)	Sometimes supports observation with specific examples. Brief description of the context of the observation. Answers the question, who was in the class and identifies at least one contextual element.	Surface analysis of the teaching experience including a limited justification of the planned learning experiences. Reflection does not include analysis of the developmental appropriateness of the objectives or the learning experiences.	Interpretations of teaching performance include some misconceptions and reflective statements are not supported by observable behavior. Reflects either on the how the objectives were met or not met, but not both. Does not include how assessments were used in the lesson to determine impact on student learning.	Generalized applications are provided with generalized plans for change and at least one specific goal identified. Applications are not based on any assessment of student achievement.	Poorly written with less than 10 mistakes in grammar and punctuation, which interferes with the reading of the reflection.
1 pt (unaccept)	Rarely or never supports observation with specific examples. Incomplete description of the context of the observation. Does not answer, who was in the class.	Little or no analysis and/or justification of the teaching performance.	No interpretations of teaching performance are made. Does not reflect on how objectives were met or not met.	No applications, plans or teaching goals are included. Applications are not based on any assessment of student achievement.	Poorly written with more than 10 mistakes in grammar and punctuation, which interferes with the reading of the reflection.

**ATTACHMENT A7c
DATA CHART FOR REFLECTIONS**

Undergraduate	PHED 348 – Elementary Method N = 4				PHED 394 – Field Work N = 4				*EDUC 475 – Internship N = 5			
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR
Contextual Factors – Answers the question, who was in the class and identifies key contextual elements.		25% 1/4	75% 3/4			100% 4/4		20% 1/5	80% 4/5			
Analysts/Justification of Teaching Performance – In-depth analysis of the teaching experience including a justification, objectives, and task sequence.		50% 2/4	50% 2/4		25% 1/4	75% 3/4		40% 2/5	60% 3/5			
Critique of Teaching Performance – Interpretation of teaching performance, reflects on meeting of lesson objectives, provides specific examples, and reports on assessments used during lesson.		75% 3/4	25% 1/4		50% 2/4	50% 2/4		40% 2/5	60% 3/5			
Application/Implementation for Change – Conclusive and detailed applications are provided with specific teaching goals. Applications are based on assessments.		50% 2/4	50% 2/4		50% 2/4	50% 2/4		60% 3/5	40% 2/5			
Written communication – Well written with no mistakes in grammar or punctuation.		50% 2/4	50% 2/4		25% 1/4	75% 3/4		40% 2/5	60% 3/5			

* All candidates must score at the acceptable level or above in EDUC 475 to meet the standard. Scores are kept in other courses to measure candidate progress.

TAR = Target Level (4 pts)

AC = Acceptable (3 pts)

UA = Unacceptable (2 pts and below)

Candidate's individual score on reflection is calculated by adding all reflection scores for the semester and determining the average score per candidate per item.

Lesson Plan
Description of the Assignment

Objectives:

All objectives should be performance based and each lesson must have at least one objective in each domain of learning. You should have at least three objectives for the lesson.

Instructional Activities:

All the identified instructional activities must be aligned with an objective for the lesson. All informing task must include at least three skill cues with at least one practice task. In this section you should include how the class will be organized for the activity and a skill progression should be identified.

Practice Task:

For each informing task, you must have at least one practice task including informing task in the affective domain. Most practice task should include at least one extension. All lessons must have at least one application task included in the lesson plan. The practice task should be aligned with the lesson objective. All practice task must be developmentally appropriate and the skill progression should be evident.

Transitions:

All transitions should be described in detail. Any necessary transition in the lesson plan should be identified and described. All transitions should address any safety concerns.

Assessment:

All lessons should include at least one informal or formal assessment. Assessments should be developmentally appropriate and aligned with the lesson objectives. Assessments results are used to plan future lessons.

Closure:

All lessons must include a closure which includes a review of the lesson and a preview of the next lesson.

All lesson plans must be approved by the instructor before they are taught.

Physical Education Lesson Plan Rubric

Total points /50

Student Name

	Unsatisfactory	Satisfactory	Exemplary
<p>Objectives _____/10 pts</p> <p>NASPE Sids. 1.1 1.6 6.5</p> <p>Instructional Activities _____/10 pts</p> <p>NASPE Sids. 1.3 6.4 2.3 6.5 3.1 3.2</p>	<p>6-1 points</p> <p>1. Objectives are missing both the condition and the criteria. 2. Objectives are not measurable (just activity statements) or are not aligned to identified content. 3. More than one objective is not developmentally appropriate and/or related to National Standards. 4. Two or more grammatical errors or misspelled words.</p> <p>6-1 points</p> <p>1. Few learning activities are linked to lesson objectives. 2. Few learning activities are explained in detail & few have organizational diagrams. 3. Few learning activities are stated in appropriate progression of skill development. 4. Few learning activities include informing (teaching cues).</p>	<p>8-7 points</p> <p>1. Objectives are missing either the condition or the criteria. 2. Multiple objectives in appropriate domains, but content is not aligned with content or vice versa. 3. One objective is not developmentally appropriate and/or related to National Standards. 4. One or more grammatical errors (including misspelled words).</p> <p>8-7 points</p> <p>1. Most learning activities are linked to lesson objectives. 2. Most learning activities are explained in detail with some organizational diagrams. 3. Most learning activities are stated in appropriate progression of skill development. 4. Most learning activities include informing (teaching cues).</p>	<p>10-9 points</p> <p>1. Objectives are specific and measurable (i.e. action verb or behavior, condition, criteria - ABCC). 2. Multiple objectives in appropriate domains aligned with content. 3. Objectives are developmentally appropriate and related to National Standards (identifies standard). 4. Grammatically correct and concisely written with clarity.</p> <p>10-9 points</p> <p>1. All learning activities are linked to lesson objectives. 2. All learning activities are explained in detail with organizational diagrams. 3. All learning activities are stated in appropriate progression of skill development for all students. 4. All learning activities include informing (teaching cues).</p>
<p>Practice Tasks _____/10 pts.</p> <p>NASPE Sids 4.2 6.9 5.1 6.10 5.2 6.3 6.4 6.5</p>	<p>6-1 points</p> <p>1. Practice tasks contain 1 of the following: refinements, extensions, and applications. 2. Practice tasks do not appear to be safe for all students involved. 3. Few practice tasks are developmentally appropriate. 4. Practice tasks are communicated in a essentially using one or none of the following: task cards, posters, videos, technology, music, bulletin boards, posters, etc.</p>	<p>8-7 points</p> <p>1. Practice tasks contain 2 of the following: refinements, extensions, and applications. 2. Most practice tasks appear to be safe for all students involved. 3. Most practice tasks are developmentally appropriate. 4. Most practice tasks are communicated in a variety of ways such as task cards, posters, videos, technology, music, bulletin boards, posters, etc.</p>	<p>10-9 points</p> <p>1. All practice tasks contain refinements, extensions, modifications (if applicable) and applications. 2. All practice tasks appear to be safe for all students involved. 3. All practice tasks are developmentally appropriate with modifications as needed. 4. Practice tasks are communicated in a variety of ways such as task cards, posters, videos, technology, music, bulletin boards, posters, etc.</p>
<p>Transitions _____/5 pts</p> <p>NASPE Sids. 4.1 4.2</p>	<p>2-0 points</p> <p>1. Few transitions are clearly explained (reflect organization) with a beginning and ending signal. 2. Few transitions appear to be quick. 3. The number of transitions drastically reduces instructional time. 4. Few transitions appear to address safety concerns.</p>	<p>4-3 points</p> <p>1. Most transitions are clearly explained (reflect organization) with a beginning and ending signal. 2. Most transitions appear to be quick. 3. The number of transitions are kept to a minimum. 4. Most transitions appear to address safety concerns.</p>	<p>5 points</p> <p>1. All transitions are clearly explained (reflect organization) with a beginning and ending signal. 2. All transitions appear to be quick. 3. The number of transitions are kept to a minimum. 4. All transitions appear to address safety concerns.</p>
<p>Assessment _____/10 pts</p> <p>NASPE Sids. 7.2</p>	<p>6-1 points</p> <p>1. Assessment is inappropriate for lesson. 2. Behaviors to be assessed are not clearly identified. 3. Assessments are not developmentally appropriate. 4. Content/behavior being assessed is not specific to objectives in the lesson. 5. No observation pts relative to assessments are identified. 6. Assessment results are not used to plan future lessons.</p>	<p>8-7 points</p> <p>1. Assessment is somewhat appropriate for lesson. 2. Behaviors to be assessed are vaguely identified. 3. Assessments are somewhat developmentally appropriate. 4. Content/behavior being assessed is somewhat specific to objectives in the lesson. 5. Appropriate observation pts are identified, but not recorded, relative to assessments. 6. Assessment results are occasionally used to plan future lessons.</p>	<p>10-9 points</p> <p>1. Assessment is appropriate for lesson. 2. Behaviors to be assessed are clearly identified. 3. Assessments are developmentally appropriate. 4. Content/behavior being assessed is specific to objectives in the lesson. 5. Appropriate observation pts identified & recorded relative to assessments. 6. Assessment results are used to plan future lessons.</p>
<p>Closure _____/5 pts</p>	<p>0 points</p> <p>1. The lesson closure is not stated and therefore is missing all of the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students' feelings about the lesson. 2. Closure contains specific questions and answers relating to objectives.</p>	<p>3-1 points</p> <p>1. The lesson closure is not clearly stated and is missing one or more of the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students' feelings about the lesson. 2. Closure contains questions relating to objectives, but are lacking the answers.</p>	<p>5-4 points</p> <p>1. The lesson closure is clearly stated and does the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students' feelings about the lesson. 2. Closure contains specific questions and answers relating to objectives.</p>