

Early Adolescence through Young Adulthood

Physical Education ♦ Ages 11-18+

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

Contributor:

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Component 2: Differentiation in Instruction

a. Knowledge of Students (KOS)

- ❖ Did you show an overall knowledge of students' individual learning differences and past experiences?
- ❖ Does your knowledge of students include:
 - Age and gender
 - Community (urban/suburban/exurban/rural, geographical, cultural, district profile)
 - Academic ranges (honors/advanced placement, reading/math/writing levels)
 - Special needs (IEP/504, social/emotional, physical, gender issues)
 - Family background (economics/SES, family structure, ethnicity, migrant/Immigrant)
 - Culture (religion, holidays, language spoken)

b. Goals/Connections (G/C)

- ❖ Did you clearly state your goals?
- ❖ Are they high, worthwhile, and appropriate?
- ❖ Did you use student needs/strengths to justify your goals as appropriate for the students and the specific teaching context?
- ❖ Did you show/explain how you build students' understanding and abilities by drawing connections among the concepts, assessments, appropriate feedback, and next steps for the students?

c. Instruction (I)

- ❖ Did you describe the unique learning needs of the student? (e.g., cognitive, social/behavioral, attentional, sensory, and/or physical challenges)
- ❖ How have you shown high expectations for all students?
- ❖ In what way did students demonstrate mastery of the challenges related to developing understanding of the learning goal?
- ❖ What instructional strategies are used that engage all students in achieving the physical education goal?
- ❖ How has instruction been adjusted in light of assessment information?

d. Content Knowledge (CK)

- ❖ Have you demonstrated a strong command of physical education content linked with physical educational pedagogy?

e. Assessment and Analysis (A/A)

- ❖ How has assessment been integrated into instruction?
- ❖ Did you describe the variety of strategies used to probe and push students' knowledge and performance through instructive feedback?
- ❖ How have assessment strategies been used and interpreted to provide insight into individual learners' knowledge and performance?
- ❖ What further instruction did you provide to the student based on your assessment?
- ❖ What further adjustments did you make to your instructional approach based on assessment results?
- ❖ Did you explain how you support instruction by means of assessments that further learning goals?

f. Feedback (FB)

- ❖ How did you provide feedback to the student based on assessment?
- ❖ How did you help the student understand and interpret the outcomes of the assessment?
- ❖ How have you used well-articulated criteria to accurately describe, analyze, and evaluate students' performance connected to the learning goals?

g. Reflection (R)

- ❖ Have you accurately described your practice?
- ❖ What evidence shows that you have analyzed your work fully and thoughtfully?
- ❖ What would you do differently? The same?
- ❖ What are the implications and significance for future teaching?

Component 3: Teaching Practice and Learning Environment

a. Knowledge of Students (KOS)

- ❖ Refer to suggestions provided in Component 2.
- ❖ How have you drawn on detailed knowledge of students' characteristics, needs, abilities, and interests with your own knowledge of physical education?
- ❖ Did you cite evidence showing you drawing on detailed knowledge of your students by selecting high, worthwhile, and attainable goals and in selecting and adapting instructional approaches and resources that support these goals?

b. Student-Centered Learning Environment (SCLE)

- ❖ Did you describe ways in which you have created a learning environment that is fair, equitable, positive, and well-managed engaging all students within a safe and respectful culture of learning?
- ❖ How have you created a productive, equitable, student-centered learning environment based on trust and mutual respect?
- ❖ How have you facilitated student development of positive personal and social behaviors and attitudes?
- ❖ How have you promoted healthy social interactions among students within the context of organized movement activities including respect for self and the diverse characteristics, abilities, and talents of others?

c. Engagement (ENG)

- ❖ Did you describe how you have created a positive learning experience through use of appropriate motor development principles, motor development, modeling, and demonstration techniques?
- ❖ How have you used organizational, grouping, and practice strategies? teaching cues? skills-based movement and fitness activities?

d. Instruction (INS)

- ❖ Did you describe pedagogical decisions made before, during, and after instruction?
- ❖ Do your pedagogical decisions made during this instruction demonstrate your teaching practice accurately?
- ❖ Have you cited examples of students demonstrating meaningful expression of ideas?

e. Content Knowledge (CK)

- ❖ Have you shown you made appropriate curricular choices?
- ❖ How have you designed and implemented comprehensive and developmentally sound instructional activities?
- ❖ Do the activities maximize student participation while promoting objectives of the PE program?

f. Assessment and Analysis (A/A)

- ❖ Did you show how you effectively monitored and evaluated student learning?
- ❖ What instructional adjustments have you made as part of an ongoing process of assessment?
- ❖ Did you provide evidence of regular, constructive feedback?

g. Reflection (R)

- ❖ Refer to suggestions provided in Component 2.
- ❖ Did you clearly explain the lessons' implications for future teaching?
- ❖ Did you describe ways to improve your teaching practice and further promote student learning?

Component 4: Effective and Reflective Practitioner

Do the forms and collect the evidence before beginning work on the written commentary.

a. Knowledge of Students (KOS)

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- ❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- ❖ Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- ❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

b. Use of KOS (USE)

- ❖ Did you use the information collected to describe the entire class?
- ❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- ❖ Did you analyze and synthesize the information to discern patterns from the information you attached?
- ❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- ❖ Did you analyze all the information to determine what was useful in describing the class?
- ❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

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- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because..."; "The formative assessment ties to the class' strengths/needs because..."; "The summative assessment ties to the goals because..."; "The summative assessment ties to the class' strengths/needs because..."?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written auditory, etc.?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

e. Analysis and Use of Data (AUD)

- ❖ Did you cite specific details from the results of the assessments when you presented you're analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

f. Feedback (FB)

- ❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

g. Student Self-Assessment (SSA)

- ❖ Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- ❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

h. Professional Learning Need (PLN)

- ❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- ❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

i. Student Need (SN)

- ❖ Does the student need highlight something that was **needed** but out of the ordinary?
- ❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- ❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- ❖ Do you know what true collaboration entails?

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- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

j. Reflection (R)

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?