



PET 4929 – Senior Seminar in PE

Section 001, 3 credits

College of Education

COURSE SYLLABUS

Semester:	Spring 2025
Class Meeting Days:	MW
Class Meeting Time:	3:30-4:45pm
Class Meeting Location:	PED 213
Instructor:	Dr. Craig Nieman
Office Location:	PED 228
Office Hours:	I am usually in my office and available from 9:00 AM – 10:00 AM on Wednesdays (PED 228). The best way to confirm is by scheduling an appointment.
Email:	Niemanc@usf.edu

I. Welcome!

This course is the Capstone course for the Physical Education Teacher Education program that you take concurrently with both Final Internship courses. You will apply all of the knowledge and skills you have learned throughout the program in this seminar to prepare you to graduate.

II. University Course Description

Students engage in self-reflection and synthesis of university coursework and K-12 physical education final internship experiences.

III. Course Prerequisites

None

IV. Course Purpose

Students are engaged in self-reflection and synthesis of university coursework and K-12 physical education final internship experiences. Emphasis is on planning, implementing, and analyzing developmentally appropriate lessons. Restricted to majors. Fulfills university-wide Capstone Experience requirement.

V. How to Succeed in this Course

This is the Capstone Course for PE majors. Students will be expected to engage in self-reflection and synthesis of coursework. Time management, classroom management, effective communication skills, and application of knowledge from all previous courses are keys to succeeding in this course.

VI. Course Topics

By the end of this course, the preservice teacher will demonstrate:

1. an understanding of physical education in schools.
 - 1.1 an understanding of the characteristics of students as related to physical education. (NASPE 2; FSM 4; FEAP 2d, 2h; **FKL Objectives: A1, D1, D2, D3, D4, E2, E3.**)
 - 1.2 a clearly stated philosophy regarding teaching physical education and its relationship to the larger school experience. (NASPE 10; FEAP 5a, 5e, 5f; CF 1; **FKL Objectives: A1, B1, B2, B3, C1, C2**)
2. an understanding of how to plan and implement physical education lessons and units for diverse learners. (**FKL Objectives: D3, D4, E1, E2, E3**)
 - 2.1 how to implement appropriate instructional practices related to the planning and conducting of effective lessons using curriculum models that encourage critical thinking and problem solving (NASPE 1, 2, 3, 6, 7; FEAP 2g, 2i, 3f, 3g; FSM 3, 4, 7, 8; CF 2, 6; **FKL Objectives: A1, A2, B2, C1, C2, E1**)
 - 2.2 how to establish developmentally appropriate learning environments that meets the needs of diverse learners. (NASPE 2, 3, 4, 6; FEAP 1e, 2e, 2f, 4a; FSM 3, 4, 7; CF 2, 5, 6; **FKL Objectives D1, D2, D3, D4, E1, E2, E3**)
 - 2.3 the use of language and instructional strategies that reflect sensitivity to all issues. (NASPE 2, 3, 4, 5, 6; FEAP 2d, 2h; FSM 3, 4, 7; CF 1, 2, 5, 6; **FKL Objectives: A1, A2, D1, D2, D3, D4**)
3. the ability to assess students' development in physical education.
 - 3.1 how to proficiently evaluate student progress and report achievement. (NASPE 7; FEAP 1e, 3g; FSM 8; CF 6; **FKL Objectives: A1, B1, B2, B3, C1, C2, C5, D1, D2, D3, D4, E1, E2.**)
4. an understanding of the role of a physical educator and processes for continuous professional development. (**FKL Objectives: A1, C1, C2, C4, C5, E1, E3.**)
 - 4.1 the use of appropriate professional behavior. (NASPE 3, 8; FEAP 6; CF 5; **FKL Objectives: A2, D1, D2, D3, E1**)

- 4.2 the use of continuous self-reflection to improve their practice. (NASPE 8, 9; FEAP 5a, 5e, 5f; FSM 3; CF 2, 3, 4; **FKL Objectives: A1, C1, C2, C5, E3.**)
- 4.3 how to communicate and collaborate effectively with teachers, administrators, and peers. (NASPE 10; FEAP 5c, 5d; CF 1; **FKL Objectives: A1, A2, A3, D1, D2, D3, E1, E2.**)
- 4.4 how to evaluate their ongoing personal/professional development. (NASPE 3, 8; FEAP 5a, 5e, 5f; CF 5; **FKL Objectives: A1, C1, C2, C3, C4, C5, E3**)

VII. Student Learning Outcomes

Course-Specific Student Learning Outcomes:

Student Learning Outcome 1: Students will demonstrate the ability to describe the elementary school and students involved in the study (in the Assessment Project). They also are involved in describing elementary students in physical education as part of program evaluation assignments.

Student Learning Outcome 2: Students will demonstrate the ability to develop their educational platform that outlines their philosophy (in #GEA1_Professional ePortfolio). Student-interns are expected to connect physical education content to the broader school curriculum and make connections to its impact beyond the school environment.

Student Learning Outcome 3: Students will demonstrate the ability to design and conduct lesson that addresses all learners (considering differences in background, language, ability, etc.) (in the Exemplary Lesson Plan).

Student Learning Outcome 4: Students will demonstrate the ability to use a curriculum model that encourages problem solving, critical thinking and interdisciplinary experiences (in the Exemplary Lesson Plan). This has to be reflected in objectives and learning experiences.

Student Learning Outcome 5: Students will demonstrate the ability to discuss best practices in establishing the learning environment and class climate in relation to their teaching site and the literature (in the Program Evaluation assignment).

Student Learning Outcome 6: Students will demonstrate the ability to submit a teaching sample that shows their attainment of the K-12 Physical Program goals in the area of appropriate language and feedback to students, as well as management and instructional strategies that reflect best practice and are responsive to students' needs (in the #GEA2_Video Analysis & Exemplary Lesson Plan assignments).

Student Learning Outcome 7: Students will demonstrate the ability to collect pre- and post-data, analyze those data, and present the results in a formal session (in the Assessment Project & Poster Presentation assignments).

Student Learning Outcome 8: Students will demonstrate the ability to complete reflections on the impact of their teaching on student learning (Assessment Project & #GEA2_Video Analysis assignments).

Student Learning Outcome 9: Students will demonstrate the ability to successfully collaborate with others in their internship sites via discussions in seminars.

Student Learning Outcome 10: Students will demonstrate the ability to reflect on their professional development (#GEA1_Professional ePortfolio).

High Impact Practice Standardized Learning Outcomes

Student Learning Outcome 11 (HIP SLO 1): Students will demonstrate the ability to engage in meaningful critical reflection in required coursework. (#GEA1_Professional ePortfolio & #GEA2_Video Analysis)

Student Learning Outcome 12 (HIP SLO 2): Under professional oversight, students will demonstrate the ability to utilize contextually-appropriate behaviors, tools, techniques and/or dispositions. (#GEA1_Professional ePortfolio & #GEA2_Video Analysis)

Student Learning Outcome 13 (HIP SLO 3): Students will demonstrate the ability to integrate discipline-specific knowledge into the contextualized experience. (#GEA1_Professional ePortfolio & #GEA2_Video Analysis)

Student Learning Outcome 14 (HIP SLO 4): Students will demonstrate the ability to synthesize discipline-appropriate learning via a culminating assignment. (#GEA1_Professional ePortfolio)

VIII. Required Texts and/or Readings and Course Materials

- Readings will include review of previously purchased texts and materials as well as other contemporary journal articles related to specific internship experiences. Journals include: *Journal of Teaching in Physical Education*, *Research Quarterly for Exercise and Sport*, *Strategies*, *Journal of Health, Physical Education, Recreation, and Dance*, *British Journal of Physical Education*, *Quest*, and *The Physical Educator*.
- Physical Education Teacher Education program shirt and appropriate shorts/pants to be worn during the internship.

IX. Supplementary (Optional) Texts and Materials - None

X. Grading Scale

A+ = 97.5 - 100	A = 93.5 - 97.49	A- = 90 - 93.49
B+ = 87.5 - 89.99	B = 83.5 - 87.49	B- = 80 - 83.49
C+ = 77.5 - 79.99	C = 73.5 - 77.49	C- = 70 - 73.49
Below 70% - Fail		

XI. Grade Categories and Weights

Assignment	Points	Percentage of Grade
Exemplary Lesson Plan	10	10%
#GEA2_Video Analysis	15	15%
Assessment Project+	20	20%
Program Evaluations (4 @ 5pts each)	20	20%
#GEA1_Professional ePortfolio (with Educational Platform)	10	10%
Poster Presentation	15	15%
Professional Behaviors	10	10%
Total	100	100%

IN ORDER TO PASS THE SEMINAR, CANDIDATES MUST SCORE 70% OR ABOVE ON EACH EVALUATION ITEM LISTED ABOVE.

+INDICATES A CRITICAL TASK

XII. Assignments

See Appendix for assignment descriptions and rubrics.

XIII. Grade Dissemination

University Supervisors will grade assignments within 10 days of submitting the assignment. All assignments should be submitted by Canvas unless otherwise instructed.

XIV. Course Schedule

Spring 2026

Week & Date	Seminar Meeting Date & Time	Focus of the week	Assignment(s) Due (By Sunday 11:59pm)
1 1/12 – 1/16	Mon 1/12 10am– 12noon PED 213	- Overview of Final Internship - Curriculum models & lesson development - Assessing student learning	Assessment Project Part A & B (Elementary rotation 1)
2 1/19 – 1/23		NO CLASS 1/19 (MLK Day) - Classroom Management	Assessment Project Part 2 & 3 (Elementary rotation 1)
3 1/26– 1/30	Mon 1/26 5PM - 6 PM	- Video analysis/exemplary lesson plan - Interdisciplinary planning, teaching, and lesson plans	Assessment Project Part 4 (Elementary rotation 1)
4 2/2 – 2/6		- Learning Environment - Ethics	- Program Evaluation 1: Curriculum Choices (Elementary rotation 1) - Program Evaluation 2: Learning Environment (Secondary rotation 1)
5 2/9 – 2/13	Mon 2/9 5PM - 6 PM	2/13 HCPS Fair Day & PCSB Non-Student Day - Reflective practices	Video Analysis & Exemplary Lesson Plan (Secondary rotation 1)
6 2/16 – 2/20		2/16 HCPS & PCSB Presidents Day non-student day - Video analysis results - Culturally responsive teaching <u>GRADUATION Application Deadline 2/20</u>	- Program Evaluation 3: Climate & Care (Secondary rotation 1) - Program Evaluation 4: Learning from Stakeholders (Elementary rotation 1)
7 2/23– 2/27	Mon 2/23 5PM - 6 PM	- Discuss results of assessment project - Creating a professional e-portfolio - Educational platform	Complete Assessment Project (all sections – C&W (Elementary rotation 1)
8 3/2 – 3/6		3/2 HCPS Strawberry Festival (non-student day) - Prepare for second rotation!	ALL FINAL INTERNSHIP DOCUMENTS DUE ROTATION 1 (online)
9 3/9– 3/13		REPORT TO SECOND ROTATION SCHOOL - Non-instructional responsibilities	Assessment Project Part 1 A & B (Elementary rotation 2)

10 3/16 – 3/20		HCPS and PCSB Spring Break	
11 3/23 – 3/27	Mon 3/23 5PM - 6 PM	Home/school communication	- Program Evaluation 1: Curriculum Choices (Elementary rotation 2) - Program Evaluation 2: Learning Environment (Secondary rotation 2) - Assessment Project Sections 2 & 3 (Elementary rotation 2)
12 3/30 – 4/3		HCPS & PCSB Non-Student Day (4/3) - Meeting the needs of diverse learners	- Assessment Project Section 4 (Elementary rotation 2) - e-Portfolio (everyone)
13 4/6 – 4/10	Mon 4/6 5PM - 6 PM	Working collaboratively within schools	- Program Evaluation 3: Climate & Care (Secondary rotation 2) - Program Evaluation 4 : Learning from Stakeholders (Elementary rotation 2)
14 4/13 – 4/17		Making a professional presentation	Video Analysis & Exemplary Lesson Plan (Secondary rotation 2)
15 4/20 – 4/24		Applying and interviewing for teaching positions	Complete Assessment Project – C&W (elementary rotation 2)
16 4/27 – 5/1	Monday 4/27 <u>4:00 PM</u>	PCSB 4/27 non-student day COMPLETE 2nd Rotation - Final Senior Seminar	ALL FINAL INTERNSHIP DOCUMENTS DUE ROTATION 2 (online) Internship Showcase Presentation

* Note: The Schedule is subject to revision. See course document “Schedule” for more specifics.

XV. General Education Statement

This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for *HIGH IMPACT PRACTICE*. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

XVI. Course Policies: Grades (as applicable)

As also listed above, please remember:

Grades of "Incomplete":

An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

XVII. Course Policies: Technology and Media (as applicable)

Email: Students should communicate with their University Supervisor and their Collaborating Teacher using their USF email address. Please allow 24-48 hours for an email response for non-emergency situations.

Canvas: All assignments will be submitted through Canvas unless otherwise notified by your University Supervisor. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVIII. Covid-19 and Other Illnesses

Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact Student Health Services immediately (813-974-2331) for appropriate medical guidance and to obtain a *verification of care letter*. ***To be approved for missed classes, late assignments or missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.***

XIX. Course Policies: Student Expectations

See the Provost’s website for standard USF policies on the following topics:

- Academic Grievance Procedure
- Academic Integrity
- Disruption to Academic Process
- Disability Access
- Religious Observances
- Sexual Misconduct/Sexual Harassment Reporting
- Statement of Academic Continuity

Attendance, Participation, & Professionalism:

All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late without prior communication (I can be flexible with dates, however, you need to communicate with me *prior* to the due date.). Assignments will not be accepted more than one week past the original due date. Students must complete **ALL** assignments to pass the course.

All assignments are to be word-processed and uploaded/submitted through Canvas by the due date. No hand written work will be accepted (except exams/work completed in class).

Attendance is mandatory. Promptness, preparation for, and active participation in class is expected. There are many reasons for absences and tardies, (emergencies, sickness, etc.), however, your attendance in class is mandatory. Please review the following policies regarding absences and tardies.

- Each absence will lower your professionalism grade by 10%. However, **STUDENTS SHOULD NOT COME TO CLASS SICK!** If students are sick, they should inform the instructor prior to the missed class. Absence due to illness will be evaluated on a case-by-case basis.
- If a student must miss class due to a **university-sanctioned** event (athletic event, field trip for another class, etc.), or **religious observance**, written notice must be provided to the instructor **PRIOR TO** the absence.
- Missing more than 2 seminar classes will result in the student needing to repeat the course. This includes absences that are pre-arranged with the instructor and absences due to illness. Students are responsible for all class material when absent--regardless of the reason for the absence. University attendance policy URL: <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
- Arriving late (tardy) or leaving early (for any reason) will lower your Professionalism grade by 10%. Tardies or early departures over 30 minutes are considered an absence (also 10% deduction from the Professionalism points).
- Lack of professionalism in class (lack of participation or preparation, checking email, texting, searching the internet, taking phone calls, phone ringing, use of foul language, etc.) will lower your Professionalism grade by 5% for each instance.

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

XX. Important Dates to Remember

Drop/Add Deadline:	January 16 th , 2026
Dr. Martin Luther King Jr Day	January 19 th , 2026
Withdrawal Deadline:	March 28 th , 2026
Spring Break	March 16 th -22 nd , 2026
Last Day of Classes	May 1 st , 2026

ASSIGNMENTS & RUBRICS

ASSESSMENT PROJECT ASSIGNMENT GUIDELINES: (20 points)
(Completed in the Elementary Final Internship)

IMPACT ON STUDENT LEARNING: ASSESSMENT PROJECT AND REPORT

The instructions below explain each part of the Assessment Project and Report. You should follow these guidelines carefully. Your report must be word processed (except for copies of student work) and must follow the format below. Sections should be titled and numbered and consistent with these directions.

1. FOUNDATIONAL ASSESSMENT PROJECT INFORMATION

A. Describing Your Students and the Learning Environment

Rationale:

The needs and characteristics of your students have an impact on what you teach and how you will teach it.

Directions:

Find out as much as you can about the students you are teaching and complete the items below. You might ask your collaborating teacher, the school clerical staff, the school nurse, or other school personnel to help you compile a complete and accurate profile. Fill out the following chart to provide a summary of the demographic make-up of your class.

Grade Level/s: _____	
Subject Area: _____	
Number of Students	
Total: _____	M: _____ F: _____
Class Characteristics	
Race/Ethnicity: Caucasian: _____ African American: _____ Hispanic: _____ Other: _____	
Number/Percent of Students for Free or Reduced Lunch _____	
Number of ESOL _____	Number of IEP/504 _____
Number of Gifted _____	Other (_____) _____
Describe the Type of Classroom (i.e. homogeneous, heterogeneous, Team-teach Model, Self-contained, Continuous Progress)	

If applicable, note whether there are other factors that could influence your teaching. For example:

- ◆ Is there anything about the physical makeup of the classroom, teaching area, or school that you need to take into account?
- ◆ Are there any pieces of equipment, supplies, or technology that will facilitate or challenge your teaching?
- ◆ Describe any other factors you will need to consider as you make your decisions.

B. Identifying the Topic You Will Teach and Its Relationship to the Curriculum

Rationale:

There are many factors that a teacher must take into account when selecting a topic to teach. Some factors that you will want to consider in selecting your topic are:

- ◆ *goals of the curriculum*

- ◆ *what the learners already know*
- ◆ *needs and characteristics of the learners*
- ◆ *school district, state, national, and subject matter standards*
- ◆ *educational research on best practices*
- ◆ *everyday matters such as availability of equipment and supplies, the season of the year, or alterations in the school schedule*
- ◆ *what interdisciplinary content areas would best be incorporated in your unit*

Directions:

For the purposes of the Assessment Project, you need to select a topic that can be taught in the allotted time you are given. A good guideline is to choose a topic that you can teach in **4-5 lessons**. If you are teaching multiple classes, **select one class** with whom you will complete this project. Sit down with your collaborating teacher, reflect on all the issues you face (consider those listed above), and select a topic to teach.

2. SELECTING APPROPRIATE LEARNING OBJECTIVES

Rationale:

A learning objective states the outcome of instruction in clear, observable terms. Clearly stated learning objectives provide a basis for selecting appropriate materials and instructional strategies. They can ensure that a teacher does not use materials or strategies simply because they are readily available or familiar. To be useful, a learning objective must be explicit and assessable.

Directions:

State the specific objectives for the lesson or lessons you will teach (**all 3 domains**). Include any applicable Sunshine State Standards. Keep in mind that you have to be able to assess **each student's progress** toward each of the objectives (**all 3 domains**) you have identified.

3. SELECTING ASSESSMENT STRATEGIES (PRE- AND POST)

Rationale:

*It is important to be able to determine the extent to which each and every student met your objectives. **Clearly, you'll want to know if your students learned what you taught them.** In order to assess learning, you must have a baseline, or pre-assessment, of what students know prior to instruction as well as an indication of what they know after instruction. Your assessment strategies will help you to determine the extent to which students met the learning objectives you developed (individual students).*

Directions:

Look at **each learning objective and develop a method to assess student performance of the behavior described in the objective (all 3 domains)**. You should:

- ◆ use the explicit learning objectives to decide upon a strategy to measure and record each learner's performance before and after instruction.
- ◆ develop a strategy that will enable you to efficiently record individual performance.
- ◆ make sure you can use the information you have collected to make comparisons between pre- and post-instruction performance.

The same objectives must be assessed prior to and after instruction (**all 3 domains**). In your report, include a description of how you will conduct your assessment strategy and a sample of the assessment you will use. For example, if you use such assessments as rubrics, checklists, or written exams, include a blank copy of the assessment instrument. **Be sure that you will have information for every learner that identifies their level of performance before and**

after instruction. (Make sure you do not use student names). You might also save information about ongoing student performance during instruction.

4. DEVELOPING THE INSTRUCTIONAL PLAN

Rationale:

Now that you have identified the behavior, or behaviors, that you want learners to be able to perform, your task is to develop learning experiences that will help each student learn these behaviors.

Directions:

In your report, include the plans you will be using to conduct your lessons. As you develop learning experiences, be sure to take into account such factors as:

- ◆ best practices
- ◆ the needs and characteristics of each one of your students, including different learning styles, language development, and developmental levels
- ◆ **the interdisciplinary content areas selected (e.g., mathematics, language arts, music, cultural and social studies, physical science, etc.).**
- ◆ technological resources

5. REFLECTIONS ON THE ASSESSMENT PROJECT

A. Report on Pre- and Post-Instructional Student Performance

Rationale:

Determining the effectiveness of your teaching can be accomplished by comparing students' performance before and after instruction. These assessments can provide information about the effectiveness of the instruction and how much the students learned.

Directions:

Look at each of the objectives you identified and make comparisons of the pre- and post-instructional performance for **every learner individually**. The general criterion for mastery is at least 80% of the students mastered at least 80% of the objectives, but this is not always appropriate. However, it is important for teachers to examine not only class performance, but individual performance as well. You should also keep in mind that it is alright if your instruction did not result in reaching the criterion for mastery.

When assessing performance, you should:

- ◆ evaluate **each** learner's performance. Make a decision about whether your instruction was successful, partially successful, or unsuccessful in meeting the learning objectives for that student. Then, make decisions about the group.
- ◆ use graphs and/or text to describe the extent to which every learner met your objectives. **Analyze and interpret your data in terms of both individual and whole-class performance.** If possible, cluster performance data into meaningful groups (e.g., **students who mastered objectives, students who partially mastered objectives, students who didn't master objectives**) so that you can better analyze and describe your data.
- ◆ include any information you collected prior to, during, and after instruction so that comparisons can be made between pre- and post-instructional learner performance (e.g., teacher observations, checklists, rubrics).

When including assessments of student learning, remember to respect the confidentiality of your students. Do not use real student names or include any identifying information that would jeopardize a student's right to confidentiality.

B. Reflecting on the Effectiveness of Your Instruction

Rationale:

Good teachers view teaching as a process that requires continual refinement. Reflecting on which instructional approaches and strategies worked or didn't work is essential if teachers are to continually improve their teaching and better meet the needs of their students. Teachers also need to consider how they will use the results of their assessments to plan for subsequent lessons to meet individual student's needs.

Directions:

Reflect on the processes and outcomes of your teaching. Include the following in your discussion:

- ◆ the effectiveness of the decisions and strategies you employed
- ◆ the challenges you faced as you taught
- ◆ how successful you were in integrating multidisciplinary content (e.g., mathematics, language arts, music, cultural and social studies, physical science, etc.) into your unit. How did the students respond?
- ◆ the changes you would make in your decisions or strategies if you had the chance to teach the topic again
- ◆ changes you would make to more adequately meet the needs of individual students (high performing, low performing, etc.)
- ◆ additional steps you would take (based on the results of your pre and post assessments) in future class sessions to address the needs of students who: a) did not master the objectives, b) partially mastered the objectives, and c) mastered the objectives

C. Reflecting on What You Learned by Completing the Assessment Project

Rationale:

Now that you have completed the Assessment Project, it is important to reflect on the assessment process and how each step contributes to your development as a teacher.

Directions:

Think about each step of the Assessment Project listed below and discuss how each step added to your knowledge of teaching. Discuss how this experience added to your insights on the type of teacher you are and the goals you have as a teacher. Reflect on each step of the project:

- ◆ Describing Your Students and the Learning Environment
- ◆ Identifying the Topic You Taught and its Relationship to the Larger Curriculum
- ◆ Identifying Specific Learning Objectives
- ◆ Selecting Pre and Post Assessment Strategies
- ◆ Developing the Instructional Plan
- ◆ Analyzing Pre and Post Instructional Student Performance

D. Reflecting on Assessment in a School Setting

Rationale:

Conducting a meaningful assessment in a school setting can be challenging, particularly in the role of a intern. It is important for future teachers to understand these challenges in order to use assessment successfully when they begin to teach. It is also important for teacher education programs to be aware of the challenges and reactions to assessment in schools in order to plan assignments to help interns appreciate the value of assessment in the teaching-learning process.

Directions:

Reflect on the processes and outcomes of completing the Assessment Project in a school setting. Reflect on:

- ◆ the ways in which you benefited from completing the Assessment Project
- ◆ the challenges you encountered as you attempted to complete the Assessment Project assessment; describe, in detail, these challenges
- ◆ how your Collaborating Teacher responded to the Assessment Project

Rubric: PET 4929 Assessment Project (20 points)

The purpose of this assignment is to demonstrate the candidate's ability to use assessment strategies to support the continuous development of students and for candidates to reflect on the assessment process. Candidates will design instruction and select assessment strategies. The selection of assessment strategies/instruments should reflect an understanding of how to gather data to monitor student-learning gains relative to the specific psychomotor, cognitive, and affective objectives. They will use a variety of assessment types (e.g., formative, summative, formal, informal, etc.). Candidates will choose one physical education class from their schedule at the internship school site with which to conduct the project. Candidates go through a continuous reiterative process of assessing student needs, planning instruction, delivering instruction, assessing outcomes, and determining student needs again. After completing the project, they write a reflection that demonstrates their understanding of the assessment process and the impact of their instruction on student learning.

1. Foundational Assessment Project Information

The assessment project includes foundational information regarding the students, the learning environment, and the assessment topic. The required elements are: 1) A description of the students and the learning environment through a completed demographics chart; 2) A discussion of the factors that might inform teaching decisions; 3) The title of the topic chosen for assessment; 4) A description of the process of selecting a topic, including a list of all the factors taken into account when making the topic decision; 5) A description of how the topic chosen relates to the curriculum the students receive; and 6) The standards used to select the topic are identified.

1= Poor	The assessment project does not include foundational information regarding students, the learning environment, and/or the assessment topic.
2= Limited	The assessment project includes a detailed description of few elements of the foundational information on students, the learning environment, and the assessment topic.
3= Proficient	The assessment project includes a detailed description of most of the elements of the foundational information on students, the learning environment, and the assessment topic.
4= Strong	The assessment project includes a detailed description of all of the elements of the foundational information on students, the learning environment, and the assessment topic.
5= Outstanding	The assessment project includes all of the elements of the foundational information on students, the learning environment, and the assessment topic. The assessment topic chosen connects to community resources and to students backgrounds and cultures.

Link to Standard(s):
AP 1a. Aligns instruction

2. Design and Lesson Plan: Learning Objectives

Objectives must be developmentally appropriate and relate to the learning domain identified (psychomotor, cognitive, affective). Objectives must include the following elements to be outstanding: 1) Be observable; 2) Be able to be assessed in a school setting; 3) Reflect learning outcomes that can be addressed in four to five lessons; and 4) Relate to identified Florida PE Standards.

1= Poor	The objectives are missing and/or are not developmentally appropriate.
2= Limited	The learning objectives are included for all three domains (psychomotor, cognitive, affective). A few of the objectives are not developmentally appropriate and/or include few of the elements of outstanding lesson objectives.
3= Proficient	The learning objectives are included for all three domains (psychomotor, cognitive, affective). Most of the objectives are developmentally appropriate and include most of the elements of outstanding lesson objectives.
4= Strong	The learning objectives are included for all three domains (psychomotor, cognitive, affective). All of the objectives are developmentally appropriate and include all of the elements of outstanding lesson objectives. Most lesson objectives take into account variability in ability among students.
5= Outstanding	The learning objectives are included for all three domains (psychomotor, cognitive, affective). All of the objectives are developmentally appropriate and include all of the elements of outstanding lesson objectives. All lesson objectives take into account variability in ability among students.
Link to Standard(s): AP 1b. Sequences lessons AP 1c. Designs instruction FLCS 2: Knowledge of standards-based physical education curriculum development	

3. Assessment: Selection of Assessment Strategies

Candidates will use a variety of assessment types (e.g., formative, summative, formal, informal, etc.). The selection and design of assessment strategies/instruments should reflect an understanding of how to gather data to monitor student learning gains relative

to the specific psychomotor, cognitive, and affective objectives. At least one strategy/instrument should be selected for each learning objective. Outstanding assessment strategies/instruments will: 1) Provide an appropriate means to measure and record each learner's performance before and after instruction related to each learning objective; 2) Allow for efficient recording of individual performance; and 3) Allow for comparisons between pre- and post-instruction performance to be made.

1= Poor	Assessments are missing and/or do not include any of the elements of outstanding assessment strategies/instruments.
2= Limited	Assessments are included for each of the three learning domains (psychomotor, cognitive, and affective), but the assessment strategies include few of the elements of outstanding assessment strategies or do not utilize a variety of assessment types (e.g., formative, summative, formal, informal, etc.).
3= Proficient	A variety of assessment types (e.g., formative, summative, formal, informal, etc.) are included and designed for each of the three learning domains (psychomotor, cognitive, and affective) and the assessment strategies include most of the elements of outstanding assessment strategies.
4= Strong	A variety of assessment types (e.g., formative, summative, formal, informal, etc.) are included and designed for each of the three learning domains (psychomotor, cognitive, and affective) and the assessment strategies include all of the elements of outstanding assessment strategies.
5= Outstanding	A variety of assessment types (e.g., formative, summative, formal, informal, etc.) are included and designed for each of the three learning domains (psychomotor, cognitive, and affective) and the assessment strategies include all of the elements of outstanding assessment strategies. Assessments are open-ended and allow students to display knowledge in a variety of ways.
Link to Standard(s): AP 1d. Selects appropriate formative assessments AP 4b. Designs and aligns assessments AP 4c. Uses a variety of assessment tools FLCS 2: Knowledge of standards-based physical education curriculum development FLCS 8: Knowledge of various types of assessment strategies that can be used to determine student levels and needs in physical education	

4. Instructional Design and Lesson Planning

Candidates will use assessment project data to plan and modify the instructional unit. The instructional plan should include a series of four to five lesson plans that build upon one another and relate to the stated learning objectives. Elements of an outstanding

instructional plan: 1) Learning activities in the lessons address the selected learning objectives; 2) Lessons in the series build upon one another; 3) They must integrate multidisciplinary content (e.g., mathematics, language arts, music, cultural and social studies, physical science, etc.); 4) Lessons reflect best practice; 4) Lessons differentiate instructional methods to accommodate the developmental needs and characteristics of students (e.g., ESOL and students with special needs) to enrich student' understanding; and 5) Lessons take into account and describe any technological or other resources needed.

1= Poor	Lesson plans are missing and/or include few, if any, of the elements of an outstanding instructional plan.
2= Limited	4-5 lesson plans are included, but the lesson plans includes few, if any, of the elements of an outstanding instructional plan.
3= Proficient	4-5 lesson plans are included that build upon one another and relate to the stated learning objectives. The lesson plans include most of the elements of an outstanding instructional plan.
4= Strong	4-5 lesson plans are included that build upon one another and relate to the stated learning objectives. The lesson plans include all of the elements of an outstanding instructional plan.
5= Outstanding	4-5 lesson plans are included that build upon one another and relate to the stated learning objectives. The lesson plans include all of the elements of an outstanding instructional plan and provide additional opportunities included for students who finish early or need additional challenges.
Link to Standard(s): AP 1b. Sequences lessons AP 3b. Deepen and enrich students' understanding AP 3g. Apply varied instructional strategies FLCS 2: Knowledge of standards-based physical education curriculum development FLCS 3: Knowledge of developmentally appropriate physical education instructional strategies FLCS 4: Knowledge of human growth, motor development, and motor learning related to physical education	

5. Reflections on the Assessment Project

The assessment project includes four reflections about assessment as part of the continuous teaching cycle. Reflections should demonstrate the following outcomes: 1) The ability to interpret and use assessment data to monitor student learning gains; 2) The ability to use assessment data to evaluate the effectiveness of instruction; 3) Understanding of the ways in which completing assessment as part of a continuous

teaching cycle can contribute to the development of teaching knowledge and the continuous improvement of instruction based on student needs;4) The ability to identify the benefits and potential challenges of completing a variety of assessments (formative, summative, formal, informal, etc.). in a school setting.

1= Poor	Reflections are missing and/or do not describe how the candidate uses assessment data to monitor student learning gains, the effectiveness of instruction, how assessment data can be used as part of the teaching cycle to develop teaching knowledge surrounding student needs, and the benefits and challenges of completing a variety of assessments (formative, summative, formal, informal, etc.). in a school setting.
2= Limited	All four reflections are included. These reflections describe how the candidate uses assessment data to monitor student learning gains, the effectiveness of instruction, how assessment data can be used as part of the teaching cycle to develop teaching knowledge surrounding student needs, and lists the benefits and challenges of completing a variety of assessments (formative, summative, formal, informal, etc.). in a school setting.
3= Proficient	All four reflections are included. These reflections interpret and describe how the candidate uses assessment data to monitor student learning gains, the effectiveness of instruction, how assessment data can be used as part of the teaching cycle to develop teaching knowledge surrounding student needs, and describes the benefits and challenges of completing a variety of assessments (formative, summative, formal, informal, etc.). in a school setting.
4= Strong	All four reflections are included. These reflections examine, interpret, and describe how the candidate uses assessment data to monitor student learning gains, the effectiveness of instruction, how assessment data can be used as part of the teaching cycle to develop teaching knowledge surrounding student needs, and describes the benefits and challenges of completing a variety of assessments (formative, summative, formal, informal, etc.). in a school setting.
5= Outstanding	All four reflections are included. These reflections examine, interpret, and describe how the candidate uses assessment data to monitor student learning gains, the effectiveness of instruction, how assessment data can be used as part of the teaching cycle to develop teaching knowledge surrounding student needs, and describes the benefits and challenges of completing a variety of assessments (formative, summative, formal, informal, etc.). in a variety of school settings (ex. rural, suburban, urban; gym vs field; etc.).

Link to Standard(s):

AP 1e. Uses diagnostic student data

AP 4a. Analyzes and applies data

AP 5c. Uses a variety of data

PROGRAM EVALUATIONS ASSIGNMENT GUIDELINES **(5 points each/20 points)**

Program Evaluation 1: Curriculum Choices (Elementary Level)

Use the following questions to guide your evaluation regarding the elements of this topic.

1. In this program, what curricular choices has the teacher made this week for 1 or 2 classes in terms of the following considerations?
 - According to your studies, is there a meaningful design for the activities (model, skill levels, sequenced, etc.)?
 - Do these lessons seem appropriate for the group (age, skill levels, personalities, etc.)?

- Has the teacher used any interdisciplinary content to enhance student learning (e.g., mathematics, language arts, music, cultural and social studies, physical science, etc.)
 - Are tasks modified within classes for different skill levels?
 - Are students given any choices?
2. Based on your readings, what suggestions might you make to enhance these students' experiences relative to designing their curriculum for the next few weeks?
 3. What resources are used in this program to assure more effective practices in curriculum choices and lesson planning over time? What resources have you used or seen that you could suggest to enhance this program's planning efforts and outcomes?
 4. In this program, during classes, how would you evaluate the availability and appropriateness of the equipment used. Should you be asked to assist in the purchase of additional equipment, what resources would you use to assure effective decision making in this area?

Program Evaluation 2: The Learning Environment (Secondary Level)

Use the following questions to guide your evaluation regarding the elements of this topic.

1. Describe the types of teacher behaviors and attitudes in this physical education program that align with effective practices that contribute to an environment focused on learning.
2. What student behaviors or attitudes are addressed in class rules and protocols that align with effective practices and contribute to an environment focused on learning?
3. What effective strategies have you seen the students and teacher reflect during activity time to increase engagement for all students? What additional strategies would you suggest from your readings?
4. When management by student engagement doesn't work, what effective behavioral management strategies have the teacher employed (according to our readings)? What others would you suggest from our readings?

Program Evaluation 3: Climate and Care (Secondary Level)

Use the following questions to guide your evaluation regarding the elements of this topic.

1. In this program, what indicators have you noted relative to fairness versus bias, if any? Areas to evaluate could include: student background, experience level, or individual needs. Consider aspects such as teacher questioning behaviors, teacher/student interactions, student grouping practices, amount/type of practice opportunities, student responsibilities/expectations, etc.
2. Suggest strategies for this program or others to provide a more inviting environment for all students based on your readings.
3. In this program, what indicators have you noted relative to cooperation versus competition? Based on your readings, what might you suggest to build a more collaborative environment for this or other programs?
4. The issues of bullying and harassment are national concerns. In this program, what strategies have you seen to emphasize students caring about each other while developing a sense of community and teamwork? From your studies, what suggestions would you make for this and other programs to help build a positive and caring community?

Program Evaluation 4: Learning from our Stakeholders (Elementary Level)

For this reflective paper, you will interview at least three students from different grade levels to investigate their attitudes toward physical education.

Guidelines for each interview:

- Keep each experience relaxed and informal, like a conversation.
- Tell students that you want to sit down and talk to them about their attitudes toward physical education.
- Conduct each interview in a public area like a cafeteria, a commons area, or an open classroom rather than in a room by yourself with the student.
- Conduct each interview at a time when students are not in a class (e.g. at recess, after they finish lunch, etc.).
- Take notes about what students say in an unobtrusive way - either during or after each interview rather than taping the conversations.

We have provided a generic list of questions for the interviews. You may ask additional questions related to these topics if time permits. If necessary, rephrase questions to facilitate student understanding.

1. Do you think physical education is an important subject? Why or why not?
2. What are some of the most important things you learn in physical education?
3. How does your physical education teacher want you to behave during that class?
4. What do you enjoy the most about physical education class?

5. What do you enjoy the least about physical education class?

Write a summary of your students' responses and a brief reflection about your findings regarding their attitudes toward physical education. Indicate whether their responses were consistent or inconsistent with what you expected them to say. Discuss how you can use this information to assist you in your planning and/or teaching.

Rubric: PET 4929 Program Evaluations (5 points each, total 20 points)

Criterion: 1	Addresses Topic	
Common description:	Candidates address the topic deeply, thoughtfully, and relate it to other courses, professional experiences, and resources (APA format).	
Level 1.0	Name: Poor	Score: 1.0
	Topic not addressed and no or inappropriate references present.	
Level 2.0	Name: Limited	Score: 2.0
	Topic vaguely addressed with few references to previous experiences.	
Level 3.0	Name: Adequate	Score: 3.0
	Topic somewhat addressed with references to some (less than expected) previous professional experiences.	
Level 4.0	Name: Proficient	Score: 4.0
	Topic addressed appropriately with references to other previous experiences and resources (at least 2 non-textbook, non internet site references, must be PE journal articles).	
Level 5.0	Name: Outstanding	Score: 5.0
	Topic addressed deeply with references to many previous professional experiences and resources beyond expectations (at least 3 or more non-textbook, non internet site references, must be PE journal articles with correct APA citations in text and reference list).	
Criterion: 2	Knowledge of Professional Practices	
Common description:	Candidates will apply appropriate physical education practices for each topic (APA format).	
Level 1.0	Name: Poor	Score: 1.0
	Topic not addressed and no or inappropriate physical education practices posed.	
Level 2.0	Name: Limited	Score: 2.0
	Response vaguely addresses appropriate physical education practices.	
Level 3.0	Name: Adequate	Score: 3.0
	Response somewhat addresses appropriate physical education practices.	
Level 4.0	Name: Proficient	Score: 4.0
	Response includes appropriate physical education practices with resources (at least 2 non-textbook, non internet site references, must be PE journal articles).	
Level 5.0	Name: Outstanding	Score: 5.0

	Response includes a deep description of many appropriate physical education practices with supporting resources (beyond expectations) (at least 3 or more non-textbook, non internet site references, must be PE journal articles with correct APA citations in text and reference list).
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**General Education Assignment #2 (#GEA2)
Video Analysis & Exemplary Lesson Plan
Completed in the Secondary Final Internship**

Course Objectives Met:

- 2. An understanding of how to plan and implement physical education lessons and units for diverse learners.
- 2.1 How to implement appropriate instructional practices related to the planning and conducting of effective lessons using curriculum models that encourage critical thinking and problem solving.
- 2.2 How to establish developmentally appropriate learning environments that meets the needs of diverse learners.
- 2.3 The use of language and instructional strategies that reflect sensitivity to all issues.

Student Learning Outcomes Met:

- 3. Students will demonstrate the ability to design and conduct a lesson that addresses the needs of all learners (considering differences in background, language, ability, etc.) (in the Exemplary Lesson Plan).
- 4. Students will demonstrate the ability to use a curriculum model that encourages problem solving, critical thinking and interdisciplinary experiences (in the Exemplary Lesson Plan). This has to be reflected in objectives and learning experiences.
- 6. Students will demonstrate the ability to submit a teaching sample that shows their attainment of the K-12 Physical Program goals in the area of appropriate language and feedback to students, as well as management and instructional strategies that reflect best practice and are responsive to students' needs (in the Video Analysis & Exemplary Lesson Plan assignments).
- 8. Students will demonstrate the ability to complete reflections on the impact of their teaching on student learning (Assessment Project & Video Analysis assignments).
- 11. Students will demonstrate the ability to engage in meaningful critical reflection in required coursework* (HIP SLO) (Video Analysis & Professional ePortfolio Assignment)
- 12. Under professional oversight, students will demonstrate the ability to utilize contextually-appropriate behaviors, tools, techniques and/or dispositions* (HIP SLO) (Video Analysis & Professional ePortfolio Assignment)
- 13. Students will demonstrate the ability to integrate discipline-specific knowledge in to the contextualized experience* (HIP SLO) (Video Analysis & Professional ePortfolio Assignment)

PET 4929
Video Analysis/Exemplary Lesson Plan Packet

Name Score: /25= %= /15 Video
Score: /15= %= /10 Lesson Plan

School

Date of teaching

Grade level/s

Lesson focus

Curriculum model

SUBMIT: Items 1-5, should be submitted to Canvas to your University Supervisor by due date.

1. Your Lesson Plan
2. All completed observation forms (Event and Duration)
3. Your video
4. Your self-analysis of the lesson (see guidelines below)
5. Video Analysis Rubric (attached) (for use in grading)

Video Analysis Required Responses

Address the following in your self-analysis – number your responses

1. **Code** your language using the “Event Recording Form.” **Discuss** your outcomes in relation to the teaching behavior expectations provided (Items 1 & 2). (See attached document: “K-12 Physical Education Teaching Behaviors”).
2. **Code** your feedback using the “Event Recording Form.” **Discuss** your use of feedback in relation to teaching behavior expectations provided (Items 3, 4, & 5). **Provide specific examples** of the different types of feedback statements you gave from each of the categories.
3. **Code** your questioning using the “Event Recording Form.” **Discuss** your outcomes in relation to the teaching behavior expectations provided (Items 6 & 7). **Provide specific examples** of the different types of questions you gave for each of the categories.
4. **Code** cues, prompts, and use of names using the “Event Recording Form.” (For use of names, you will need to use a class roster for coding.) **Discuss** your outcomes in relation to the teaching behavior expectations provided (Items 8, 9 & 10). **Provide examples** of each category discussed.
5. Complete a “Duration Recording Form.” **Code** the 1) students’ involvement in activity, 2) instruction, and 3) management (remember 50% or more of the class must be actively engaged in a category before you can code it as such). **Discuss** the results as they relate to the teaching behavior expectations provided (Items 11, 12, & 13).

General Education Assignment #2 (#GEA2) PET 4929 Video Analysis Rubric (15 points)

Criterion 1		Submitted Required Materials
Common Description		Candidates complete and submit observation forms and lesson plan.. Forms are to be filled out correctly and completely.
Level 1	Poor	Score: 1
	More than one item is missing.	
Level 2	Limited	Score: 2
	One item is missing.	
Level 3	Adequate	Score: 3
	All items are submitted, forms are completed, but some data are not complete/ calculated properly.	
Level 4	Proficient	Score: 4
	All items submitted, minor information missing.	
Level 5	Outstanding	Score: 5
	All items submitted, completely and correctly.	
Criterion 2		Language
Common Description		The candidate discusses his/her teaching performance in terms of language including each of the following elements: (1) sexist, racist, motor biased language, etc., and (2) inappropriate verbal habits (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Objectives Met: 6, 8, 11*, 12*, 13*)
Level 1	Poor	Score: 1
	Doesn't meet "minimal" K-12 teaching expectations for both elements and/or discussion (with data) doesn't adequately address the items.	
Level 5	Outstanding	Score: 5
	Meets K-12 teaching expectations for both elements (ideal or minimal). Discussion adequately addresses the two items. Data are provided.	
Criterion 3		Feedback

Common Description	The candidate discusses his/her teaching performance in terms of feedback including each of the following elements: (1) specific feedback (2) positive to corrective feedback, and (3) rate per minute of feedback. (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Objectives Met: 6, 8, 11*, 12*, 13*)	
Level 1	Poor	Score: 1
	Doesn't meet "minimal" K-12 teaching expectations for one or more of the elements and/or discussion (with data) doesn't adequately address the items.	
Level 5	Outstanding	Score: 5
	Meets K-12 teaching expectations for all elements (ideal or minimal). Discussion adequately addresses the three items. Data are provided.	

Criterion 4 Cues, Prompts, Names

Common Description The candidate discusses his/her teaching performance in terms of: (1) cues (2) prompts, and (3) use of names. (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Objectives Met: 6, 8, 11*, 12*, 13*)

Level 1 **Poor** **Score: 1**

Doesn't meet "minimal" K-12 teaching expectations for one or more of the elements and/or discussion (with data) doesn't adequately address the items.

Level 5 **Outstanding** **Score: 5**

Meets K-12 teaching expectations for all elements (ideal or minimal). Discussion adequately addresses the three items. Data are provided.

Criterion 5

Use of Class Time

Common Description

Discuss: 1) your use of class time across the three categories (management, instruction, and activity); 2) cite specific data from duration form. (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Objectives Met: 6, 8, 11*, 12*, 13*)

Level 1

Poor

Score: 1

Doesn't meet "minimal" K-12 teaching expectations for one or more of the elements and/or discussion (with data) doesn't adequately address the items.

Level 5

Outstanding

Score: 5

Meets K-12 teaching expectations for all categories (ideal or minimal). Discussion adequately addresses the items. Data are provided.

**K-12 Physical Education Teaching Behaviors & Goals
For Video Analysis & Exemplary Lesson Plan
PET 4929**

Verbal Behaviors

1. **Sexist, racist, motor biased language**
Ideal = 0 per lesson
Minimal Expectation = 0 per lesson
2. **Inappropriate verbal habits** (guys, ok, uh, alright, etc.)
Ideal = 0
Minimal Expectation = no more than 5 per lesson
3. **Specific feedback**
Ideal = 50% or more of the total feedback provided per lesson
Minimal Expectation = at least 40% of total feedback provided
4. **Ratio of positive feedback to corrective feedback**
Ideal = 3 - 4 positive feedback statements for every 1 corrective feedback
Minimal Expectation = at least 2 positive feedback statements for every 1 corrective feedback
5. **Feedback rate per minute**
Ideal = 4 - 6 feedback statements per minute
Minimal Expectation = at least 2 feedback statements per minute
6. **Check for understanding** (not ok to ask "Do you understand?" or "Are there any questions?")
Ideal = ask 5 or more specific questions after content is explained & management instructions are given.
Minimal Expectation = ask at least 3 specific questions to check for understanding during the lesson.
7. **Use higher order questions** to engage students in more critical/creative thinking
Ideal = ask higher order questions (versus recall question) at least 50% of the time
Minimal Expectation = ask higher order questions at least 20% of the time
8. **Use skill/concept/developmental behavior cues** to effectively highlight the important parts of a skill, concept, or behavior
Ideal = Limit the number of critical cues in a lesson to a small number (no more than 2 or 3; less for younger students)
Minimal Expectation = Same as above.
9. **Use prompts to proactively manage student behavior**
Ideal = Use prompts throughout the lesson (during transitions and tasks) to motivate, remind, and hustle students while increasing on task behavior
Minimal Expectation = same as above.
10. **Use student names** to personalize interactions
Ideal = use at least 50% of the students' names during the lesson
Minimal Expectation = use at least 20% of the students' names during the lesson

Time Management

11. Activity time (Instant activity/warm-up+Practice+Game Play)

Ideal = 60% or more of the class time

Minimal Expectation = at least 45% of the class time

12. Instruction time (Lecture)

Ideal = no more than 20% of the class time

Minimal Expectation = no more than 30% of the class time

13. Management time

Ideal = no more than 15% of the class time

Minimal Expectation = no more than 25% of the class time

Each lesson may vary. For example, beginning-of-unit lessons may require more instruction time. Later in unit, should have less instruction time and more activity time.

Content Development

14. No ideal sequence. Should have all types of tasks (including refining, extending, applying).

15. Should not move from an informing task directly to the applying task.

Rubric: PET 4929 Exemplary Lesson Plan (10 points) (Secondary)

Criterion: 1	Appropriate Objectives
Common description:	Objectives show an awareness and understanding of human development within each learning domain (psychomotor, cognitive, affective). Therefore, in order for students to master the objectives, they must be developmentally appropriate and relate to the learning domain identified. In addition, objectives must: Element 1: Reflect the Movement Education curriculum model (including an emphasis on the problem solving and creative goals of the model); Element 2: Be observable; Element 3: Be assessable; and Element 4: Reflect the ultimate goals of the task progression in the lesson.

Level 1.0	Name: Poor	Score: 1.0
	More than one objective is either missing, not developmentally appropriate, or does not relate to the learning domain identified.	
Level 2.0	Name: Limited	Score: 2.0
	One objective is either missing, not developmentally appropriate, or does not relate to the learning domain identified.	
Level 3.0	Name: Adequate	Score: 3.0
	At least three objectives are included that are developmentally appropriate and relate to the learning domain identified. More than one objective does not meet the requirements for Element 1, 2, 3, or 4 listed above.	
Level 4.0	Name: Proficient	Score: 4.0
	At least three objectives are included that are developmentally appropriate and clearly relate to the learning domain identified. One objective does not meet the requirements for Element 1, 2, 3, or 4 listed above.	
Level 5.0	Name: Outstanding	Score: 5.0
	At least three objectives are included. Each objective is developmentally appropriate, clearly relates to the learning domain identified, and meets all of the requirements for Elements 1-4 listed above.	
Criterion: 2	Lesson Introduction and Closure	
Common description:	The introduction and closure are scripted using clear and specific language appropriate to the levels of the learners. Elements of the introduction are: identification of the lesson focus; stimulation of interest in the content; expectations for the psychomotor, cognitive, and affective foci of the lesson; review of prior learning; introduction of new terminology (if appropriate); management and relevant safety cues. Elements of the closure: review of the psychomotor, affective, and cognitive foci of the lesson; questions to check for student learning; feedback related to student performance or accomplishments; stimulation of interest in the next lessons content.	
Level 1.0	Name: Poor	Score: 1.0
	The introduction and/or closure are not scripted and are either missing or include few, if any, of the elements.	
Level 2.0	Name: Limited	Score: 2.0
	The introduction or closure is not scripted using clear, specific and appropriate language for the learners. The introduction and closure do not include most of the elements.	
Level 3.0	Name: Adequate	Score: 3.0
	The introduction and closure are scripted using clear, specific, and appropriate language for the learners. The introduction stimulates interest and includes the lesson focus, but is missing more than two of the other elements and/or the closure includes a review of the lesson focus, but does not include more than two of the other elements – Or – The introduction and/or closure are not scripted, but include appropriate information related to all of the elements.	
Level 4.0	Name: Proficient	Score: 4.0

	The introduction and closure are scripted using clear, specific, and appropriate language for the learners. The introduction stimulates interest and includes the lesson focus. The introduction is missing one or two of the other elements and/or the closure includes a review of the lesson focus and questions checking for learning, but does not include one or two of the other elements.	
Level 5.0	Name: Outstanding	Score: 5.0
	The introduction and closure are scripted using clear, specific, and appropriate language for the levels of learners. The introduction and closure address all of the elements.	
Criterion: 3	Developmentally Appropriate Tasks and Progressions	
Common description:	Tasks and progressions demonstrate an understanding of human development and learning relative to psychomotor, cognitive, and emotional and social development. In addition, tasks must be open-ended to allow for multiple correct responses that engage students in problem solving and/or creativity. You must also integrate multidisciplinary content (e.g., mathematics, language arts, music, cultural and social studies, physical science, etc.). Tasks and progressions should meet the requirements for the following elements: Element 1: Tasks should be developmentally appropriate and relate to the lesson objectives and/or curriculum model identified. Element 2: Tasks should be open-ended (when possible) and engaging, challenging, and relevant. Element 3: Tasks should include standards based content, organizational dimension, and/or appropriate refinement emphasis (i.e. a skill and/or concept cue) and accommodate for some developmental differences. Element 4: Tasks should follow a sequence or proper rate of progression (extensions).	
Level 1.0	Name: Poor	Score: 1.0
	Most tasks do not meet the requirements for Element 1, 2, 3, or 4.	
Level 2.0	Name: Limited	Score: 2.0
	Some tasks do not meet the requirements for Element 1 – OR - More than two tasks do not meet the requirements for Element 2 – Or – Most tasks do not meet Element 3– Or - There are several minor problems or one major problem related to Element 4.	
Level 3.0	Name: Adequate	Score: 3.0
	All tasks meet the requirements for Element 1. Nearly all tasks meet the requirements for Element 2 (one or two do not). More than two tasks do not meet the requirements for Element 3. There may be minor problems with Element 4.	
Level 4.0	Name: Proficient	Score: 4.0
	All tasks meet the requirements for Element 1 & 2. One or two tasks do not meet the requirements for Element 3. There may be minor problems with Element 4.	
Level 5.0	Name: Outstanding	Score: 5.0
	All tasks meet the requirements for Elements 1, 2, 3, & 4.	

Guidelines for Internship Showcase Presentation (15 points) **PET 4929**

This project is designed to be a reflective assignment that acts as a culmination of your internship experiences at both elementary and secondary, as well as your time in the PETE program. This will take the form of a presentation to be delivered using technology, such as PowerPoint, Prezi, Google Slides, etc., which will be delivered to your peers and PETE program faculty. If you would like to ‘deliver’ this in a different format, please consult with the seminar instructor.

This presentation should include:

1. Clear introductory slide, which includes your name, photo of you in USF PE uniform, name of the program (USF Physical Education Program), as well as the semester you completed your final internship (ex. Spring 2023).
2. Description of each internship site (name of school, demographics, name of CT, resources available, how often classes meet, average class sizes, as well as any other pertinent information we should know about the school).
3. 3 takeaways of what you learned from working at each specific school site (3 at elementary, 3 at secondary).
4. Description of any challenges you experienced at each school site and how you attempted to overcome them.
5. Specific to the elementary rotation, a description of your elementary assessment project, which should include:
 - Description of unit/progression of activities (what skill and how did you progress it?)
 - A description of participants (grade level, demographics of class)
 - Tools used to assess each domain (psychomotor, cognitive, affective)
 - Data Collection Procedures (e.g., pre-post)—SHOW these!
 - Results – Include graphs, charts, etc.
6. Specific to the secondary rotation, a description of the exemplary lesson you filmed for your video analysis (i.e., tell us about the lesson!). What made it ‘exemplary’?

7. To conclude your presentation, you should include what you consider to be the ‘most memorable’ experience as part of the PETE program and what.

Additional information:

- Be sure to include graphics and photos through the presentation. If you have photos of students (those with proper permissions), you can add those to the presentation as well.
- If you have a video of a final product from the unit (with the proper permissions), you can show this as part of your presentation.
- The presentation should be neat, easily read, and aesthetically pleasing. Use color, add your creative touch, etc. just keep it very professional.
- Be prepared to answer questions from faculty and students at the end!

PET 4929: Internship Showcase Presentation

Item	Level 1 Poor	Level 3 Adequate	Level 5 Outstanding
Introductory Info: Clear introductory slide, which includes your name, photo of you in USF PE uniform, name of the program (USF Physical Education Program), as well as semester you completed your final internship (ex. Spring 2023).			
Description of Placements: Description of each internship site (name of school, demographics, name of CT, resources available, how often classes meet, average class sizes, as well as any other pertinent information we should know about the school).			
Takeaways: 3 takeaways of what you learned from working at each specific school site (3 at elementary, 3 at secondary).			
Challenges: Description of any challenges you experienced at each school site and how you attempted to overcome them.			
Assessment Project: A description of your elementary assessment project, which should include: • Description of unit/progression of activities (what skill and how did you progress it?) • A description of participants (grade level, demographics of class) • Tools used to assess each domain (psychomotor, cognitive, affective) • Data Collection Procedures (e.g., pre-post)—SHOW these! • Results – Include graphs, charts, etc.			
Exemplary Lesson Plan: A description of the exemplary lesson you filmed for your video analysis (i.e., tell us about the lesson!). What made it ‘exemplary’?			
Conclusions Include what you consider to be the ‘most memorable’ experience as part of the PETE program			
Overall Appearance Neat, easy to read, professional			

Additional Information • e.g., Photos if have permission or anonymous (no faces) • Visuals that add to the context of internship (neatly placed) • Video with proper permissions			
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SCORE: /45 = % = /15 points

General Education Assignment #1 (#GEA1)
Professional ePortfolio (10 points)

Course Objectives Met:

By the end of this course, the pre-service teacher will demonstrate:

- 1.2 A clearly stated philosophy regarding teaching physical education and its relationship to the larger school experience.
- 2. An understanding of how to plan and implement physical education lessons and units for all learners.
 - 2.1 How to implement appropriate instructional practices related to the planning and conducting of effective lessons using curriculum models that encourage critical thinking and problem solving.
 - 2.2 How to establish developmentally appropriate learning environments that meets the needs of diverse learners.
 - 2.3 The use of language and instructional strategies that reflect sensitivity to all issues.
- 4. An understanding of the role of a physical educator and processes for continuous professional development.
 - 4.1 The use of appropriate professional behavior.
 - 4.2 The use of continuous self-reflection to improve their practice.
 - 4.3 How to communicate and collaborate effectively with teachers, administrators, and peers.
 - 4.4 How to evaluate their ongoing personal/professional development.

Student Learning Outcomes Met:

- 2. Students will demonstrate the ability to develop their educational platform that outlines their philosophy (in the Professional ePortfolio). Student-interns are expected to

connect physical education content to the broader school curriculum and make connections to its impact beyond the school environment.

10. Students will demonstrate the ability to reflect on their professional development (Professional ePortfolio assignment).

11. Students will demonstrate the ability to engage in meaningful critical reflection in required coursework* (HIP SLO) (Video Analysis & Professional ePortfolio Assignment)

12. Under professional oversight, students will demonstrate the ability to utilize contextually-appropriate behaviors, tools, techniques and/or dispositions* (HIP SLO) (Video Analysis & Professional ePortfolio Assignment)

13. Students will demonstrate the ability to integrate discipline-specific knowledge in to the contextualized experience* (HIP SLO) (Video Analysis & Professional ePortfolio Assignment)

14. Students will demonstrate the ability to synthesize discipline-appropriate learning via a culminating assignment* (HIP SLO) (Professional ePortfolio Assignment)

Background & Instructions:

The Professional ePortfolio is a culminating assignment of all of your work in the Physical Education Teacher Education program. This ePortfolio can be sent to prospective employers when you apply for teaching positions! You may expand the webpage that you created in PET 4401, or you can utilize any other web-based platform to create an electronic portfolio. Many of the items required for the Professional ePortfolio were drafted or completed in other courses throughout the program. Organize your ePortfolio in a way that is easy for an Administrator or Hiring Committee to view it! Below is a list of required & optional elements (and the course where you may have created this element).

Required Elements:

- Cover Letter & Resume (PET 4401)
- Letters of Recommendation (pre-internship & final internship PET 4942, 4944, 4946, or 4947)
- Educational Platform/Philosophy (Include “elevator” version & full version, PET 4401)
- Classroom Management Plan (PET 4432, 4401)
- Lesson Plans from elementary & secondary (from methods courses – PET 4432, 4433, 3441, 4742, 4442, or internship courses – PET 4942, 4944, 4946, 4947)
- Unit Plans for elementary & secondary (from methods courses or internship courses)
- Coaching Philosophy (“Elevator” version & full version – PET 4765)
- Coaching Certification (PET 4765)

- Assessment Samples for all 3 learning domains for elementary & secondary (Minimum of 6, separated by level – PET 4510)
- Professional Development documentation (conferences, workshops, etc., from PDP assignments – PET 3441, 4442)
- Student work & photos (if you have approval)

Optional Elements:

- Picture in USF PE polo
- Other certifications (First Aid, CPR?)
- Personal Awards

PET 4929 #GEA1 Professional ePortfolio Rubric

Item	Level 1 Poor	Level 2 Limited	Level 3 Adequate	Level 4 Proficient	Level 5 Outstanding
Portfolio Organization Includes Table of Contents, links to each item, easy to navigate					
“First Impression” Cover letter, resume formatted appropriately, without errors (Course Objectives Met: 4, 4.1, 4.2, 4.3) (Student Learning Outcomes Met: 2, 10, 11*, 12*, 13*, 14*)					
Educational Platform Includes all sections. Intro paragraph for each section, then bulleted elements (Course Objectives Met: 1.2, 2.2, 2.3) (Student Learning Outcomes Met: 2, 10, 11*, 12*, 13*, 14*)					
Management Plan Full paper is updated/edited form PET 4401 and a “mini-version” (bulleted list) included (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Outcomes Met: 2, 10, 11, 12, 13, 14)					
Lesson & Unit Plans Clean/corrected copies included for both levels of instruction (elementary & secondary) (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Outcomes Met: 2, 10, 11*, 12*, 13*, 14*)					

Coaching Philosophy & Certification, full paper is updated/edited and a “mini-version” included (from Coaching course) (Course Objectives Met: 1.2, 4, 4.1) (Student Learning Outcomes Met: 2, 10, 11*, 12*, 13*, 14*)					
Assessments At least one sample for each domain of how you have assessed students (elementary & secondary - Total 6) (Course Objectives Met: 2, 2.1, 2.2, 2.3) (Student Learning Outcomes Met: 2, 10, 11*, 12*, 13*, 14*)					
Professional Development Evidence that you have attended conferences, professional development sessions, etc. and are committed to continuing professional development (Course Objectives Met: 4, 4.1, 4.2, 4.3) (Student Learning Outcomes Met: 2, 10, 11*, 12*, 13*, 14*)					

SCORE:

/40 =

%=

/10 points