

Sam Houston State University
College of Education
Department of Health and Kinesiology
“Educating Educators Since 1879”

Field based experiences are an integral part of the College of Education and the Department of Health and Kinesiology. In this course CISE 4364-Methods Block (in conjunction with CISE 4394 and READ 4320 – both Methods Block) you are required to complete at least of 75 hours of physical education teaching observations and actual teaching experiences.

You will be assigned to elementary, middle, or high school placement for 10 school days. Each day you will sign in with the front office of your assigned school each day and adhere to your mentor teacher’s schedule. While at the campus you will be expected to participate in the instruction of each and every lesson during the 10 days. For evaluation purposes, you will teach at least 3 lessons on your own that will be evaluated by your mentor or me. Please send me your teacher’s schedule by Email after the first day so that I may make arrangements to evaluate everyone in the class at least once.

You will be expected to develop a lesson plan for each of the three lessons. These lesson plans will be turned in upon returning from the public school campuses and one of the lesson plans must be uploaded in TK20.

Planning and Implementation instructions are as follows:

Lesson Plan Assignment

In CISE 4364 (Methods Block) you are expected to plan, implement, and assess a unit of instruction utilizing 3 evaluated lessons with thorough and adequate planning. You should teach as many times as possible during the ten days and perform more than just the 3 lessons that will be evaluated. In KINE 3368 (Motor Programming) and KINE 4363 (Laboratory Experiences in the Motor Domain) assignments were performed based upon planning that included development of a unit plan and various lesson plans have assisted in your preparation for this assignment. This assignment will be a continuation of preparation for you student teaching placement next semester. The lesson plans will be developed and taught during your field based experience placement. This instructional planning guide is utilized as a tool to measure your effectiveness at planning and then implementing appropriate lessons for the age and developmental level of the students you will be instructing. The instructor of the course will utilize Part B (Instruction/Implementation) of the rubric to observe and evaluate your implementation of the lesson plans. You will develop sound lesson plans that contains goals, objectives, rationale for teaching the objective, alignment with state standards (TEKS), an inventory of materials needed, a detailed description of the educational setting, learners need for successful participation in the lesson and towards the overall goal(s)

of the unit , a description of how the lesson will be introduced, taught (instructional procedures), reexamined (closure), and detail as to how the learners performance will be assessed. Once completed lesson plan will then be implemented in the physical education setting. When implementing the plan you must utilize the instructional strategies in your plan to provide a safe and valuable learning environment: provide experiences for the learners that are safe, developmentally appropriate, and relevant to the desired objective: display your knowledge of the discipline and how to apply it to the setting: incorporate other subject areas into your teaching (example: mathematical equations based on performance outcome): utilize resources to enhance your teaching effectiveness: appropriately demonstrate skills and techniques to your learners: provide useful cue to enhance the learners ability to achieve appropriate motor skill performance: and provide various instructional techniques to achieve all of your objectives for the learners. You will also be assessed on your ability to communicate with learners and motivate them to be active and successful participants in your lesson. After the lesson plans has been approved, you will be observed by your mentor or me in your assigned school setting. Also, during the instruction of the lessons you will demonstrate the ability to communicate during the teaching of the lesson by using effective communication skills, managing and instructing learners, and assisting the learners with communication amongst themselves. The lesson plan format below is to be used as a template in designing your lessons. Again, your lesson plans must be approved by your mentor prior to implementation. The format for the lesson plan along with a rubric for it and the implementation of the plan are provided below and the grading scale combining each portion is located at the end of this document.

Lesson Plan:

Name: _____

Grade Level: _____

Subject: _____

Title of Lesson: _____

Establishing the Lesson Framework

TEKS:

Applicable Student Expectations:

Objective:

Rationale:

Designing Supportive Learning Environments

Materials:

Setting:

Student Needs:

Instructional Strategies:

Introduction/Focus:

Instructional Procedure:

Closure:

Evaluation Strategies

Pre- Assessment:

Formative:

Summative:

Rubric if used:

Instructional Planning RUBRIC

Lesson Plan Evaluation					
Lesson Components	NASPE Standards	Conceptual Framework	Unacceptable (1)	Acceptable (2)	Target (3)
TEKS/ Applicable Student Expectations		CF1	The knowledge and skill statement and student expectation(s) are NOT written and aligned with the goals and objectives of the lesson.	The knowledge and skill statement and student expectation(s) are written and aligned with the goals and objectives of the lesson.	The <i>entire</i> knowledge and skill statement and student expectation(s) are clearly written and aligned with the goals and objectives of the lesson.
Objective	6.1	CF1	Teacher candidates identify, develop, and implement developmentally inappropriate program and instructional goals.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals and demonstrate effective goal setting techniques.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals and demonstrate effective goal setting techniques.
Rationale	6.3		Teacher candidates select and implement instructional strategies that fail to account for content, student needs, and/or safety.	Teacher candidates select and implement instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning.	Teacher candidates are able to select and implement appropriate instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning in a wide range of physical activity settings.

Designing Supportive Learning Environments					
Lesson Components	NASPE Standards	Conceptual Framework	Unacceptable (1)	Acceptable (2)	Target (3)
Materials			<i>Few or no</i> supporting materials/resources needed for the lesson are identified/ referenced.	<i>Most</i> supporting materials/resources needed for the lesson are identified/ referenced.	<i>All</i> supporting materials/resources needed for the lesson are <i>explicitly</i> identified/ referenced.
Setting		CF1 CF2	The description of the classroom environment <i>does not</i> include all necessary components such as <ul style="list-style-type: none"> • classroom arrangement; • materials management; • student grouping; • technology needs; and/or • safety concerns. 	The description of the classroom environment includes <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. 	The description of the classroom environment supports the lesson and includes <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns.
Student Needs	6.2	CF1	Teacher candidates demonstrate basic planning ability that is not linked to learning goals and student needs.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals, student needs/performance.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals and student needs/performance. Teacher candidates adapt these plans to ensure student progress, motivation, and safety.

Instructional Strategies					
Lesson Components	NASPE Standards	Conceptual Framework	Unacceptable (1)	Acceptable (2)	Target (3)
Introduction/ Focus		CF1	The introduction/focus <i>does not</i> ... <ul style="list-style-type: none"> engage students' interest, and/or promotes student learning, and/or acknowledge prior knowledge; and/or address the overall learning objective. 	The introduction/focus ... <ul style="list-style-type: none"> engages students' interest, and promotes student learning, and acknowledges prior knowledge; and addresses the overall learning objective. 	The introduction/focus ... <ul style="list-style-type: none"> captures students' interest, and motivates student learning, and activates prior knowledge; and connects to the overall learning objective.
Instructional Procedure	6.3	CF1	Teacher candidates select and implement instructional strategies that fail to account for content, student needs, and/or safety.	Teacher candidates select and implement instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning.	Teacher candidates are able to select and implement appropriate instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning in a wide range of physical activity settings.
Closure		CF1	The lesson closure <i>does not</i> provide opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.	The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.	The lesson closure provides opportunities <i>for the learner</i> to be included in the summary of the key points of the lesson and the restatement of the instructional objective.

Evaluation Strategies					
Lesson Components	NASPE Standards	Conceptual Framework	Unacceptable (1)	Acceptable (2)	Target (3)
Assessment/ Evaluation		CF4	<p>The assessment/evaluation <i>does not</i> measure the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are <i>few or no</i> opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment <i>does not</i> include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>	<p>The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>	<p>The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>

Part B – Instruction/Implementation

Communication of Instruction and Management					
Lesson Components	NASPE Standards	Conceptual Framework	Unacceptable (1)	Acceptable (2)	Target (3)
Effective use of Communication	5.1	CF 1	Teacher candidate does not use effective means of communication while instructing. The candidate is not clear, not direct, does not use age specific language, provides little effective feedback, and does not use non-verbal communication when instructing learners in the physical education setting.	Teacher candidate uses effective means of communication while instructing. The candidate is clear, direct, uses age specific language, provides immediate and effective feedback, and appropriate use of non-verbal communication when instructing learners in the physical education setting.	Teacher candidate consistently uses effective means of communication while instructing. The candidate is clear, direct, uses age specific language, provides immediate and effective feedback, and appropriate use of non-verbal communication when instructing learners in the physical education setting. Also, the teacher creates a positive classroom learning environment that is conducive to learning.
Management and Instruction	5.2	CF 1	Teacher candidate uses unsound approaches and a few means when instructing and managing learners in a physical education setting.	Teacher candidate uses sound approaches when instructing and managing learners in a physical education setting.	Teacher candidate uses the most appropriate methods of communication and a wide variety of means when instructing and managing learners in a physical education setting.
Communication Among Learners	5.4	CF 1	Teacher candidate provides little or no opportunity for learners to interact and communicate effectively with each other while participating in a physical education setting.	Teacher candidate provides opportunities for learners to interact and communicate with each other while participating in a physical education setting.	Teacher candidate provides ample opportunity through a variety of means and effective strategies to ensure learners interact and communicate effectively with each other while participating in a physical education setting.

Planning and Instruction					
Lesson Components			Unacceptable (1)	Acceptable (2)	Target (3)
Identify, develop, and implement appropriate program and instructional goals.	6.1		Teacher candidates identify, develop, and implement developmentally inappropriate program and instructional goals.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals and demonstrate effective goal setting techniques.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals using a wide range of physical activities to demonstrate effective goal setting techniques.
Develop long and short-term plans that are linked to both program and instructional goals, and student needs.	6.2		Teacher candidates demonstrate basic planning ability that is not linked to learning goals and student needs.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals, student needs/performance.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals and student needs/performance. Teacher candidates adapt these plans to ensure student progress, motivation, and safety.
Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.	6.3		Teacher candidates select and implement instructional strategies that fail to account for content, student needs, and/or safety.	Teacher candidates select and implement instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning.	Teacher candidates are able to select and implement appropriate instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning in a wide range of physical activity settings.
Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	6.4		Teacher candidates design and implement learning experiences that do not show evidence of considering safety, appropriateness, and principles of effective instruction.	Teacher candidates are able to design and implement learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.	Teacher candidates demonstrate the ability to design and implement varied learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.
Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	6.5		Teacher candidates do not apply disciplinary and/or pedagogical knowledge in developing and/or implementing effective instruction.	Teacher candidates demonstrate the ability to apply disciplinary and pedagogical knowledge in developing and implementing effective instruction.	Teacher candidates consistently apply disciplinary and pedagogical knowledge in developing and implementing effective instruction in a wide range of physical education content.

Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.	6.6		Teacher candidates ignore potential relationships between physical education and other subject areas from the perspective of providing integrated learning experiences.	Teacher candidates demonstrate, through effective lesson planning and implementation, the understanding that physical education can provide an environment for integrated learning experiences that draw on students' classroom experiences.	Teacher candidates consistently plan and implement learning experiences that integrate knowledge and skills required by local and state curriculums with developmentally appropriate physical education content.
Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	6.7		Teacher candidates select and implement inappropriate teaching resources and curriculum materials.	Teacher candidates demonstrate their ability to select and implement developmentally appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.	Teacher candidates demonstrate the ability to select and implement developmentally appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials for a wide range of physical activity settings.
Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	6.8		Teacher candidates use ineffective demonstrations and explanations.	Teacher candidates are able to use effective demonstrations and explanations to link physical activity concepts to appropriate physical activity experiences.	Teacher candidates routinely use effective demonstrations and explanations to link physical activity concepts to appropriate physical activity experiences in a wide range of physical education content.
Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	6.9		Teacher candidates do not show the ability to develop teaching cues from previously identified critical elements, as evidenced by verbal/written analysis and by the absence of appropriate teaching cues in lesson plans.	Teacher candidates are able to develop teaching cues and prompts, as evidenced by lesson plan contents. These cues are sufficient to facilitate competent motor skill performance.	Teacher candidates identify and plan teaching cues that facilitate proficient performance. These cues are designed to challenge higher level performers to refine skill performance.
Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	6.10		Teacher candidates do not develop both direct and indirect instructional formats to facilitate student learning.	Teacher candidates demonstrate direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,).	Teacher candidates demonstrate a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,) in a wide range of physical activity settings.