



National Association for  
Sport and Physical Education

*an association of the American Alliance for Health,  
Physical Education, Recreation and Dance*

**NASPE Sets the Standard**

**GUIDANCE DOCUMENT**

## **What is a Work Sample (Teacher Work Sample/TWS)**

This document gives an overview of Teacher Work Sample Methodology and provides two models; first from the University of Wyoming and second from Oregon State University. The following sections demonstrate how resulting work sample data might align with the NCATE Standards and NASPE/NCATE Initial Teaching Standards.

**Overview:** The work sample is a unit of instruction that provides an opportunity to demonstrate that the pre-service teacher can cause learning to take place within their internship/student teaching experience. This process involves:

1. Planning for instruction
2. Implementing plans for instruction
3. Evaluating student achievement

Institutions across the country have adopted work sample methodology as a means to introduce and/or reinforce the tight connection between instruction and assessment. The University of Wyoming describes the components of work samples as:

“Work samples include a unit of instruction, evidence about student learning within the unit and use of student data for future instructional and reporting plans. A work sample displays, among other things, the objectives, instructional and assessment procedures, student performance data, and interpretation of the success of a unit of instruction. Work sample methodology is designed to align assessment with instructional objectives with the goal of providing information relevant to instruction and achievement. Central to the methodology is the view of teachers as reflective practitioners. We believe this is essential to a teacher’s growth as a professional. You will also be responsible for interpreting and reflecting on your accomplishments in fostering student learning and for describing how this information will inform future practice.” (University of Wyoming)

## **Teacher Work Formats: Licensure Requirement and/or Program Application**

Specific requirements and formats vary widely across programs. For instance, Oregon’s Licensing Agency began requiring documentation of student learning at each level of authorization for all pre-service teachers in the early 1990’s. The Oregon Administrative Rules (OAR 584-017-0100) describe specific required work sample components.

Work samples include:

- (a) **Context of the school and classroom** is explained. Learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds are described, while adaptations for their learning needs are discussed and prerequisite skills required for the unit are considered.
- (b) **Goals for the unit of study**, which generally last two to five weeks, vary in kind and complexity, but include concept attainment and application of knowledge and skills.
- (c) **Instructional plans** to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a).
- (d) **Data on learning gains** resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction.
- (e) **Interpretation and explanation of the learning gains**, or lack thereof.
- (f) A description of **the uses to be made of the data** on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.
- (g) Purposeful **attention to literacy instruction** based upon content requirements, appropriate authorization level, and student needs in at least one subject.

**Model:** The University of Wyoming PETE program offers a short outline plus Expanded Guidelines. Both are included here along with assessment instruments.

The Teacher Work Sample Methodology (TWSM) document is an extensive document providing the context for, and outcome of, an instructional unit with a specific group of students.

Title Page & Description of Setting
Rationale for Unit
Behavior Management & Technology Used
Unit Plan with assessments & assessment rubrics
Student Data & Data Analysis
Reflective Essay

**TEACHER WORK SAMPLE METHODOLOGY EXPANDED GUIDELINES**

The Teacher Work Sample Methodology (TWSM) document is an extensive document providing the context for, and outcome of, an instructional unit with a specific group of students. The TWSM document should exactly follow the guidelines below. The weight given for each section reflects the extent of the response. Download this document and use the headings for your own document. Type your responses under each section.

**Title Page and Description of Setting (5%):**

Include: Teacher name, school, unit content and number of contact days, work sample class, grade and number of students in class.

Include a description of the setting of your work sample school (for those of you in two schools, it should only be the school in which you have your work sample class).

This information may be provided in a bulleted or table format.

**Community setting:**

- Per capita income and/or household income
- Educational background
- Employment level and types
- Type of housing - describe (e.g., apartments, single dwellings, etc.)
- Crime rates
- Location in city

**Community resources:**

- Types of parks in area
- Activity opportunities in school area (e.g., YMCA, recreation programs)
- School affiliation with community partners such as businesses

**School indicators:**

- Mission statement of school and school motto
- Demographics of school - number of children, ethnic background
- School location and locality
- Standardized test score results (e.g., WYCAS, CSAP)
- Per capita pupil spending in district
- Special school programs and activities

**School climate and view of physical education:**

- This section is based upon interviews and interactions within the school
- Interviews of classroom teachers, administrators, and other staff
- PE teacher about leadership, support of their job, etc.
- Academic and social relationships

**Rationale for Unit (5%)**

Explain why you selected this unit at this time of year. Discuss issues such as:

- The placement of the unit in the academic year
- Weather related issues at this point in the year
- Topical focus such as sports in season

Describe the overall purpose of the unit and the skills and knowledge the learner will acquire in PE. Tie this to the broader picture of physical education.

- How does this unit relate to the overall goal of being a physically-educated

person and sustaining a long life of physical activity?

Describe connections to community resources.

- Tie the content of the unit to resources in the community to keep doing this sport or activity out of school.

Identify the relationship to school district objectives and mission.

- If there is a district PE curriculum, how does it tie in to the curriculum?
- How does it tie in to the school's mission?

### **Behavior Management (5%)**

In this section you will develop and describe the classroom management strategies and motivational techniques that you will use to reinforce a positive learning environment. You will most likely use the strategies already established by the physical education teacher. You may bullet this section. Provide:

#### **List of Rules for Students**

- List the gymnasium rules the students are expected to follow.

#### **List of Consequences for Misbehavior**

- Provide the hierarchical list of consequences for misbehavior such as verbal prompt, time out, phone call home, and principal's office.

#### **List of Expectations and Routines for Students**

- Provide a list of expectations and routines for the gymnasium such as equipment routine, entry routine, exit routine, and rotating stations.

#### **Incentive and Reward Systems**

- Describe the incentive/reward systems you will implement to promote positive on-task behaviors (e.g., stickers, certificates, Star of the Day awards).

### **Technology Used**

#### **Types of Technology Utilized**

- List different types of technology utilized to develop and implement the unit.

#### **Student Use of Technology**

- List the ways in which students use technology in the unit.

### **Unit Plan, Assessments, Assessment Rubrics (20%)**

Include your full unit plan with assessments and scoring rubrics (as per KIN 3015 and 4017). Clearly write your assessments and scoring rubrics for each of the learning objectives of the unit. Provide a detailed outline of how a final grade will be calculated for this unit.

### **Student Data and Data Analysis (25%)**

Identify psychomotor, cognitive, and affective learning objectives. For every data collection instrument you used, provide a "real student/teacher copy" of the instrument as an example of the data collected during the unit. Then for each learning objective, provide the data you have to determine if you met this objective. The data could be in the form of a table, chart, or graph. Find the means that best shows how students learned (e.g., percent of time the student moves to open space while maintaining possession in soccer). Include overall class data and data on a low performing child and a high performing child at the beginning of the unit and at the end of the unit.

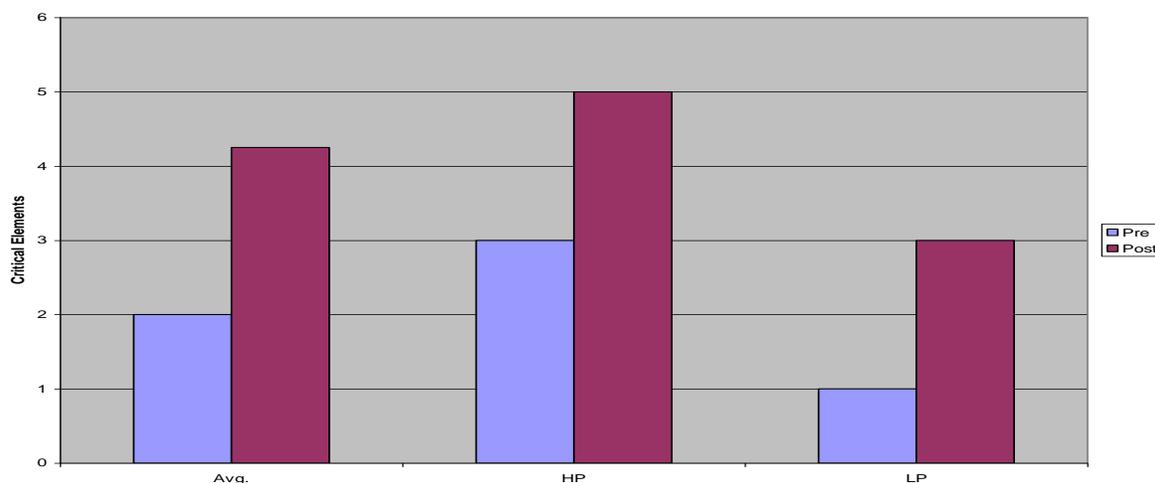
\*It is highly recommended you follow this: (a) unit goal is; (b) here's the data table; (c) describe the data; and (d) reflection and interpretation of the data (see data analysis below). After you have presented the data, discuss what this means to you as a teacher. Did the overall class meet your learning objectives set for the unit? If not, why did they not meet the learning objectives? What happened to influence the outcome?

For each learning objective, specifically:

- Describe what the chart shows at the pre-test and post-test for the:
  - class
  - high performing student
  - low performing student
- Describe what you infer about student learning as a result of this data.
- Did you meet your learning objective?
- Discuss what instructional activities and pedagogical (teacher behavior) strategies helped achieve this outcome (positive or negative).
  - What worked well?
  - What did not work so well?
  - What would you do differently next time?
- What did the data on the high performing student and low performing student tell you about the boundaries of how children learned?

### Example of a Sample Psychomotor Learning Objective

**TSWBAT perform four of five critical elements in the handstand skill performed in a routine.**



### ***This is an example of Data Analysis***

At the pretest the class demonstrated on average two of five critical elements. For most children, these critical elements were a start position and a long lunge into the handstand. The HP child was able to show three of five critical elements at the pretest, adding a good leg kick to the start position, as well as a long lunge. In contrast, the LP child could only show one critical element showing the start position only. By the end of the gymnastics unit, it was clear that learning had occurred for all groups. The class met the goal for the unit demonstrating over four critical elements of the handstand, and showing a good start, long lunge, good leg kick, and good body position upside down. The HP child could show all five critical elements in his routine. The LP child also improved, showing three critical elements including good start position, long lunge, and good leg kick. Overall, the class goal for learning was achieved and both the low skilled and high skilled children showed improvement. This data for the HP and LP children showed the outside boundaries of instruction. The goal identified for the unit was right on target. The HP child could not show all of the critical elements at the beginning of the unit and was able to learn something. The LP child was able to show some improvement in her skills also.

### ***This is an example of Pedagogical Analysis***

The handstand was a tough skill to teach. In the beginning I was nervous about the children spotting each other, and therefore I tried to be the person to spot the skill for each child. However, it was really hard for me to get around to everyone and few children got turns. I also spent so much time spotting that I was unable to give feedback. Additionally, I was having behavior problems because I was not keeping my

back to the wall or scanning the gym. I noticed the children were making little progress in learning this skill. I decided on Day 3 to change this approach and teach the children to spot each other. I described the safety and responsibility of being a spotter. I was surprised at how responsible the children were in spotting each other. They began to get much practice time on the skill, and as a result, I started noticing big improvements in skill learning. I could also see big increases in their confidence. Many started performing the skill alone or with a peer spotter there in case they went over the top. A couple of children acted irresponsibly during a spot, so I made a public announcement about its danger, and sat those children out for a time out. This seemed to stop those behaviors quickly. Once the children became the spotters, it freed me up to provide feedback and move around the gym to all children. It was important I kept my back to the wall and call across space when teaching this skill. When I started doing this on Day 3, the children seemed to know I was more in control and were more on task. This resulted in more practice time and thus more skill learning. The thing I would do differently next time I teach gymnastics is to teach the children to spot each other from the first day. That way they are not reliant on me and I can focus on giving feedback and individual attention.

### **Reflective Essay (18%)**

At the culmination of student teaching you will reflect on your entire experience. The reflective essay is an opportunity for you to reflect on each student teaching experience, what you have learned, and how you will use what you have learned in the future. Refer back to your weekly reflections to remind yourself of the things that happened and how you improved. Respond to the following points below. You may use each point as a sub-heading to guide your reflective essay. This essay should be at least 2-4 pages double spaced. It should be written in essay format (under headings) and should not be bulleted.

- 1) What were your perceived strengths going into elementary teaching?
- 2) What areas did you need to work on with respect to your instruction?
- 3) How did your teaching progress over the unit? In other words:
  - a. What teaching behaviors did you learn and solidify first?
  - b. What types of teaching behaviors came next?
- 4) What lessons did you learn in the process of developing and implementing an instructional unit?
- 5) What were the major barriers to you demonstrating effective instruction over the time you spent in the school?
- 6) What were the major sources of support to demonstrating instructional effectiveness?

- 7) If someone were to describe you as a teacher now, what do you think they would say about you?
- 8) Identify and discuss three major lessons learned about being an effective teacher.
- 9) Describe the type of physical education program you would develop in your new job (select either elementary or secondary).

**References (2%)**

- 1) Include a list of all the references you consulted in developing this TWSM. Provide APA citations for these resources.
- 2) Identify the technology-based resources used in this unit.

**Standard of Presentation**

All unit plans must be typed in MS WORD format; pages must be numbered, and in the sequence identified above with headings for all sections. Spelling and grammar must be correct.

**Teacher Work Sample Assessment**

			Name _____
Component	Weight	Score	Comments
<b>Written Components</b>			
Title & Setting	5%		
Rationale for unit	5%		
Behavior Management & Technology Used	5%		
Unit Plan, Assessments, Rubrics	20%		
Student Data & Data analysis	25%		
Reflective Essay	18%		
<b>References</b>	2%		
<b>Oral Presentation</b>	20%		
Total	100%		

Teacher Work Sample Evaluation Rubric

Name \_\_\_\_\_

Please rate the Student Teacher in the following areas where:

5 = *Exemplary Work*: This work is characterized by detailed illustration and analysis of student data along with sophisticated levels of self reflection and interpretation of data.

3 = *Proficient Work*: This work meets the guidelines of the assignment and demonstrates an adequate level of student data, data analysis, and data interpretation. Attempts are made to critically reflect on his/her teaching practice.

1 = *Exploring Work*: The level of this work is minimal. It typically portrays limited evidence of student data, and minimal analysis and interpretation of data. There is little or no critical self-reflection.

<u>Title Page/Description of Setting</u> : Community indicators & resources; school indicators & climate.	1	2	3	4	5
<u>Rationale for Unit</u> : Provides clear rationale for unit connecting to program & school goals/objectives/mission and state/national standards.	1	2	3	4	5
<u>Unit Plan, Assessments, Assessment Rubrics</u> : Planning is written as per KIN 3015 & 4017.	1	2	3	4	5
<u>Student Data &amp; Data Analysis</u> : Psychomotor, cognitive, & affective learning objectives are identified. Student examples provided. Data provided to determine if objectives are met (class, high/low student – pre & post). Explanation.	1	2	3	4	5
<u>Reflective Essay</u> : All nine headings addressed thoroughly.	1	2	3	4	5
<u>References</u> : Complete reference list in APA format.	1	2	3	4	5

Teacher Work Sample Presentation (20%)

Evaluation Rubric

Name \_\_\_\_\_

Please rate the Student Teacher in the following areas where:

5 = *Exemplary Work*: This work is characterized by detailed illustration and analysis of student data along with sophisticated levels of self reflection and interpretation of data.

3 = *Proficient Work*: This work meets the guidelines of the assignment and demonstrates an adequate level of student data, data analysis, and data interpretation. Attempts are made to critically reflect on his/her teaching practice.

1 = *Exploring Work*: The level of this work is minimal. It typically portrays limited evidence of student data, and minimal analysis and interpretation of data. There is little or no critical self-reflection.

<u>Context</u> : Provides a clear description of the context of the school and community.	1	2	3	4	5
<u>Unit Goals</u> : Clearly communicates learning objectives for psychomotor, cognitive, & affective domains.	1	2	3	4	5
<u>Alignment</u> : Links unit goals to appropriate Physical Education Content Standards.	1	2	3	4	5
<u>Assessment</u> : Clearly describes the process of assessment for the psychomotor, cognitive, & affective domains explaining the types & frequency of data collection.	1	2	3	4	5
<u>Student Data – Psychomotor</u> : Clearly identifies student learning data in ONE psychomotor learning objective. Provides data for overall class, high performing student, & low performing student.	1	2	3	4	5
<u>Student Data – Cognitive</u> : Clearly identifies student learning data in ONE cognitive learning objective. Provides data for overall class, high performing student, & low performing student.	1	2	3	4	5
<u>Student Data – Affective</u> : Clearly identifies student learning data in ONE affective learning objective. Provides data for overall class, high performing student, & low performing student.	1	2	3	4	5
<u>Analysis of Data</u> : Provides interpretation of student learning demonstrating reflection of what worked & what did not work as well.	1	2	3	4	5
<u>Summary</u> : Provided a summary of what s/he learned about how students learn.	1	2	3	4	5
<u>Teacher Lessons</u> : Provided a summary of what s/he learned about her/himself as a teacher. Identified how the context influenced instruction.	1	2	3	4	5
<u>Professionally Presented</u> : Presentation was professionally developed & presented.	1	2	3	4	5
<u>Sequencing</u> : Presentation followed a sequential order & was easy to follow.	1	2	3	4	5
<u>Overall Presentation</u> : Rate the quality of the overall presentation.	1	2	3	4	5

**Model 2: Format for the Work Sample  
(15 pages Suggested plus Appendices)**

**GETTING STARTED:** Choose one class as your "work sample" class. You will pre and post-assess this group of students and document the learning that took place as a result of this work sample. You may also be teaching the same content to other classes, but are not asked to report learning gains for those groups.

**\*Do not utilize a Sport Education unit for your Fall or Winter Work Sample. You may however choose to use elements of a sport education format within the Fall and Winter work samples.**

**\*Do turn in a specific and complete reference list for each section – combine for final turn in.**

- I. **Front cover:** Name, title of work sample, grade/authorization level/endorsement, WS advisor.
- II. **Table of Contents:** List the major sections of the work sample and the pages on which these sections can be found.

III. **Contextual Aspects** (FUTURE TENSE) (2-3 PAGES)  
(All information provided in this section regarding the school, personnel, families, and students must be kept anonymous so that no individual can be identified from the student’s descriptive information.)

Following the outline format, include the Roman Numerals and numbering system of the outline with the accompanying headings. BEGIN each Roman Numeral Section with an **introductory paragraph** telling the reader what is to be included in that major section. Begin each smaller section with a lead-in sentence or two describing what is coming in that section.

- a) **Classroom and school context.** Overview of the **classroom and school context** (in general-location: population - number of students and teachers, student/teacher ratio, organization, facilities, etc.)
- b) **Description of learners.**  
In table format (see below) include ages, maturation level (physical and social, emotional, intellectual) skill level

Learner Characteristics and Implications for Physical Education			
Physical Areas	Implications	Social, Emotional & Intellectual	Implications

- In narrative format discuss general information including **learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds. Answer the question: How does information about learner characteristics, ethnicity and social-economic status (free/reduced lunch) inform**

**you as a teacher and help you better meet the needs of these students?  
How does it guide your curricular choices and teaching methods?**

- **In LESSON PLANS, include** adaptations for learners described here.
- Create a table to show school-wide ethnicity. List percentage of represented ethnic groups.
- Identify the percentage of students on free and reduced lunch.

Ethnicity				
Am Indian/Alaskan Nat.	Asian/Pacific Islander	Black	Hispanic	White

- c) **Work Sample Specifics.** Discuss content, class size, facility, equipment, limiting factors, length of work sample (actual minutes of this content, not just length of classes), learners’ previous experience and prerequisite skills in this activity.

**IV. Conceptual Framework:** Rationale/Unit Goals/ Standards/Objectives (2-3 PAGES)

- a) **Rationale:** Why teach this particular unit? How does it “fit” with the rest of the curriculum? In what way will this serve these students?
- b) **Summary of Oregon’s Common Curriculum Goals (CCGs) and Physical Education Content Standards.**
- List the Oregon Physical Education Content Standards & discuss their alignment to the National Physical Education Content Standards. Be careful to line up matching/similar standards and explain the ones without state or national pairings.

Example:  
**Oregon 1. Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity** (ODE, 2001)  
 National 1. *Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.* (NASPE 2004)  
 Similarities/Differences: .....

- Select three Oregon Standards and grade level benchmarks (Fall – 8<sup>th</sup> Grade; Winter 3<sup>rd</sup> or 5<sup>th</sup> grade). Show how these connect to your work sample content.
- Discuss the Oregon timeline and the district requirements and/or plans for implementation and evaluation of these standards/benchmarks. Give specific current information based on conversations with your cooperating teacher.

- c) **Unit Objectives** stated in terms of what the students will be able to do as a result of instruction. Include **TASK, SITUATION, AND CRITERIA** – and they must be observable and measurable. Describe formative assessment techniques to be used throughout the unit for each objective
- Psychomotor skills (4)
  - Cognitive skills (knowledge including rules and strategies) (3)
  - Affective skills (attitudes and values) (2)

d) Strategy for literacy instruction \* (see V-c)

NOTE: WINTER Term Elementary School Work Sample: Include purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject. Specifically, how will you enhance students' ability to read and/or write within your physical education work sample lessons?

V. **Instructional Plans** for unit that is generally two to five weeks in length (2-3 PAGES) **Remember to introduce this section.**

- a) **Outline subject content in detail (include source with page numbers or web links)**
- Fundamental skills with 3-5 critical elements
  - Drills, strategies, modified/lead-up games
  - Safety issues specific to content
  - Basic and modified rules appropriate for developmental level
  - Introductory/warm up activities
  - Fitness activities
- b) Prepare a **block plan** to show what will be taught each day. Include all days (introductory activity, fitness development, skill, pre-assessment, post-assessment, game/tournament, etc).

Tentative _____ Block Plan					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Introductory Activity					
Fitness Development					
Lesson/Skill Focus					
Game/Closing Activity					
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Introductory Activity					
Fitness Development					
Lesson/Skill Focus					
Game/Closing Activity					

- c) Lesson plans (Place in Appendix).
- Use MS-PETE format

- **WINTER Term Elementary School Work Sample:** Include purposeful attention to literacy instruction based upon content requirements, appropriate authorization level, and student needs in at least one subject.
- Lesson plans include differentiation of instruction for all students listed in III-b
- Lesson reflections

**VI. Assessment Strategies and Analysis of Learning (2-3 PAGES)**

- a) Pre/Post Assessment strategy for one psychomotor, one cognitive, and one affective objective. When possible, utilize authentic assessment – within game play or game-like play. Include the pre/post cognitive and affective test questions. (1 PAGE)
- b) Report “Pre/Post” assessment data for each student (numbers/no names) in table format. Include means and standard deviation.
- c) Interpret and explain data. Describe how the assessments indicate that students met (or did not meet, or partially met) the specific unit objectives (restate the objectives you measured).
- d) **Describe how the assessments indicate that your students met (or did not meet, or partially met) the specific unit objectives (restate the objectives you measured) and how this demonstrates that learners are moving toward standards and/or benchmarks. Show a link between your objectives the benchmarks you chose and the standards.**

**VII Videotape of a Model Lesson (2 PAGES)**

- a) Select one videotaped model lesson from your work sample to critique and turn in with the work sample. Videotape the lesson focus and game/closing activity. **DO NOT USE PRE-POST ASSESSMENT LESSON.**
- b) Identify one psychomotor objective/student outcome from a daily lesson plan and describe how your teaching actions helped students meet this objective.

**Specifically:**

- Use event recording to analyze your use of specific skill feedback during the lesson focus. Report skill feedback (i.e., rate/minute).
- Use duration recording to analyze the percentage of practice time during the lesson focus. Report summary data (i.e., percent of activity, transition, and instruction).
- Report the data from 1 & 2 and reflect on how your teaching actions (time management/practice time and specific skill feedback) helped or did not help your students meet the psychomotor objective for this lesson. If your teaching actions do not demonstrate that you facilitated student learning toward the lesson objectives, reflect on what you’ve learned or how you might change the delivery of the lesson.

**VIII. Overall Unit Reflections (2-3 pages)**

- a. **Highlight/Discuss strengths and weaknesses of the unit?**
- b. How might you improve student learning within this unit? Identify a high, low, and average skilled student, report their learning specific to the three measured objectives. Describe the learning experiences of these three students.

- c. Describe how the data from this unit will be used to plan future units within this same activity/content and in other activity/content.
  - d. Describe how this data could be reported to students, parents, and administrators. Demonstrate how this content would be reported on the assessment forms you designed for your assessment project.
  - e. Additional comments
- IX. **Unit Resources and References.** Include a list of references and resources used for the work sample. Use APA style. **Include a reference with each section turned in. (1 PAGE)**
- X. **Appendix (NOT COUNTED IN PAGE TOTAL)**
- A. Lesson Plans: Include all daily lesson plans (skill & fitness) following the acceptable format. Self-evaluate each lesson with a written reflection of content and teacher delivery. **Complete and thoughtful reflections are expected – DO NOT include single sentence responses to the questions.**
  - B. Handouts and tests.
  - C. Samples of student work. Remove students' names.

## Connection to NASPE/NCATE Beginning Teacher Standards

A work sample document completed by pre-service teachers within their internship aligns well with multiple NASPE Initial Physical Education Teaching Standards (IPETS). Examples are provided below

### NCATE Assessment # 2: Content Knowledge

#### NASPE Initial Teaching Standard 1: Content Knowledge

*Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.*

Outcome	Assessment data from Work Sample
<p><b>1.1</b> Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.</p>	<p>Model 2:</p> <p>a) <b>Outline subject content in detail. Include:</b></p> <ul style="list-style-type: none"> <li>• Fundamental skills with 3-5 critical elements</li> <li>• Drills, strategies, modified games</li> <li>• Safety issues specific to content</li> <li>• Basic and modified rules appropriate for developmental level</li> </ul> <p>b) Create daily lesson plans, including sequence for learning</p>
<p><b>1.3</b> Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles).</p>	

<p><b>1.6</b> Demonstrate knowledge of approved state and national content standards and local program goals.</p>	<p><b>Model 1: Explain</b> why you selected this unit at this time of year. Discuss issues such as: the placement of the unit in the academic year; weather related issues at this point in the year (e.g. good/bad weather); and topical focus such as sports in season.</p> <p><b>Describe</b> the overall purpose of the unit and the skills and knowledge the learner will acquire in PE. Tie this to the broader picture of physical education: How does this unit relate to the overall goal of being a physically educated person and a long life full of physical activity?</p> <p><b>Describe</b> connections to community resources: tie the content of the unit to resources in the community to keep doing this sport or activity out of school.</p> <p><b>Identify</b> the relationship to school district objectives &amp; mission: if there is a district PE curriculum, how does it tie in to the curriculum? How does it tie in to the school's mission?</p> <p><b>Model 2: Conceptual Framework:</b> Rationale/Unit Goals/Standards/Objectives</p> <p><b>a) Rationale:</b> Why teach this particular unit? How does it “fit” with the rest of the curriculum? In what way will this serve the students?</p> <p><b>b) Summary of State Physical Education Content Standards.</b></p> <ol style="list-style-type: none"> <li>1) List State Physical Education Content Standards &amp; discuss their alignment to the National Physical Education Content Standards.</li> <li>2) Select three State Standards and grade level benchmarks. Show how these connect to your work sample content.</li> <li>3) Discuss the state timeline and the district requirements and/or plans for implementation and evaluation of these standards/benchmarks.</li> </ol>
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**NCATE Assessment # 2: Planning**

**NASPE Initial Teaching Standard # 2: Growth and Development**

*Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.*

**NASPE Initial Teaching Standard # 3: Diverse Students**

*Physical Education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.*

Outcome	Assessment data from Work Sample
2.2 Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness.	<p><b><u>Model 1: Community setting:</u></b> Per capita income and/or household income; educational background; employment level; type of housing - describe (e.g. apartments, single dwellings, etc); crime rates; and location in city.</p> <p><b><u>Community resources:</u></b> Types of parks in area; activity opportunities in school area (e.g. YMCA, recreation programs); and school affiliation with community partners such as businesses.</p> <p><b><u>School indicators:</u></b> Mission statement of school and school motto; demographics of school - number of children; ethnic background; school location and locality; standardized test score results (e.g., WYCAS, CSAP); per capita pupil spending in district; and special school programs and activities.</p>
2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	<p><b><u>School climate and view of physical education:</u></b> This section is based upon interviews within the school, of classroom teachers, administrators, other staff, PE teacher, and support of their job.</p>
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	<p><b><u>Model 2: Contextual Aspects</u></b></p> <p><b>a) Classroom and school context.</b> Overview of the <b>classroom and school context</b> (in general-location, population, organization, facilities, etc.).</p> <p><b>b) Description of learners.</b> Include age, maturation level (social, emotional, physical), skill level including <b>learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds.</b> Discuss adaptations for learners described herein lesson plans.</p> <p><b>c) Work Sample Specifics.</b> Discuss content, class size, facility, equipment, limiting factors, length of work sample (actual minutes), learners' previous experience and prerequisite</p>

<p>3.2 Use appropriate strategies, services, and resources to meet diverse learning needs.</p>	<p>skills in this activity.  <b>NOTE: Lesson plans are to include differentiation of instruction for all students listed above</b></p>
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**NCATE Assessment # 2: Planning (continued)**

**NASPE Initial Standard 4: Management and Motivation**

*Physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

<b>Outcomes</b>	<b>Assessment data from Work Sample</b>
<p>4.3 Develop an effective behavior management plan.</p>	<p><b>Model 1: Develop and describe the classroom management strategies and motivational techniques that you will use to reinforce a positive learning environment. Provide:</b></p> <ul style="list-style-type: none"> <li>• <b><u>List of rules for students</u></b></li> <li>• <b><u>List of consequences for misbehavior</u></b></li> <li>• <b><u>List of expectations and routines for students</u></b></li> <li>• <b><u>Incentive and reward systems</u></b></li> </ul>

**NCATE Assessment # 2: Planning (continued)**

**NASPE Initial Standard 6: Planning and Instruction**

*Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically and educated individuals based on state and National (NASPE K-12) standards*

Outcomes	Assessment data from Work Sample
<p>6.1 Identify, develop, and implement appropriate program and instructional goals.</p>	<p><b>Model 2 :</b> Identify State Physical Education Content Standards and discuss their alignment to the National Physical Education Content Standards. Select one State Standard and grade level benchmark in each learning domain. Show how these connect to your work sample content.</p> <p><b>Create Unit Objectives</b> stated in terms of what the students will be able to do as a result of instruction. These must link to the selected Content Standards and Benchmarks, be observable/measurable and include <b>TASK, SITUATION, AND CRITERIA</b>. Describe formative assessment techniques to be used throughout the unit for each objective</p>
<p>6.2 Develop long- and short-term plans that are linked to both program and instructional goals and student needs.</p>	<ul style="list-style-type: none"> <li>• Psychomotor skills</li> <li>• Cognitive skills (knowledge including rules and strategies)</li> <li>• Affective skills (attitudes and values)</li> </ul> <p>Develop daily lesson plan including observable/measurable objectives in three domains to align with unit objectives.</p>

**NCATE Assessment # 2: Planning (continued)**

**NASPE Initial Standard 7: Student Assessment**

*Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.*

Outcome	Assessment data from Work Sample
<p>7.1 Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).</p>	<p><b>Model 1:</b> Identify psychomotor, cognitive, and affective learning objectives. For every data collection instrument you used, provide a "real student/teacher copy" of the instrument as an example of the data collected during the unit. Then for each learning objective, provide the data you have to determine if you met this objective. The data could be in the form of a table, chart, or graph. Find the means that best shows how students learned (e.g., percent of times the student moves to open space while maintaining possession in soccer). Include overall class data and data on a low performing child and a high performing child at the beginning of the unit and at the end of the unit.</p> <p><b>Model 2: Assessment Strategies and Analysis of Learning</b></p> <p>a) Pre/Post Assessment strategy for one psychomotor, one cognitive, and one affective objective. When possible, utilize authentic assessment - within game play or game-like play.</p> <p>b) Report "Pre/Post" assessment data for each student (numbers/no names) in table format. Include means and standard deviation.</p>
<p>7.4 Interpret and use performance data to inform curricular and instructional decisions.</p>	<p>c) Interpretation and explanation of the class's learning gains, or lack thereof.</p> <p>d) Description of how the assessments indicate that you met (or did not meet, or partially met) the specific unit objectives (restate the objectives you measured) and how this demonstrates that learners are moving toward standards and/or benchmarks.</p>