

Physical Education Differentiated Lesson Plan—2008 NASPE Standards
Student Teaching Admission Summary Scoring Sheet

The following lesson plan assignment description and assessment rubric is a required element in the student teaching application and admission process.

Candidates. Submit your completed lesson plan to a teacher education or content faculty of your choosing for assessment. When you have achieved a passing score, include this entire packet with your student-teaching application materials.

Faculty. Use the attached rubric to assess the candidate’s lesson plan; complete the following summary table prior to returning the scored lesson plan to the candidate.

Lesson Plan Elements	NI	EC	C	O	Score
InTASC 7.1 Goals/Objectives/Standards					
<input type="checkbox"/> Progression 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
<input type="checkbox"/> Progression 2					
<input type="checkbox"/> Progression 3					
InTASC 7.3					
<input type="checkbox"/> Progression 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
<input type="checkbox"/> Progression 2					
<input type="checkbox"/> Progression 3					
Anticipatory Set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Adaptations: Diverse Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Lesson Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Check for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Review/Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Independent Practice/ Extending the Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Indiana Standard 7: Reading Instruction					
<input type="checkbox"/> Progression 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
<input type="checkbox"/> Progression 2					
<input type="checkbox"/> Progression 3					
Formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
InTASC 7.2					
<input type="checkbox"/> Progression 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
<input type="checkbox"/> Progression 2					
<input type="checkbox"/> Progression 3					
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Reflection and Post-Lesson Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
NASPE Standards					
Plans linked to program and instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Goals and objectives aligned with standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Content aligned with objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Manage resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Plan and adapt instruction to diverse student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Sequential instruction for diverse students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Appropriate use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Total (passing = 63/84)					

Scoring Guide. Check the box that corresponds to the rating you gave to each element of the lesson plan. Add the individual element scores (NI=1; EC=2; C=3; O=4) to calculate the total lesson plan score.



INDIANA WESLEYAN UNIVERSITY
Physical Education Lesson Plan Assignment Description and Assessment Rubric
2008 NASPE Standards

Administration and Purpose. While your lesson plans will be assessed multiple times throughout your program of study, your “official” lesson plan is assessed as part of the materials you will submit with your student teaching admission application. You will choose your assessor from the teacher education faculty.

The lesson plan assessment has three related purposes. The first and perhaps most obvious is to document your ability to plan effective instruction; this is one of the hallmarks of the best, most successful teachers. These teachers consider not only the needs of their students as they plan, but also multiple pathways to achieve learning goals for each lesson so that each student becomes a successful learner. The second purpose is to habituate you to the instructional cycle. It consists of planning for and delivering instruction, assessing student learning, modifying future lessons based on assessment data, followed by planning for new lessons. The cycle does not end until all students learn the intended material. The third, overarching purpose of the lesson plan assessment is to provide you with the means to internalize the discipline necessary to become a successful teacher. The fact is that no teacher, no matter how talented, will ever achieve long-term effectiveness with diverse populations of students without developing the self-discipline necessary to plan effective instruction, consistently, over time.

Content of Assessment. The lesson plan assessment is divided into the following sections:

Readiness. Preparing the groundwork for effective instruction.

Plan for Instruction. The blueprint that guides your instruction for each lesson.

Plan for Assessment. Your plan for determining how well your students learn what you teach.

Reflection and Post-Lesson Analysis. One of the characteristics of the most successful teachers is that they reflect on their teaching. They think about what went well and what could be improved in each lesson, and they take steps to make each lesson better than the last.

In addition to these lesson plan elements, this assessment also includes the following alignments:

- National Association for Sport and Physical Education (NASPE) 2008 standards. The IWU Physical education program is nationally recognized by NASPE; this assessment is one of several used to affirm the strength of our program by that organization.
- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
 - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
 - ✓ Content (InTASC Standards 4 and 5)
 - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
 - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

Criterion for Success. *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement.*

Indiana Wesleyan University Differentiated Lesson Plan Physical Education—2008 NASPE Standards

Assignment Description

The Indiana Wesleyan University differentiated lesson plan combines elements of the Direct Instruction lesson-planning model with elements requiring the candidate to differentiate and modify plans, activities, and assessments to meet the needs of all students. The candidate will utilize concepts in learning theory, curriculum development and instructional effectiveness to produce lesson plans that are aligned with Indiana Physical Education standards, INTASC principles, and National Association for Sport and Physical Education (NASPE) standards.

The concept of differentiated instruction is founded on an active, student centered, meaning-making approach to teaching and learning. The theoretical and philosophical influences embedded in differentiated instruction include these key elements: readiness, interest, and learner profile.¹

The physical education lesson plan format includes the follow elements: readiness (goals/objectives, standards, anticipatory set), instruction (input, modeling, checking for understanding), accommodation (addressing the needs of students with exceptional circumstances and conditions), and assessment.

Additionally, the physical education lesson plan includes a final evaluation section for the candidate to self-assess the degree to which the lesson was taught successfully. These post-lesson self-analysis questions are designed to help the candidate think about the instructional process and how it might be improved in future lessons.

The physical education lesson plan design structure is as follows:

Physical Education Differentiated Lesson Plan 2008 NASPE Standards

Name _____

READINESS

I. Goals/Objectives/Standard(s)

- A. Goal(s)—Unit
- B. Objective(s).

Provide: 1.) conditions; 2.) desired learning; 3.) observable behavior; and 4.) accuracy (as necessary)

- C. Standard(s): learned society; state; district.

NASPE Standard 3: Planning and Implementation. Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g. measurable, developmentally

¹ Tomlinson, C., and S. Allen (2000). Leadership for Differentiating Schools & Classrooms. Alexandria, VA: ASCD.

appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards.

II. Anticipatory Set

- This is a “bridge” from the past learning to present learning
- It must be understood by all

III. Purpose: Must be stated to the students! Why do we need to learn this?

PLAN FOR INSTRUCTION

NASPE Standard 3.3 Design and implement content that is aligned with lesson objectives.

NASPE Standard 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

IV. Adaptations: students with special needs. Depending on the nature and complexity of the lesson, what adjustments and/or adaptations will you make to accommodate all students in the class?

- Remediation: students who did not master the objective(s)
- Enrichment: gifted/mastery students
- ESL—mainstreamed
- Others?

NASPE Standard 3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

NASPE Standard 3.6 Plan and implement progressive sequential instruction that addresses the diverse needs of students.

NASPE Standard 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

V. Lesson Presentation (Input/Output)

- Include: active participation and questions to be asked
- Include: technology and adaptations for students with special needs
- Include: modeling/monitoring

VI. Check for understanding. How do you know students have learned? What strategies will you implement if all students have not met lesson outcomes? Employ one or more strategies to determine student learning:

- Guided practice: teacher models; students complete exercises with the teacher; the teacher checks for understanding before students work alone.
- Reteach: whole group, small group, individuals
- Suggested strategies: index card summaries; hand signals; question board/box; concept maps; oral questioning; follow-up probes; misconception checks

VII. Review learning outcomes / Closure

VIII. Independent practice/Extending the learning

- If the checking for understanding has gone well, students are ready to complete an assignment alone.
- The assignment must relate directly to learning outcomes.

PLAN FOR READING (AND WRITING) INSTRUCTION

At its most basic, teaching reading in the content areas is helping learners to make connections between what they already know and “new” information presented in the text. As students make these connections, they create meaning; they comprehend what they are reading. Teaching reading in the content areas, therefore, is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning. Until recently, learning was thought to be a passive activity: teachers poured their knowledge into the receptive minds of students. Reading was thought to be passive as well. The words of the text contained meaning; reading simply entailed decoding the words on the page. Recent research indicates, however, that learning and reading are active processes. Readers construct meaning as they read. Effective readers are strategic. They make predictions, organize information, and interact with the text. They evaluate the ideas they are reading about in light of what they already know. They monitor their comprehension, and know when and how to modify their reading behaviors when they have problems understanding what they read.²

Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. Specifically, all teachers should learn how to provide effective vocabulary instruction in their subject areas; all teachers should learn how to provide instruction in reading comprehension strategies that can help students make sense of content-area texts; all teachers should learn how to design reading and writing assignments that are likely to motivate students who lack engagement in school activities; and all teachers should learn how to teach students to read and write in the ways that are distinct to their own content areas.³

As you plan for literacy development in the context of your lesson content, also incorporate these or other strategies in your lesson plan to build your students’ reading and writing skills:

- Strategy 1: Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the lesson.⁴
- Strategy 2: Increase the amount and quality of open, sustained discussion of reading content.
- Strategy 3: Set and maintain high standards for text, conversation, questions, and vocabulary.
- Strategy 4: Increase students’ motivation and engagement with reading.
- Strategy 5: Teach essential content knowledge so that all students master critical concepts.

PLAN FOR ASSESSMENT

Develop a plan for assessing the degree to which your students have mastered the learning outcomes from this lesson. Your plan should include formative assessments at a minimum, and may also include summative and/or authentic assessments depending on the nature of the learning outcomes and the placement of the lesson within the context of the unit.

² Adapted from http://www.ascd.org/ascd/pdf/books/billmeyer1998_sample_chapters.pdf; retrieved from the internet on July 12, 2017.

³ Adapted from http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/teaching_reading_and_writing_content_areas/; retrieved from the internet on July 12, 2017.

⁴ Adapted from <http://www.adlit.org/article/19999/>; retrieved from the internet on July 12, 2017.

Formative. *Formative assessments* are on-going assessments, reviews, and observations in a classroom. Use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if some students do not grasp a concept, you might design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative. *Summative assessments* are typically used to evaluate the effectiveness of instructional programs and services at the end of lesson or instructional unit. The goal of summative assessment is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.⁵

Authentic. *Authentic assessment* is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. These tasks—authentic assessments—are either replicas of or analogous to the kinds of problems faced by adults or consumers or professionals in the field. Authentic assessment requires students to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.⁶

Authentic assessment can be either a short-term or long-term assignment for students. There is no specific length of time attached to an authentic assessment learning opportunity. However, "within a complete assessment system, there should be a balance of longer performance assessments and shorter ones" (Valencia, 1997). According to Lawrence Rudner, authentic assessment should require that students be active participants in learning and be able to demonstrate knowledge and skills. The following is a list of examples of authentic assessment that meet one or both of these requirements - active participation and/or demonstration of knowledge and skills. As you read through this list, keep in mind that some of the examples will work better for you depending on your grade level and topic area. Make a note of the examples of assessment that you could use in your own classroom.⁷

Authentic Assessment examples:

- Conduction of research and writing a report
- Character analysis
- Student debates (individual or group)
- Drawing and writing about a story or chapter
- Experiments - trial and error learning
- Journal entries (reflective writing)
- Discussion partners or groups
- Student self-assessment
- Peer assessment and evaluation
- Presentations
- Projects
- Portfolios

⁵ Adapted from <http://fcit.usf.edu/assessment/basic/basic.html>. Taken from the Internet on July 20 2012.

⁶ Adapted from <http://jfmueeller.faculty.noctrl.edu/toolbox/whatisit.htm>. Taken from the Internet on July 20, 2012.

⁷ Taken from http://tccl.rit.albany.edu/knilt/index.php/Unit_2:_Types_of_Authentic_Assessment on July 23, 2012.

REFLECTION AND POST-LESSON ANALYSIS

1. How many students achieved the lesson objective(s)? For those who did not, why not?
2. What were my strengths and weaknesses?
3. How should I alter this lesson?
4. How would I pace it differently?
5. Were all students actively participating? If not, why not?
6. What adjustments did I make to reach varied learning styles and ability levels?
 - a. Bloom's Taxonomy
 - b. Gardner's Multiple Intelligences

Indiana Wesleyan University
Physical Education Lesson Plan Design and Assessment Rubric

NOTE: InTASC progressions have been added to this lesson plan assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels: Progression 1 is approximately equal to IWU practicum 1 expectations; Progression 2 is approximately equal to IWU practicum 2 expectations; and Progression 3 is approximately equal to student teaching expectations. Please use the following descriptors to assess the InTASC Progressions embedded in the lesson plan:

<p>InTASC Progressions Legend</p> <p><u>Emerging Competence:</u> The candidate demonstrates awareness of the Progression expectations and occasionally includes them in his or her planning, but has not yet reached a level of consistency that would indicate a rating of competence. <i>Or...</i> The candidate incorporates some Progression elements, but omits or underemphasizes others in his or her lesson planning.</p> <p><u>Competent:</u> The candidate regularly and consistently incorporates Progression expectations in his or her lesson planning.</p> <p><u>Outstanding:</u> The candidate's depth of insight and quality of work is distinctly superior to normally-accepted standards.</p>
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Readiness

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p style="text-align: center;">Goals/ Objectives/ Standards</p> <p>InTASC 7.1 The candidate selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<p>The candidate does not use curriculum materials or content standards to identify learning objectives; <i>Or...</i> He or she does not plan or sequence common learning experiences or performance tasks linked to the objectives; <i>Or...</i> He or she does not identify learners who need additional support or acceleration; <i>Or...</i> He or she does not integrate technology into instructional plans.</p>	<p>The candidate</p> <ul style="list-style-type: none"> • Uses curriculum materials and content standards to identify measurable learning objectives; <p><i>And...</i></p> <ul style="list-style-type: none"> • Plans and sequences common learning experiences and performance tasks linked to the learning objectives; makes content relevant to learners; <p><i>And...</i></p> <ul style="list-style-type: none"> • Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress; <p><i>And...</i></p> <ul style="list-style-type: none"> • Integrates technology resources into instructional plans. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> • Refines learning objectives based on an understanding of student learning progressions and his or her students' development; <p><i>And...</i></p> <ul style="list-style-type: none"> • Plans a variety of resources and learning experiences that build cross-disciplinary skills; <p><i>And...</i></p> <ul style="list-style-type: none"> • Structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning; 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> • Collaborates with learners in identifying personalized learning objectives to reach long-term goals; <p><i>And...</i></p> <ul style="list-style-type: none"> • Works with learners to identify pathways to goal achievement using a range of resources and learning experiences; <p><i>And...</i></p> <ul style="list-style-type: none"> • Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance.
		EC C O	EC C O	EC C O

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>InTASC 7.3 The candidate plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<p>The candidate does not use learner performance data or his or her knowledge of learners to identify learners who need learning interventions; <i>Or...</i> He or she does not use learner performance data over time to inform planning.</p>	<p>The candidate</p> <ul style="list-style-type: none"> • Uses learner performance data and his or her knowledge of learners to identify learners who need significant intervention to support or advance learning; <p><i>And...</i></p> <ul style="list-style-type: none"> • He or she uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. 	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> • Uses learner performance data and his or her knowledge of learners to identify specific learning needs of individuals and groups. 	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> • Uses a wide repertoire of supports in planning to address individualized learner needs and interests in ongoing ways;
		EC C O	EC C O	EC C O

Readiness, con't.

	Needs Improvement	Emerging Competence	Competent	Outstanding
Anticipatory Set InTASC Standard 8	The anticipatory set is missing or has little or no connection to the goal or content of the lesson.	The connection between the anticipatory set and lesson objectives and content is weak or unclear.	The anticipatory set is clear and direct and focuses students' attention on the lesson.	The anticipatory set connects the current lesson with previous and future learning and focuses students' minds and attention on the day's lesson.
Purpose	The statement of purpose is ambiguous or worded so generally that the connection with the content of the lesson is not apparent.	A statement of purpose is included in the LP, but has little power to motivate students and capture their imaginations.	The statement of purpose is clearly connected to the content of the lesson and is presented in terms that are easily understood by students.	The statement of purpose has the power to capture the imaginations of students and motivate them to accomplish the expected learning.

Instruction

	Needs Improvement	Emerging Competence	Competent	Outstanding
Adaptations Special Needs Students InTASC Standard 2 Diversity	Few or no adaptations are included for students with special needs.	Lesson adaptations are written generally and/or are not designed to meet specific learning issues of individual students.	Plans for differentiating instruction are included; adequate and appropriate adaptations are included for all students who require them.	The LP includes differentiated instruction for students with special needs; lesson adaptations are thoughtfully and thoroughly planned and are designed to bring all students into full participation and mastery of lesson goals and objectives.
Lesson Presentation Technology InTASC Standard 5	The presentation does not involve the active participation of students. Essential questions are not listed or are unrelated to the content of the lesson. Little or no provision is made for technology or diverse students. Little or no provision is made for modeling or mentoring of students.	The presentation includes activities that have little relation to the content of the lesson. Essential questions are poorly written or are not adequate for the scope of the lesson. Provisions for technology and diverse students are inadequate. Plans for teacher modeling and mentoring of students could be better developed.	The lesson presentation provides for the active participation of students. Essential questions are listed; provisions for technology and diversity issues are included. The modeling and monitoring of student work and learning sections are included in sufficient detail.	The lesson presentation is clearly designed to actively involve all students for the duration of the learning process. Essential questions are designed to cause students to think deeply and critically about the content of the lesson. Technology is integrated seamlessly and appropriately. The learning needs of all students are accounted for in the presentation section. Teacher modeling and mentoring of students is designed to help all learners understand and master the content of the lesson.
Check for Understanding InTASC Standard 4	Little or no provision is included to check for student understanding or to reteach concepts that elude students during the initial presentation.	A guided practice section is included in the lesson plan, but the connection with the lesson presentation is weak and/or unclear.	The lesson plan includes a plan and the means to check for student understanding of the lesson. A provision is included to reteach all or part of the lesson to all or part of the class.	Plans to check for student understanding of the content are an integral part of the lesson, and include frequent questions and other actively engaging forms of formative assessment during guided practice.
Review/closure InTASC Standard 4	Lesson closure is not included, or is not related to the goals and/or content of the lesson.	Lesson closure is weak and/or poorly written.	Lesson closure relates directly to the lesson purpose and/or objective.	Lesson closure is clearly correlated to the content of the lesson and actively engages students in summarizing the essential elements of the lesson.
Independent Practice/Extending the Learning InTASC Standard 5	No independent practice activities are included in the lesson, or activities are unrelated to the content of the lesson.	Independent practice activities are not well conceived and/or written; student accomplishment of IP activities is not likely to result in lesson mastery.	Assignments or activities are included that provide students with the opportunity to practice learned skills; All activities match lesson objectives.	Independent practice activities are highly correlated to lesson objectives and content and lead to student mastery.

Indiana Standard 7: Reading Instruction

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 7: Reading Instruction. The candidate has a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrates the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.	The candidate does not incorporate foundations of content-area or disciplinary literacy in his or her lesson planning or instructional delivery; <i>Or...</i> He or she fails to select evidence-based reading instruction based on SBRR or RtI elements; <i>Or...</i> Does not use evidence-based instructional practices to develop students' writing skills in his or her discipline.	The candidate • Employs skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including evidence-based instructional strategies that are aligned to learning goals and student needs; <i>And...</i> • Uses evidence-based instructional strategies to develop students' vocabulary and language related to content-area reading and writing in his or her discipline; <i>And...</i> • Uses evidence-based instructional practices to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies in his or her discipline	Progression 1 <i>And...</i> The candidate • Uses ongoing student data to inform reading-related instruction; <i>And...</i> • Uses evidence-based skills and strategies for facilitating students' comprehension before during, and after reading content-area texts in his or her discipline. <i>And...</i> • Uses evidence-based instructional practices to develop students' writing skills in his or her discipline.	Progression 2 <i>And...</i> The candidate • Uses evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students; <i>And...</i> • Engages all students as agents in their own literacy development.
		EC C O	EC C O	EC C O

Assessment

	Needs Improvement	Emerging Competence	Competent	Outstanding
Formative and Summative Assessment InTASC Standard 6	The lesson plan does not include assessment activities, or there is little or no correlation between planned assessment activities and lesson goals and objectives.	Assessment activities are included in the lesson, but they are not well correlated to and/or do not cover the full range of LP goals and objectives.	A plan for informal, ongoing assessment throughout the lesson is included. A summative assessment plan is included if appropriate for the lesson.	Formative and summative assessment activities are a seamless and integrated part of the lesson. Assessment activities are highly correlated with the goals and objectives of the lesson.

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.	The candidate does not plan instruction using formative or summative data; <i>Or...</i> He or she does not use data from formative assessments to identify adjustments in planning.	The candidate • Plans instruction using formative and summative data from digital and/or other records of prior performance together with what he or she knows about learners, including developmental levels, prior learning, and interests; <i>And...</i> • Uses data from formative assessments to identify adjustments in planning.	Progression 1 <i>And...</i> The candidate • Aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning; <i>And...</i> • Uses data from formative assessments to adjust instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/ acceleration for individuals and groups of learners.	Progression 2 <i>And...</i> The candidate • Engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans; <i>And...</i> • Uses summative assessment data over time to identify and plan for areas where learners typically will need additional supports or acceleration.
		EC C O	EC C O	EC C O

Technology

	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Technology</p> <p>InTASC Standard 7 Technology Thread</p>	The lesson plan reflects educational decision making regarding available technology that adversely impacts student learning and/or fails to engage students at the necessary level to meet lesson objectives.	The lesson plan reflects insufficient or misaligned decision making regarding available technology; statements indicating the use of instructional, assistive, or other technologies are written in general terms or in terms unlikely to impact student learning.	The lesson plan reflects educationally sound decisions regarding available technology (including, but not limited to, instructional and assistive technologies) to support learner needs and the curriculum.	The lesson plan reflects educationally sound decisions regarding available technology (including, but not limited to, instructional and assistive technologies) that engage students, enhance the learning process, and/or extend opportunities for learning.

Evaluation

	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Reflection and Post-Lesson Analysis</p> <p>InTASC Standard 9</p>	Self-answer questions are not included in the lesson plan.	Self-answer questions are included, but do not fit the content or purposes of the lesson.	The lesson plan includes all required self-answer questions.	Additional self-answer questions are included that specifically address unique lesson content and methodology.

NASPE Standards

	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Plans linked to program and instructional goals</p> <p>NASPE Standard 3.1</p> <p>INTASC 4</p>	The candidate fails to make both long and short term plans. Planning is limited to daily lesson plans with no plan for long term instructional goals for the unit. Lesson objectives are not aligned with identified long-term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals.	The candidate designs short- and long-term plans, but falls short of adequacy in one or more important categories.	The candidate designs and implements short and long term plans. Learning activities are congruent with short term (lesson objectives) and long-term (unit objectives) goals and are linked directly to student needs. The candidate uses strategies such as backward mapping in planning short- and long-term goals.	The candidate designs and implements short and long term plans using such strategies as backward mapping to ensure learning is sequential. Short and long term goals are linked directly to student learning activities. Short and long-term goals inform instruction and learning activities and allow for differentiate instruction and multiple means of teaching sequences.
<p>Goals and objectives aligned with standards</p> <p>NASPE Standard 3.2</p> <p>INTASC 4</p>	Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives only contain performance. Objectives are appropriate, but the candidate fails to align objectives with local, state, and/or national standards.	Objectives are somewhat appropriate for the subject area and developmental level of learners. The alignment of objectives with local, state, and/or national standards is haphazard or not consistently well considered.	Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.	Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.
<p>Content aligned with objectives</p> <p>NASPE Standard 3.3</p> <p>INTASC 4,5</p>	The candidate selects model/ approach that is incongruent with the subject matter/content, student population, and/or goals/ objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives.	The candidate attempts to align instructional models and approaches with subject matter and lesson content, student developmental issues and instructional goals and objectives, but falls short of competence in one or more important areas.	The candidate selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives.	The candidate selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/ model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives.

NASPE Standards, con't.

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<p>Manage resources NASPE Standard 3.4</p>	<p>The candidate does not plan or minimally plans for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized and a "one size fits all" approach is taken. The candidate uses one instructional model/ approach throughout the lesson. The candidate does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.</p>	<p>The candidate's adaptations for unique student differences are overly generalized or do not consider the full range of issues present in the classroom.</p> <p>The lesson includes more than one instructional approach; adaptations allow for some, but still minimal student choice.</p>	<p>The candidate plans for instructional adaptations for individual differences (abilities/needs/interest). The candidate can articulate an appropriate rationale for adaptations. The candidate uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. The candidate provides student choices in equipment, space, or level of practice tasks based on individual differences.</p>	<p>The candidate's plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. The candidate uses multiple instructional models/ approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences.</p>
<p>Plan and adapt instruction to diverse student needs NASPE Standard 3.5</p> <p>Diversity</p>	<p>The candidate fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. The candidate does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. The candidate fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.</p>	<p>The candidate minimally accounts for student exceptionalities or accounts for exceptionalities in a generalized way. Some accommodation is provided for diverse student populations, including choice of units to be taught, choice of students to demonstrate lesson concepts, degree of diversity reflected in lesson-related materials, and student grouping within the lesson. Some collaboration with the IEP team on lesson planning and implementation meeting the needs of students with disabilities is evident.</p>	<p>The candidate accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. The candidate demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate, and grouping students for instruction and play. The candidate collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities.</p>	<p>The candidate accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the candidate's behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision making. The candidate collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.</p>
<p>Sequential instruction for diverse students NASPE Standard 3.6</p> <p>Diversity INTASC 2,7</p>	<p>Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. The candidate fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions.</p> <p>Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery.</p> <p>The candidate fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson.</p>	<p>Students' developmental levels and the teaching environment are considered in lesson planning and implementation, but students are over challenged or under challenged by some lesson elements or performance expectations. Some lesson elements are awkwardly sequenced or timed. Pre-assessment to determine student readiness has taken place, but fails to consider important elements affective lesson outcomes. In sufficient forethought is given to student grouping.</p>	<p>The candidate's consideration of the context of the teaching environment is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. The candidate groups students in a variety of ways based on objectives for lessons. All students are expected to learn and achieve mastery. Task complexity is appropriate for students' developmental levels.. The candidate makes class-based adjustments to tasks to accommodate students' developmental levels. Progressions are sequential and progressive with no gaps.</p> <p>The candidate pre-assesses students to determine an appropriate starting point.</p>	<p>Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). The candidate makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized.</p> <p>Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge.</p> <p>The candidate individualizes starting points for students based on student pre-assessment. The candidate sets high expectations for all students.</p>

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<p>Appropriate use of technology</p> <p>NASPE Standard 3.7</p> <p>Technology</p>	<p>The candidate does not make appropriate use of the available technology. The candidate demonstrates limited knowledge of current technology and its applications in a physical activity setting. The candidate's use of technology does not align with lesson objectives.</p>	<p>The candidate makes provisions for the integration of technology in lesson and unit planning; planning is not consistently appropriate or adequate. The candidate demonstrates insufficient understanding of the use of planning technology with the lesson context; implementation of technology is inadequate; technology minimally supports lesson objectives.</p>	<p>The candidate integrates learning experiences that involve students in the use of available technology. The candidate demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. The candidate's use of technology is aligned with lesson objectives.</p>	<p>The candidate integrates learning experiences that require students to use various technologies in a physical activity setting. The candidate demonstrates mastery of current technologies and uses the technology to enhance student learning. The candidate incorporates technology such as pedometers, video, etc. to provide feedback to students. The candidate's use of technology is aligned with lesson objectives.</p>

Revision Date: July 12, 2017
 2008 NASPE Standards
 2013 InTASC Standards
 2010 Indiana Developmental Standards