



Adapted Physical Education Program

Signature Assignment for KIN 489A

Teaching Development, Analysis & Reflection Assignment

Student Learning Outcome(s) Assessed:

SLO #5: Teach, analyze, and reflect physical education lessons (i.e., lesson plan) for individuals with disabilities.

Description of the Signature Assignment

Each candidate as part of this signature assignment is responsible to design, teach, analyze and reflect on their teaching with the children participating in the After School Adapted Physical-activity Program (ASAPP) for children with disabilities. This assignment needs to include: a detailed lesson plan, an analysis of the teaching based on the CSULB AIM coding system and a reflection of their teaching strengths and areas of improvement. See the specific directions for completing the assignment that follow.

Directions for Candidates

There are three parts to this assignment and the purpose is to assist candidates to improve their skills in teaching physical education to individuals with disabilities.

(1) Lesson plan (20 points):

- Write a lesson plan for a class you teach to children with disabilities in the PMDC, during your assigned week to teach a group lesson. An alternative is a lesson you teach in the public schools in KIN 489A.
- Follow the CSULB lesson plan format and attach the lesson plan grading rubric to the assignment. See beach board and your course packet for all forms and notes. Attach Lesson Plan grading rubric.

(2) Code & Analysis (10 points):

- **Bring a DVD-R disk** (see handout on DVD recorder directions notes) and a candidate in class will video record the actual teaching lesson (preferable during your assigned time to teach the entire PMDC group lesson on Thursday).
- View and code your own teaching. The lesson will be analyzed by using the CSULB systematic observation coding system.
- You will be responsible for submitting the data results from the analysis of your teaching. **The coding needs to include the following variables:** (1) AIM -Activity Time; Instruction Time; Management Time (2) Use of student names; (3) Inappropriate phrases; and (4) Feedback statements including positive vs. negative statement rates, general vs. specific feedback statements.
- You can access forms electronically by going to Beach Board and also examine your power point notes in your readings packet.

(3) Reflection/Summary (10 points):

- Write a reflection of your teaching strengths as well as areas of your teaching that needs to improve. **This three page reflection section** needs to be comprehensive so as to provide you with the feedback necessary to help you improve your teaching. It needs to be based on what you have learned from the previous two parts of your assignment such as the teaching of the lesson and coding/analysis of your teaching. This part of the assignment will provide you with the opportunity to reflect on your teaching.
- **See reflection questions included with this information to help you write this section and consider the majority of these questions.** You may also write about your feelings, emotions, and reaction to the students you taught. Consider any unique teaching situations encountered during that particular lesson. Also include strategies you will consider in the future to strengthen your teaching.
- The **purpose** of this section is for you to reflect on your teaching. For example, when reflecting on your teaching, what did you learn? It is most important to be reflective during this part of the assignment and think about your experience.

Due Date of Assignment: One week after teaching the lesson

The entire assignment is to due one week after you have taught the lesson, typed and turned in together as one assignment and include: (1) the actual lesson plan of class taught with lesson plan grade rubric, (2) coding of the lesson based on the analysis of your teaching **including all forms used,** and (3) reflection with summary (See course packet for forms and notes). **Attach the overall grade rubric sheet and lesson plan rubric to your assignment.**

Scoring Rubric:

Student Name: _____

Date: _____

Final Grade ____/40

28 minimal requirement

	Does not meet expectation	Inconsistently meets expectation Meets some expectations	Exceeds or Consistently meets expectation	Score
Lesson plan 0-20 pts	No or little inclusion of required lesson plan categories: objectives, skills methods, cues, modifications (0-12)	Inconsistent inclusion of required lesson plan categories: objectives, skills methods, cues, modifications (13-15)	Clear, consistent, inclusion of required lesson plan categories: objectives, skills methods, cues, modifications (16-20)	
Coding & analysis of teaching information 0-10 pts	No or little organization of required coding categories: AIM, names, phrases feedback information (0-6)	Inconsistent organization of required coding categories: AIM, names, phrases feedback information (7)	Clear, consistent, distinct organization of required coding categories: AIM, names, phrases feedback information (8-10)	
Reflection of Teaching information 0-10 pts	No or little reflection/ discussion that is a well organized professional quality report based on data results that includes strengths, concern, future directions (0-6)	Inconsistent reflection/ discussion that is a well organized professional quality report based on data results that includes strengths, concern, future directions (7)	Clear consistent distinct reflection/ discussion that is a well organized professional quality report based on data results that includes strengths, concern, future directions (8-10)	
Total Score				40 pts

Specific Lesson Plan Rubric and Point System:

The following is a scoring rubric with the actual point criteria for the specific lesson plan you will turn in as part of this teach, analyze, and reflect physical education lesson assignment

Category	Comments	Pts Possible	Pts Received
General Information: Name, date, teacher, lesson length, unit focus, major skills, grade level, number of students, safety, equipment, etc. CA Standards listed & list of substandards of the major CA standards listed (1-2)		2	
Behavioral Objectives: Minimum of 3 – at least 1 in each learning domain - with one for each major activity taught logical, inclusive (1-2) Written behavioral a,b,c,d style (1-2) Notation of meeting objectives (Activity Column)		4	
Preparation: Clear diagram with explanation that can be followed) (1-2)		2	
Skills/Activities Section: Appropriate selection of activities with appropriate time to complete for each activity selected (1-2)		2	
Methods Section: Detailed organization & clear explanation of activities (1-2) Sequenced task analysis with skill progression (1-2)		4	
Cues/Skill Modifications Section: Each activity has at least 2-3 short concise appropriate cues (1-2) Appropriate modifications to meet all student needs (1-2)		4	
Transitions between activities with clear description & timed (1-2)		2	
TOTAL			20

Attach this sheet to your assignment.

Student Name: _____ Final Grade ____ 40 points

What follows is a checklist of the points assigned to each part of the assignment to give further clarification and detail of the grade scoring rubric above. Areas circled means this information was not accurately or consistently included:

Lesson Plan ____ (20 points) see lesson plan rubric

____ Follows CSULB written lesson plan format attach your lesson plan grade rubric (see feedback on lesson plan grade rubric and checklist)

Coding and Analysis of Teaching _____ (10 points)

- (1, 2) ____ Well organized display of data & coded charts clear for reader to follow
- (1, 2) ____ AIM (activity, instruction, management)
- (1, 2) ____ Use of student names
- (1, 2) ____ Inappropriate phrases
- (1, 2) ____ Feedback –positive/negative statement rates, general/specific feedback

Reflection _____ (10 points)

- (1, 2, 3) ____ Clear written and easy to comprehend content (spelling, mechanics)
- (1, 2) ____ Reflection is based on data collected & analyzed
- (1, 2) ____ Answers pertinent questions both general and specific questions to assist with reflection & summary
- (1, 2, 3) ____ Reflects on both strengths/concerns, discusses ways to strengthen teaching & provides future directions based on information provided

Additional Comments:

Legend

Total Points	College of Education Assessment Scale Equivalent
36-40	4 (Exceeds Expectations)
32-35	3 (Meets Expectations)
28-31	2 (Meets Some Expectations)
24-27	1 (Does Not Meet Expectations)
0-23	0 (Can't Score)