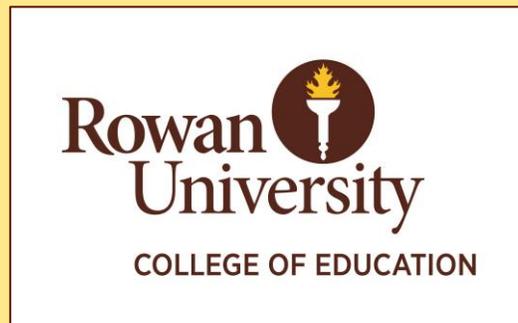


# Clinical Practice Handbook Health & Physical Education



Department of Science, Technology, Engineering,  
Arts & Mathematics Education

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**About This Handbook**

**This handbook is designed to provide guidelines and protocols specific to teacher candidates in clinical practice in health and physical education. Please carefully review all information pertaining to this culminating field experience**

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## Overview of Handbook

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The handbook begins with the preliminary requirements clinical practice students must complete prior to their first day of teaching. The subsequent sections describe each component of the experience, including general professional responsibilities; daily and weekly logs; observations of the learning community; long and short-term plans; community service project, and edTPA project/portfolio. Teacher candidates will be required to create a notebook, the form and substance of which should be agreed between candidate and Rowan supervisor, which provides evidence of how their clinical responsibilities were satisfied.

### **Graduates of this teacher preparation program will demonstrate:**

- The knowledge, performances, and dispositions as outlined in the Society of Health & Physical Educators (SHAPE) Standards for Beginning Teachers  
(<http://www.ncate.org/LinkClick.aspx?fileticket=9jpRd%2B5aH84%3D&tabid=676>)
- The Ten Interstate New Teacher Assessment and Support Consortium (INTASC) Principles  
<https://www.state.nj.us/education/profdev/profstand/>
- Elements of the New Jersey Professional Standards for Teachers  
(<http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>);
- Competence in the four domains of the Danielson Framework for Teaching  
(<http://danielsongroup.org/framework/>)
- A score of 37 or higher on the edTPA portfolio  
<https://www.edtpa.com>

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### **Initial Clinical Practice I Orientation Meeting is Tuesday, September 4<sup>th</sup> – James Hall Assessment Seminar HPE - assigned time – 5:00 PM**

The **beginning and end** of each quarter is based on the **Rowan University schedule** set by the Office of Field Experience and HPE Coordinator.

**All other dates are based on the *assigned school's calendar!***

#### First Quarter Clinical Practice I:

**Begins Monday, September 10<sup>th</sup> and ends Wednesday, October 17<sup>th</sup>**

**Dates: Sept. 10, 12, 17, 19, 24, 26, Oct. 1, 3, 8, 10, 15, 17**

#### Second Quarter Clinical Practice I:

**Begins Monday, October 22<sup>nd</sup> and ends Wednesday, November 28<sup>th</sup>**

**Dates Oct. 22, 24, 29, 31, Nov. 5, 7, 12, 14, 19, 21, 26, 28.**

**Return to campus for FITNESS TESTING, Monday, December 3<sup>rd</sup>, at 10 am**

Six weeks at 4.5 hours a day on Mon/Wed for Secondary HPE = 54 hrs. and Six weeks at 4.5 hours a day Mon/Wed for Elementary HPE = 54 hours – 108 hours for the semester.

### **Initial Clinical Practice II Orientation Meeting is Tuesday, January 22<sup>nd</sup> – James Hall Senior Seminar HPE - assigned time 5:00 PM - Room TBA**

**First Quarter Clinical Practice II begins Tuesday, January, 22<sup>nd</sup> and ends Friday, March 15<sup>th</sup>**

**Second Quarter Clinical Practice II begins Monday, March 18<sup>th</sup> and ends Friday, May 3<sup>rd</sup>.**

**Note:** Clinical Practice HPE II consists of **full working days** for 5 days a week for the semester

## Guidelines for Clinical Practice Interns

### Clinical Practice I

- I. Complete the following and include them in your Clinical Practice Notebook for each school/quarter. Components include:
  - a. School and district information
  - b. Weekly teaching schedule
  - c. Daily journals – See template on page 20
  - d. Observations and Interviews – See templates on pages 16 and 17
  - e. Project proposal and (if appropriate) narrative – see item II below
  - f. Lesson Plans for all classes taught by the candidate. The Rowan HPE Lesson Plan Template is on page 12; writing guide is on page 15
  
- II. The *Project* is a community service project that should enhance your teaching experience!  
Examples:
  - a. Participation in some extracurricular activity as part of the evaluation process
  - b. Development of some unique instructional material (handbooks, worksheets, media, etc.) to enhance some aspect of your teaching and pass on to faculty at the school
  - c. Preparation and implementation of a special program (assembly, health fair, clinic, parent program, after school program, Jump Rope for Heart/Hoops for Heart, etc.)
  - d. Other ideas? Talk with your teacher candidate colleagues, collaborating teacher and Rowan supervisor
  
- V. Responsibilities of University Supervisor
  - a. Meet with or contact student teacher weekly to discuss experience, answer Questions and offer advice
  - b. Answer any question teacher candidate may have by phone, e-mail or in person
  - c. Observe candidate's teaching, and provide feedback and suggestions for improvement.
  - d. Discuss candidate's progress with the Collaborating Teacher
  - e. Evaluate all candidate's written plans and provide feedback
  - f. Assist candidate with edTPA portfolio; selection of class and unit, videotaping of lessons
  - g. Provide a final evaluation and a grade for clinical practice internship
  
- VI. Responsibilities of Collaborating Teacher
  - a. Serve as a Role Model and Mentor for the student Teacher.
  - b. Provide Curricular Direction on learning outcomes and unit and lesson content.
  - c. Provide suggestions on teaching methods, class management and evaluation.
  - d. Inform teacher candidate of departmental and school policies related to student teaching.
  - e. Observe candidate's teaching and provide feedback and suggestions for improvement.
  - f. Assist candidate with edTPA portfolio; selection of class and unit, collection of video permission forms, videotaping of lessons
  - g. Provide University Supervisor with feedback on teacher candidate's teaching and professional performance.

## **Clinical Intern Responsibilities**

### **First Week:**

- a. Have cooperating teacher Complete memorandum form on TK20
- b. Complete weekly schedule (time, class, grade, location), mail/email copy to university supervisor as soon as completed
- c. Begin observing your cooperating teacher and at least one other teacher. Conduct interviews. Write up observations and interviews. Templates are provided on pages 16 and 17.  
**Required: four observations/interviews total; at least one of each**
- d. Attend all classes, departmental and organizational meetings and perform all duties assigned by collaborating teacher
- e. Find out what opportunities there are to participate in non-class experiences (after school clubs, intramurals, coaching, back to school night, parent/teacher conferences, etc.)

### **Second Week:**

- a. Start formulating an idea for a project. Discuss with collaborating teacher and University supervisor.
- b. Complete or continue Observations and/or interviews
- c. Discuss opportunity for developing a unit (2 weeks of lessons) that you can teach with collaborating teacher
- d. Start leading warmups/instant activities for lessons

### **Third Week:**

- a. Finalize project and submit proposal to teacher and university supervisor. Once approved, begin work on it if appropriate (project may go across Clinical Practice I and II or be completed in either one)
- b. Co teach parts of lessons with collaborating teacher
- c. Finalize unit and begin work on lesson plans. Plans must be submitted before the start of teaching
- d. Submit lesson plans to collaborating teacher and university supervisor when they require them

### **Fourth Week:**

- a. Begin teaching or co teaching planned lessons. Evaluate lessons as soon as completed by asking yourself, What would you repeat if you could teach the lesson again? And what would you change if you could teach the lesson again?
- b. Begin planning for Clinical Practice II: Discuss units of instruction you will teach, and (if appropriate) class and unit within which you will conduct your edTPA project.

### **EVERY WEEK:**

- a. Meet with collaborating teacher to receive feedback, discuss future activities, and ask questions
- b. Touch base with university supervisor to update them and ask questions if necessary
- c. Bring your notebook\* with all materials to school every day (or have them on your computer)  
The university supervisor should review the notebook regularly-candidate and supervisor should discuss this process

**Teacher Candidates: The best way to communicate with the university supervisor is by e-mail!  
Be sure to get their contact information and share yours!**

## **Clinical Practice II**

- I. Complete the following and include them in your Clinical Practice Notebook for each school/quarter. Components include:
  - a. School and district information (may be from Clinical Practice I)
  - b. Weekly teaching schedule (current)
  - c. Weekly journals – See template on page 21
  - d. Observations and Interviews
  - e. Project narrative
  - f. At Least one Unit Plan; The Rowan HPE Unit Plan Template is on page 9; writing guide is on page 11
  - g. Lesson Plans for ALL classes you teach! The Rowan HPE Lesson Plan Template is on page 12; writing guide is on page 15
  - h. edTPA lesson plans; these are the 3-5 lessons prepared for and taught for the edTPA project and included in the edTPA portfolio. The Rowan HPE edTPA Lesson Plan Template is on pages 13 and 14; writing guide is on page 15 (Note that the edTPA template is the same except for an expanded and more detailed reflection section – you will **need** this for edTPA!)
  - a. supervisor
- II. Responsibilities of University Supervisor
  - a. Meet with or contact student teacher weekly to discuss experience, answer questions and offer advice
  - b. Answer any question teacher candidate may have by phone, e-mail or in person
  - c. Observe candidate's teaching, and provide feedback and suggestions for improvement.
  - d. Discuss candidate's progress with the Collaborating Teacher
  - e. Evaluate all candidate's written plans and provide feedback
  - f. Assist candidate with edTPA portfolio; selection of class and unit, videotaping of lessons
  - g. Provide a final evaluation and a grade for clinical practice internship
- III. Responsibilities of Collaborating Teacher
  - a. Serve as a Role Model and Mentor for the student Teacher.
  - b. Provide Curricular Direction on learning outcomes and unit and lesson content.
  - c. Provide suggestions on teaching methods, class management and evaluation.
  - d. Inform teacher candidate of departmental and school policies related to student teaching.
  - e. Observe candidate's teaching and provide feedback and suggestions for improvement.
  - f. Assist candidate with edTPA portfolio; selection of class and unit, collection of video permission forms, videotaping of lessons
  - g. Provide University Supervisor with feedback on teacher candidate's teaching and professional performance.

## **Clinical Intern Responsibilities**

### **1. First and Second Week:**

- a. Have cooperating teacher Complete memorandum form on TK20 (if necessary).
- b. Complete weekly schedule (time, class, grade, location), mail/email copy to university supervisor as soon as completed.
- c. Attend all classes, departmental and organizational meetings and perform all duties assigned by collaborating teacher.
- f. Map out new or continuing participation in non-class experiences (after school clubs, intramurals, coaching, back to school night, parent/teacher conferences, etc.).
- g. Plan for completion of community service project if necessary
- h. Send home edTPA video permission forms for designated edTPA class
- i. Co teach lessons with collaborating teacher

### **2. Second Week:**

- a. Collect edTPA video permission forms for designated edTPA class
- b. Conduct practice video recording with edTPA class (dry run)
- c. Begin teaching edTPA lessons; Complete reflections of each lesson as ASAP after teaching
- d. Video record at least two (2) edTPA lessons

### **3. Third Week:**

- e. Continue to teach and video record edTPA lessons if necessary
- a. Finalize unit and begin work on it. Unit must be submitted before the onset of teaching
- b. Submit lesson plans to collaborating teacher and university supervisor when they require them!
- c. Begin teaching collaborating teacher's full schedule. Evaluate lessons as soon as completed by asking yourself, What would you repeat if you could teach the lesson again? And what would you change if you could teach the lesson again?

### **4. EVERY WEEK:**

- a. Meet with the collaborating teacher to receive feedback, discuss future lessons, and ask questions
- b. Meet with university supervisor to receive feedback and ask questions
- c. Bring your NOTEBOOK with all materials to school every day (or have them on your computer)  
The university supervisor should review the notebook weekly-candidate and supervisor should discuss this process

**Teacher Candidates: The best way to communicate with the university supervisor is by e-mail!  
Be sure to get their contact information and share yours!**

## **Evaluation**

### **Evaluation process**

- a. There should be an informal midpoint evaluation in order to make sure progress is being made by the teacher candidate; this should involve both collaborating teacher and Rowan supervisor
- b. For each teaching observation the Rowan supervisor will complete and submit an observation form on TK 20. Candidate will need to acknowledge each observation report
- c. The last visit should culminate with both the collaborating teacher and the supervisor discussing any relevant points that contribute to the final evaluation for in-school performance
- d. There will be an evaluation of the teacher candidate at the end of each placement. For Clinical Practice II these evaluations will be submitted in TK20 and acknowledged by the candidate and collaborating teacher. Observations, evaluations and notebook all contribute to the clinical practice grade.
- e. Candidate should submit notebook at specified place and time indicated by University supervisor for evaluation

### **Materials to be included in the notebook include:**

- School Information
- Daily Journal
- Observations and interviews, *four total* in any *combination* but at least *one* of each
- Unit Plan
- Lesson plans for all classes, dated with reflections completed
- Alternative or planned teacher/administrator observations if possible
- Completed approved community service project
- Any other material you would like to include in your final evaluation

The Rowan supervisor will explain how the final grade will be calculated: However, it should consist of four major areas including Collaborating Teacher input; University Supervisor Observations; Written Requirements/Notebook; and Professionalism! The grade should be a composite of a collective reflective effort on the part of both evaluators. The final grade is the responsibility of the University Supervisor.

## **Professional Responsibilities**

Consider your entire year of clinical practice an extended interview for a position there. Be the consummate professional and work each day as if you are in a one year interview for a position at the school. Also, consider that you are *in loco parentis* (“in place of the parent”); be the type of future professional you would desire to have as the teacher of your future (or present) children.

**Dress Code:** Each clinical intern is responsible for attiring her/himself in a manner appropriate to the teaching situation. All teacher candidates should take pride in their appearance as well as pride in their performance. An appropriate teaching “uniform” will also aid in building a strong sense of professional pride.

Appropriate attire may vary depending upon differing teaching circumstances. Each student teacher should discuss and determine appropriate teaching attire with her/his Rowan Supervisor and collaborating teacher. The student is to follow the pattern of dress (i.e. arriving at school in uniform, changing for health class, etc.) which is met by the department and/or school in which he/she is working. The guidelines below should be helpful as you determine your teaching attire.

- Tailored instructor shorts or slacks
- Knit or tailored shirt
- Tailored (neat, well fitted) warm-up suit
- Jackets, sweaters, gloves or hats when necessary for outdoor work
- Sneakers, field shoes, or coaching shoes and appropriate socks
- Specialty outfits such appropriate bathing suits if needed
- Jewelry should only be worn with discretion – generally the removal of jewelry should be considered as a safety factor when teaching activity classes.

**Inappropriate attire** in any circumstance

- Jeans
- Sweat suits – Sweatshirts
- Tee shirts or any shirt with writing, pictures, or advertising on it (with the exception of an appropriate Rowan logo )

**Absence from Clinical Practice:** The school, collaborating teacher, and Rowan supervisor must be notified when an illness or equally serious contingency arises which necessitates absence from student teaching responsibilities. In case an illness develops overnight, this notification should be given early the next morning. When possible, call the night before. If the absence is of extended duration, contact your collaborating teacher and Rowan supervisor at regular intervals. ***Teacher candidates must discuss with their Rowan supervisor the procedure for making up days missed.***

**UNIT PLAN**  
**ROWAN UNIVERSITY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE**  
**HEALTH & PHYSICAL EDUCATION**

<b>Teacher:</b>	<b>Unit Title:</b>	<b>Grade level:</b>	<b>Number of classes:</b>	<b>Duration of classes:</b>	<b>minutes; No. of Students:</b>
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**A. Unit Context & Rationale:**

<b>Content Statement(s)</b>	
<b>Big Ideas</b>	
<b>Student abilities/ skill proficiency level</b>	
<b>Anticipated difficulties and how they will be addressed</b>	
<b>References</b>	

**B. Learning Outcomes, CPIs and Assessment Evidence**

Unit Goals		
Critical NJCCCS CPIs Addressed in this unit:		
Domain	Unit Learning Outcomes	Assessment Evidence
Psychomotor		
Cognitive		
Affective		
Culminating Performance Task(s):		

**C. Daily Lesson Description**

<b>Total Length of unit:    lessons*</b>
<b>Lesson #    of    . Title:</b> 1. Introductory activities: 2. Instructional core of lesson: 3. Culminating activity: 4. Closure:

**\* Add additional lessons as necessary for length of unit (from bottom of row, hit tab; copy and paste components)**

**D. (Reflection)**

<b>Student Outcomes:</b> Describe degree to which students met unit learning outcomes:
<b>Teacher Effectiveness:</b> What went well? What needs work? What unit modifications are necessary?

**APPENDICES**

<b>Appendix 1: Unit Assessments</b>
<b>Appendix 2: Unit Daily Activities</b>

## Rowan University Health and Physical Education Unit Plan Writing Guide

- **Background Information** (Teacher Name, Unit title, Grade level, # of lessons, duration of lessons, # of students in class.)

### A. Unit Context & Rationale (including unit “framework” – e.g., skill theme based, sport education, etc.):

<b><u>Content Statement(s)</u></b>	Copy/paste the related content statements from the NJCCCS here. Content statements articulate the relevance of each selected CPI
<b>Big Ideas</b>	“Big Ideas” or key overarching questions of the unit (What are the three ways to beat an opponent in an invasion sport? Why are certain drugs illegal? How can different use of levels, pathways, force or flow improve a dance? What is the most important health fitness component? How can momentum be neutralized in a racket sport? When do humans become sexual?)
<b><u>Student abilities/skill proficiency level</u></b>	General abilities/skill proficiency level (Describe the general abilities of students of this age, using skill proficiency level link and knowledge of students, their background and prior experience)
<b>Anticipated difficulties and how they will be addressed</b>	Potential problems to watch out for (i.e. safety issues, skill differences, discussion topic difficulties, etc), and how they will be addressed (e.g., posted safety/discussion rules/policies). Use a “Problem – Solution”
<b>References</b>	List references [e.g., books, journal articles, internet sites] used to develop the unit – include full APA titles)

### B. Learning Outcomes, CPIs and Assessment Evidence

Unit Goals		
Critical NJCCCS <b><u>CPIs</u></b> Addressed in this unit: NJCCCS CPIs. These are statements of what students should know and be able to do by the end of the identified grade level and should be relevant to unit outcomes/objectives		
Domain	Unit Learning Outcomes	Assessment Evidence
<b>Psychomotor</b>	What students should be able to do (demonstrate, perform, transfer, adapt)	Identify pre, formative and summative assessment evidence designed to evaluate learning and inform instruction, including written tests, quizzes, papers, chapter tests, skill assessments, game performance evaluation, journal reflections, etc. See also <b>Performance Task</b> - below
<b>Cognitive</b>	What students should know (describe, list, identify, explain...)	
<b>Affective</b>	How students feel/react/ respond (social & emotional state, personal and social responsibility, effort, etc.)	
Culminating Performance Task(s):		
Describe the major performance expected of students by the end of the unit (e.g., dance presentation, tournament performance, advocacy initiative, multimedia presentation). Performance task can be developed using <b>Goal, Role, Audience, Situation, Performance/Product, Standard</b> .		

## Section C. (Lesson Description\*)

Abbreviated description of daily lessons. Provide a clear, concise outline of learning activities for each lesson, including:

- **Introductory Activities** (Opening activity/Do Now, warm up, lesson focus/ anticipatory set, review, etc.)
- **Learning Focus Activities** (New Material, Description of Activity, or Skill Development Activities)
- **Culminating Activity** (Interactive/Application Activity/Discussion; Culminating Game or Performance, or Assessment Activity)
- **Closure** – review of key lesson points; celebration of accomplishments; preview of next lesson

\* The daily learning activities should include information that reflects the unit framework – e.g., a skill theme unit or sport education unit

## Section D. (Reflection)

- **Student outcomes:** Using the evidence from students' presentation of the performance task, as well as evidence gathered in student assessment (skill, written tests, oral assessments, etc.), describe student performance in terms of the degree to which they met the unit objectives (psychomotor, cognitive, affective).
- **Teacher Effectiveness:** Analyze your instructional effectiveness [daily organization, instruction, supervision and feedback]. What went well? What needs work? Describe how you would modify or adapt the unit to improve student outcomes.

## APPENDICES

- **Common/Daily Unit Activities:** Describe in detail activities that are common to the daily conduction of the unit. For example, list all the fitness activities specific to the unit from which warm up/fitness activities will be chosen; list daily exercises/structures (such as Do Now activities) in which students will participate, etc.
- **Assessment Activities:** Unit assessment has been described in Section B. Place the specific psychomotor, cognitive and affective assessment artifacts in this space. For example: skill tests, game play assessments, written test/quiz items, affective behavior checklists. Include instructions and rubrics.

**LESSON PLAN**  
 ROWAN UNIVERSITY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE  
 HEALTH & PHYSICAL EDUCATION

Teacher: _____ Unit Title: _____ Lesson # ___ of ___. Title: _____ Grade level: _____ Duration of class: _____ Number of students: _____
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**A. Lesson Context**

<p><b>Rationale (Explain relevance of this lesson to overall unit):</b>                  How this lesson builds on students' <i>prior knowledge &amp; abilities</i> and/or on the <i>previous lesson</i>:                  How this lesson prepares students for the <i>next lesson</i> in the sequence/unit:                  Anticipated difficulties and how they will be addressed:                  Resources, Equipment and Materials:</p>
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**B. Learning Outcomes, [CPIs](#) & Evidence**

Learning Outcomes	CPI #	Assessment Evidence
Psychomotor:		
Cognitive:		
Affective:		

**C. Detailed Lesson Description**

Timeline	Detailed Lesson Content, Procedures and Instructional Strategies

**D. Reflection**

<p><b>Student Outcomes:</b> Describe degree to which students met <b>each</b> learning outcome:</p>
<p><b>Teacher Effectiveness:</b> What went well? What needs work? What modifications are necessary?</p>

**APPENDICES (Insert or attach additional lesson documents, e.g., handouts, PowerPoints, worksheets, assessment tools, etc.)**

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**LESSON PLAN**  
**PHYSICAL EDUCATION**

**A. Lesson Context**

Teacher: _____ Unit Title: _____ Lesson # ___ out of ___ Lessons in Unit. Lesson Title: ___ Grade level: ___ Duration of class: ___ Number of students: ___
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<p><b>Rationale (Explain relevance of this lesson to overall unit):</b></p> <p>How this lesson builds on students' <i>prior knowledge &amp; abilities</i> and/or on the <i>previous lesson</i>:</p> <p>How this lesson prepares students for the <i>next lesson</i> in the sequence/unit:</p> <p>Anticipated difficulties and how they will be addressed:</p> <p>Resources, Equipment and Materials:</p>
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**B. National and State Standards/Learning Outcomes addressed & Evidence of Learning**

<u>National Standards/Learning Outcomes:</u>	
<u>NJ Learning Outcome CPI's:</u>	
<u>Lesson: Student Learning Outcomes</u>	<u>Assessments</u>
Psychomotor:	
Cognitive	
Affective	

**C. Detailed Lesson Description**

Timeline	Detailed Lesson Content, Procedures and Instructional Strategies
	Introductory Activities:
	Central Learning Focus of Lesson:
	Culminating Activity:
	Closure:

## D. Reflection

**Student Outcomes:** Describe degree to which students met **each** learning outcome:

**Teacher Effectiveness:**

1. Positive environment:
  - a. Explain how you provided a safe, respectful and organized environment for you students (identify at least one time on the video)
  - b. Explain how you used practice organization and transitions to maximize students' engagement in the lesson. Identify at least one example in the video (identify at least one time on the video).
2. Student engagement: how you actively engaged students in accomplishing the objectives of the lesson in the psychomotor domain, cognitive domain and/or affective domain. Identify at least one example in the video (identify the time on the video).
3. Engaging students in learning: Explain how you actively monitored students' actions during the learning task(s) and provided positive and/or corrective feedback to help them develop competency in the skill(s). Identify at least one example in the video (identify at least one example by time on the video).
4. Enhancing student learning: Describe how you used explanations and demonstrations to help students develop understanding and competency in the target skill(s). Identify at least one example in the video (identify at least one example by time on the video).
5. Teaching analysis - Refer to examples in the video:
  - a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the instructional focus of the lesson?
  - b. Why do you think these changes would improve student learning? Support your explanation.

**APPENDICES (Insert or attach additional lesson documents, e.g., Task Cards, handouts, PowerPoints, worksheets, assessment tools, etc.)**

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## Rowan University Health and Physical Education Lesson Plan Writing Guide

**Lesson Information** (Unit Title; Lesson Title, # of Lesson in Unit)

**Background Information** (Grade, # of students, Length of Lesson)

### Section A. (Lesson Context)

**Rationale** (Describe why this is an important lesson for students)

**Anticipated Difficulties** (Potential problems to watch out for (i.e. safety issues, discussion topic difficulties, etc.), and **how they will be addressed**

**Describe** how this lesson builds on what students learned in the previous lesson, **and** how the learning activities in this lesson **link** it to the following lesson-how/why lessons are **sequenced**

**Resources and Materials needed** (Identify any resources/equipment needed to conduct the lesson)

### Section B. (Learning Outcomes/Objectives, CPIs & Assessment Evidence)

<ul style="list-style-type: none"> <li>- <u>Student Lesson Outcomes</u> (Behavioral Objectives) Cognitive, Affective, Psychomotor. Use ABCD format (Audience-Behavior-Condition-degree of success)</li> <li>- <u>SHAPE Grade level learning outcome &amp; NJ Learning Outcome Number</u>. Include Standard-Grade-Strand-CPI), on NJ Learning Outcomes for each objective (e.g., 2.5.8.A1)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Student Assessment</u> (Describe how evidence will be gathered to measure the degree to which students meet objectives; e.g., written test, exit slip, discussion, demonstration, written assignment, participation, self/peer evaluation, skill/game performance, etc.)</li> </ul>
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### Section C. (Learning Activities & Instructional Strategies\*)

- **Introductory Activities** (Opening activity/Do Now, warm up, lesson focus/ anticipatory set, review, etc.)
- **Learning Focus Activities** (New Material, Description of Activity, or Skill Development Activities – at least three different activities for P.E. skills/strategies)
- **Culminating Activity** (Interactive/Application Activity/Discussion; Culminating Game or Performance, Assessment Activity)
- **Closure** – review of key lesson points; celebration of accomplishments; preview of next lesson

\* **Procedure:** Including timeline, classroom management, groupings, transitions, etc. Provide a step-by-step progress of entire lesson.

\* **Instruction:** Include differentiation, modifications and/or refinements based on grade level, environment and/or students with special needs, and **key learning cues**

### Section D. (Reflection)

**Student outcomes:** Using the evidence gathered in student assessment, describe student performance in terms of the degree to which they met **each** of the objectives (psychomotor, cognitive, affective).

**Teacher Effectiveness:** Analyze your instructional effectiveness [organization, instruction, supervision and feedback]. What went well? What needs work? Describe how you would modify or adapt the lesson to improve student outcomes.

**edTPA reflection:** Follow the guidelines in this section to provide a much more in depth reflection. Respond fully to all prompts.

## **LESSON OBSERVATION FORM**

The purpose of the classroom observations is to note methods and procedures utilized to achieve learning outcomes.

**Name of Class:**      **Grade Level:**      **Time:**

Describe the purpose of the lesson:

What happened before the start of the lesson (how did students enter the room, what did they/the teacher do prior to beginning the lesson proper, if anything)?

Describe the start of the lesson proper – how did the teacher frame and begin the lesson?

Describe the main lesson focus and culminating activities. Were these effective in engaging the students in the content and helping them learn it? Why/why not?

What instructional strategies did the teacher use in order to maximize student outcomes?

How did the teacher bring closure to the lesson?

Describe any elements of the lesson that you felt were particularly effective overall:

Describe what, if anything, you might have done differently in this lesson:

**INTERVIEW FORM**

The following form is to be used as a guide to the interviews you have with people in the schools you are assigned to as part of the Junior Field Experience. Possible people to interview would be: Principal, Vice-Principal, Secretary, School Nurse, Nurse, Physical Education Chairman, Athletic Director, Counselor, and/or others.

Class Members Name:

Date:

Person Interviewed:

Interviewees Position:

Years in education:

Years in this Position:

Please give a brief description of your job, duties, and/or assignments:

What are some of the problems/challenges with your job/position:

What do you enjoy most about your job/position:

What advice would you give a new teacher?

[Add other questions if you wish]





**WEEKLY LOG OF CLINICAL PRACTICE ACTIVITIES**

NAME \_\_\_\_\_ TEACHING PERIOD \_\_\_\_\_

(month/date/year) to (month/date/year)

DATES OF ABSENCE & REASONS:

Week	Dates	Hours	Description of major activities (lessons/duties/project/other)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
	<b>Total Hours:</b>	<b>0.0</b>	

Approved by: \_\_\_\_\_  
(signature of Rowan supervisor)

Date: \_\_\_\_\_

# Introduction to edTPA Physical Education

## Purpose

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The purpose of edTPA Physical Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach physical education. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

## Overview of the Assessment

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The edTPA Physical Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, you will first plan **3–5 consecutive physical education lessons** referred to as a learning segment. You will select one class—that is, one group of students—for the learning segment. The learning segment's length will depend on how frequently and for how long you teach each class of students:

- If teaching the same students every day, 3–5 lessons
- If teaching the same students once a week, 3–4 lessons
- If teaching the same students in a block schedule, approximately 3–5 hours of connected instruction

Consistent with the SHAPE America – Society of Health and Physical Educators Standards,<sup>1</sup> a learning segment prepared for this assessment should reflect a balanced approach to teaching physical education. This means your segment should include learning tasks that provide opportunities for students to develop competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective). The competencies should be related to movement patterns, performance concepts, and/or health-enhancing physical fitness.

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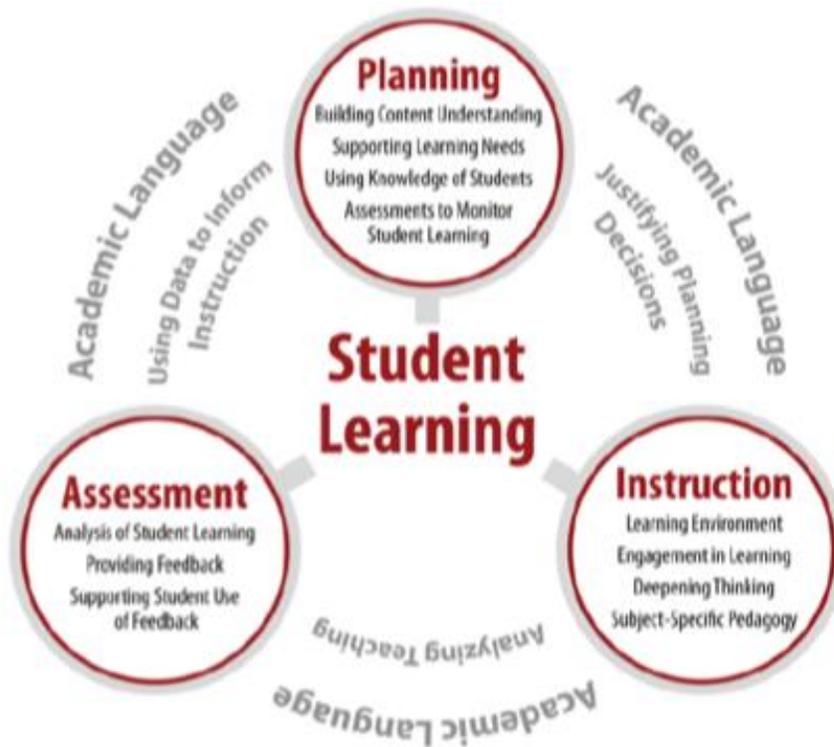
<sup>1</sup> SHAPE America – Society of Health and Physical Educators. (2014). *National Standards and Grade-Level Outcomes for K–12 Physical Education*. Champaign, IL: Human Kinetics.

If you are completing the edTPA Physical Education for a Health and Fitness credential or another credential addressing both physical education and other issues related to health, be aware that this handbook focuses on development of psychomotor skills; if you wish to plan a learning segment that focuses on other health issues, you should develop the learning segment according to the Health Education handbook and submit using the Health Education templates.

After planning your learning segment, you will then teach it, making a videorecording of your interactions with students during instruction. You will also assess students' learning **throughout** the learning segment. Upon completion of the three tasks, you will submit **artifacts** from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student **work samples**), as well as **commentaries** that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using **rubrics** especially developed for each task.

### The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on student learning.



The three tasks and the evidence you provide for each are framed by your understanding of your students and their learning. As you develop and document your evidence materials,

and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

## Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in physical education. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Physical Education Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

## Evaluation Criteria

The rubrics used to score your performance on edTPA are included in this handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performances, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

## Structure of the Handbook

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The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Physical Education assessment. After an overview of the tasks, the handbook provides instructions for each task, organized into four sections:

1. **What Do I Need to Think About?**  
This section provides focus questions for you to think about when completing the task.
2. **What Do I Need to Do?**  
This section provides specific, detailed directions for completing the task.
3. **What Do I Need to Write?**  
This section tells you what you need to write and also provides specific and detailed directions for writing the commentary for the task.
4. **How Will the Evidence of My Teaching Practice Be Assessed?**  
This section includes the rubrics that will be used to assess the evidence you provide for the task.