

Physical Education Context for Learning Information

HPE 476: edTPA

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About the School Where You Are Teaching:

1. In what type of school do you teach?

Elementary school: K-2

Middle school:

High school:

Other (please describe):

2. Where is the school where you are teaching located?

City:

Suburb:

Town: Tolland, CT

Rural

3. Describe the physical facilities (e.g., hallway, parking lot, gym, tennis court) and equipment available to you for the learning segment.

- Birch Grove Primary School is a recently renovated K-2 school in Tolland, CT. The hallways are bright with windows lining the top of the school all the way down the main corridor. Each hallway is designated by colors such as Green Street or Red Street. The parking lot widens around the front of the school building, wrapping around the main entrance of the school. The gym has four entrances, two from the hallway and two from the outside of the school in each of the corners in the gym. The gym has a stage built into it that can be used for lessons introduction or closures. There is also a blue out of bounds

line that also works as a track that bends around the court. There are two basketball hoops that are adjustable in height as well as the gym office and equipment room to the side of the gym.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

- Birch Grove has a motto of “GROW.” There are different ways to grow for any activity a student participates in including recess, art class, and even the bathroom just to name a few. In PE, students can grow by wearing sneakers, raising their hands, and following directions. At the end of most classes, students may receive a “Grow card” if they display outstanding behaviors. They keep these grow cards as their rewards. Mr. Keithan also uses “Gym Words” as weekly vocabulary words to be displayed depending on what is being taught.

About the Class Featured in this Learning Segment

1. If a course:
 - a. What is the name of the course? -2nd grade physical education
 - b. What is the length of the course? Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)

One semester

One year

Other (please describe):

2. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

- Grades K-2: 1x a week for 50 minutes, PreK: 1x a week for 20 minutes.

3. Is there any ability grouping or tracking? If so, please describe how it affects your class.

- . In physical education class, students are grouped into designated teams (Red, Green, Blue, Purple) These teams are used for any kind of station activity, or any kind of transitions. An example of this could be calling the green team to line up or get drinks. A whole class activity could include combining two teams to face the other two teams.

4. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication.

- Children Moving: A Reflective Approach to Teaching Physical Education has been published by McGraw Hill, published April 9, 2019.

5. List other resources (e.g., electronic whiteboard, heart monitors, stopwatches, online resources, tablets, pedometers, Polar® TriFit™ system, heart-rate monitors, BIAs [bioimpedance analysis], DDR equipment, Nintendo® Wii™) you use for instruction in this class.

- Mr. Keithan has his own Promethean board that is used periodically depending on what is being taught. It is common to play videos that are relevant to what is being taught as well as display any powerpoint demonstrations.

About the Students in the Class Featured in this Learning Segment

1. Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):

- All 2nd grade

2. Number of students in the class: males: females:

- 12 males, 11 females

3. Complete the charts below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment.

As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Students with IEPs/504 Plans

IEP/504 Plans: Classifications/Needs (Physical, Visual Emotional, Social)	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP goals
IEP/504 Plans: Classifications/Needs (Physical, Visual, Emotional, Social)	Number of Students (1) IEP/ 504 plans	Supports, Accommodations, Modifications, Pertinent IEP goals
ADHD	IEP/504	Movement Breaks, Visual Supports, Movement Breaks

Students with Specific Language Needs

Language Needs (ELL Students)	Number of Students	Supports, Modifications, Accomodations
N/A		

Students with Other Learning Needs

Other Learning Needs (struggling readers)	Number of Students	Supports, Accommodations, Modifications
N/A		