

## **Jason Baillargeon**

### **Rubric 1: Planning for Developing Competencies in Physical Education.**

**Level 5:** Candidate's plans for instruction build on each other and include learning tasks that maximize opportunities to respond to develop psychomotor competencies, with clear and consistent connections to the cognitive AND affective domains.

- Each task planned provides extensions for students via TBI or ITV to maximize success of all students.
- Each lesson is planned with objectives in the psychomotor, affective, and cognitive domains with a plan for how to achieve them.
- Students continue to build on prior knowledge learned from previous lessons in the unit and scaffolding strategies are applied. Refreshers of information such as cues are given in the last two lessons to further emphasize the importance of developing competencies.

### **Rubric 2: Planning to Support Varied Student Learning Needs:**

**Level 4:** Planned supports are tied to learning objectives and the central focus and address the needs of specific individuals OR groups with similar needs.

- Younger aged groups such as Kindergarten are modified to include less time given in station lessons to help combat off-task behavior.
- Students with IEP/504 are accommodated in any way necessary such as movement breaks.
- Teaching strategies such as selective ignoring may be used to avoid attention to a student's certain need or behavior.

### **Rubric 3: Using Knowledge of Students to Inform Teaching and Learning:**

**Level 4:** Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'

- Prior academic learning  
AND
  - Personal, cultural, or community assets.  
Candidate makes connections to research and/or theory.
    - Students' prior knowledge is discussed with cooperating teacher before the beginning of unit.
    - Every lesson continually builds off the lesson that precedes it and activates prior knowledge in lesson introduction.
    - Unit begins with developmentally appropriate goals.

#### **Rubric 4: Identifying and Supporting Language Demands**

**Level 4:** Targeted language supports address use of

- Vocabulary
- Language function, AND
- One or more additional language demands (syntax, discourse).
- Ways students use vocabulary listed in every lesson plan of the unit
- Academic function is built into the cognitive objectives of every lesson such as reciting or demonstrating cues.
- Additional strategies of differentiated learning given as well for students with IEP/504

#### **Rubric 5: Planning Assessments to Monitor and Support Student Learning:**

**Level 5:** The assessments include multiple forms of evidence to monitor students' competencies in

- The psychomotor domain  
AND
- The cognitive or affective domain

Throughout the learning segment plus the assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

- Developmentally appropriate exit slips include circling the right picture of an overhand throw or catching below the waist.
- Students asked to draw a picture of what "Ready Hands" may look like on final assessment.
- Teacher uses checklist for cues while walking station to station giving corrective feedback.

#### **Rubric 6: Learning Environment**

**Level 4:** Candidate provides a positive, low-risk environment

- With well-established rules, routines, and transitions;
- That is emotionally and physically safe; and
- That maximizes time on task related to learning goals
- Station lessons include sitting quietly at designated station cones.

- Teacher always greets class with enthusiasm and excitement.
- Warmups are integrated with throwing and catching skills to maximize practice time on focus skill.

### **Rubric 7: Engaging Students in Learning**

**Level 5:** Students are engaged in learning tasks that focus on making connections between

- Performance in the psychomotor domain and
- Related competencies in the cognitive AND affective domains
- Penalty boxes incorporated into unit to help student management and negate off-task behavior.
- Stations built to focus on specific psychomotor and cognitive competencies
- Whole class lessons emphasize safety with team games and cooperation with each other.

### **Rubric 8: Strengthening Student Competencies**

**Level 4:** In actively monitoring students' actions, candidate asks individual questions or provides individual corrective feedback to improve competencies in the

- Psychomotor AND
- Cognitive domains.
- Constant reminders of making sure to step with the opposite foot when throwing underhand or overhand.
- Openly ask the class questions during introductions and closure of cues.
- Makes students think about why it is important to step with the opposite foot rather than the same foot.

### **Rubric 9: Subject-Specific Pedagogy**

**Level 4:** Candidate implements appropriate learning tasks that include instructional cues/prompts AND explorations/demonstrations that are differentiated for individuals or groups with similar learning needs.

- Student volunteers used to demonstrate multiple tasks.
- Teacher makes it clear to students that it is okay to not have success every time and will intentionally show mess ups to make students feel more comfortable.
- Extensions in tasks allow students to explore more freedom with skills.

### **Rubric 10: Analyzing Teaching Effectiveness**

**Level 4:** Candidate proposes changes in teaching practice that address individual and collective learning needs related to the central focus.

Candidate makes connections to research and/or theory.

- Teacher is always reflective after each lesson and adds multiple modifications.
- Teacher uses Bloom's Taxonomy as reference for stages of learning.
- Teacher introduces developmentally appropriate tasks in line with SHAPE America National standards and appropriate K-2 grade level outcomes

### **Rubric 11: Analysis of Student Learning**

**Level 4:** The analysis

- Focuses on specific patterns of learning in the psychomotor domain and at least one other learning domain (cognitive affective) and
- Is supported with direct evidence from the summary and work samples.

AND

Patterns of learning are described for whole class.

- Exit slips focus on specific skill taught from each lesson such as throwing cues.
- Students answer correctly at a rate of 80% or higher.
- Behavioral checklist used to assess students in the affective domain.

### **Rubric 12: Providing Feedback to Guide Learning**

**Level 5:** Feedback is specific and addresses both strengths AND needs in the psychomotor and one other learning domain (cognitive, affective) related to the learning objectives.

Feedback for one or more focus students

- Provides a strategy to address an individual learning need OR
- Makes connections to prior learning or experience to improve learning.
- Teacher gives congruent feedback specific to the task.
- Teacher will give specific corrective feedback regarding cues and how students can improve their throwing and catching.
- Teacher will call back to previous lessons to activate student learning.

### **Rubric 13: Student Understanding and Use of Feedback**

**Level 4:** Candidate describes how he will support focus students to understand and apply feedback on their strengths OR weaknesses in specific practice tasks.

1. Commentary will be written discussing plan of action regarding the three focus students.
2. Low level focus student will get larger emphasize on strengths and using them whereas High level focus student will be challenged on weaknesses.
3. Teacher will always be supportive and encouraging to all focus students going through tasks.

#### **Rubric 14: Analyzing Students' Language Use and Physical Education Learning**

**Level 4:** Candidate explains and provides evidence of students' use of

- The language function
- Vocabulary, AND
- Additional language demand (syntax, discourse)  
In ways that develop content understandings.
- Function of cognitive domain is focused on reciting cues
- Students prove knowledge of vocabulary and cues on exit slips.
- Students will develop content understandings each lesson throughout the unit.

#### **Rubric 15: Using Assessment to Inform Instruction**

**Level 4:** Next steps provide targeted support to individuals OR groups to improve competencies targeted in the learning segment in

- The psychomotor domain  
AND
  - At least one additional learning domain (cognitive, affective).

Next Steps are connected with research and/or theory

- Teacher continuously builds off learned competencies.