

Becoming Nationally Board Certified in Physical Education

by

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ABSTRACT

Purpose of the Study: In becoming a National Board Certified Physical Education Teacher (NBCPET) my goal was to improve my impact on students, advance my career, and affirm that I am an accomplished teacher. The National Boards Certification (NBC) process is a voluntary system that certifies teachers who prove they have advanced their teaching skills and are maintaining high and rigorous standards. This process requires completion of ten assessments, four portfolio entries, and six constructed-response exercises that evaluate content knowledge. Some proven benefits of becoming board certified as a physical educator are improved teaching, elevated confidence, enhanced professional opportunities, increased collaboration and mentoring experiences, and heightened respect from fellow teachers and administrators.

Procedure: The component of certification that I designed for this project was component two which requires that I demonstrate accomplishment over a period of time by planning, integrating, setting goals, measuring progress, analyzing, reflecting, and determining next steps. To be successful it was essential that I incorporated the five core propositions:

1. Teachers are committed to students and their learning;
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;
5. Teachers are members of learning communities

Findings: After examining assessments from two students, I found that they were different in their styles of learning but both were able to learn more by having multiple opportunities to practice and time to collaborate with peers. Student A needed to be challenged to stay motivated. This was achieved by giving her leadership opportunities as well as creative freedom to develop new dance steps. Student B progressed by having group members that were supportive and patient and he was allowed more time to develop fundamental dance steps. Student B also benefited from modified assessments that allowed him to demonstrate his knowledge of the Tinikling dance.

Conclusions: I have found that although this process will be rigorous and expensive, possessing this symbol will change the way that I approach my work and how others act toward me. This may be due to the extensive standards accomplished teachers are held to. These standards are interrelated by a number of themes such as wellness, diversity and inclusion, collaboration and partnerships, technology, assessment, creativity, and reflection.

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Chapter 1: Introduction

Since the beginning of this graduate process in 2012 I have had many ideas and researched a variety of topics. One belief has always remained though and that was that I prepare a worthwhile project. One that is relevant to my career - teaching physical education. I have had many twists and turns along the way and even a two year break but I believe the clarifying moment occurred about seven weeks ago as I talked to one of my mentors at Sonoma State University. I walked into Bill Silva's office passionate about yet another thesis idea about bringing awareness to the school board and the community I live in. My idea was about developing a project on the importance of why students should not have the option to "opt out" of physical education in High School. The air of this idea was quickly deflated as many other ideas seemed to throughout the thesis development process. Nevertheless, this time my idea was replaced with a moment of clarity. It came when Mr. Silva informed me that I had "no clout" and that the best thing I could do for my students and for my voice to be heard was to become a Nationally Board Certified Teacher. At first I was surprised but after listening to Bill describe the process and the merits that being Board Certified carries it made perfect sense. The more I looked into this endeavor of becoming a National Board Certified Physical Education Teacher (NBCPET) and to be able to engage in this process as a thesis project I began to feel like a great opportunity was upon me.

In the past and in my attempts to demonstrate the significance that physical education can have on student learning I have noticed an overall sense of dismissal or marginalization from my peers and administration. Therefore, an opportunity to go through a process that would make me a better teacher and at the same time "gain clout"

in a profession that is often “marginalized and deemed to be academically irrelevant” (Beddoes, Prusak, & Hall, 2014, p. 23), will be an important and worthwhile project. Therefore, the purpose of this thesis is to display the process of becoming board certified as a physical educator and the direct impacts it will have on my students. I hope to demonstrate, as research has shown, that quality physical education makes vital and unique contributions to students’ education. At the same time my aim is to show the many benefits of being Nationally Board Certified and how holding the credential may change the conversation and or add significance to physical education in my community.

What Is National Board Certification?

First off let me say that after reading many success stories, talking on the phone with National Board Physical Education Teachers, and reading the instructions on how to become Board Certified I have come to realize that while this is a worthwhile goal it may also be the most challenging, demanding, and rewarding academic achievement I will face thus far in my career. To be awarded this The National Board Certification (NBC) requires that I meet, “The profession’s standards for accomplished practice through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine” (Mission and History 2014).

The NBC is a national voluntary certification process designed to recognize effective teachers who have advanced teaching skills and is designed to collect standards-based evidence of their accomplished practices. This professional development opportunity includes an assessment based on national standards developed by teachers and the process requires completion of ten assessments, four portfolio entries, and six

constructed-response exercises that evaluate content knowledge. To be eligible to pursue this credential, teachers must have a bachelor's degree, hold a state teaching certificate, and have taught for a minimum of three years. Teachers usually spend one to three years working toward certification by videotaping lessons, writing about their teaching, and taking tests to assess their content and pedagogical knowledge. Certification lasts 10 years and can be renewed (National Board for Professional Teaching Standards, 2012).

After reading over the extensive National Boards website pages, listening to online seminars and talking to National Board support providers at Stanford University it is safe to say that the NBC is and regarded as the “gold standard” in certification for teachers. “The founding mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do, provide a national voluntary system certifying teachers who meet these standards, advocate related education reforms to integrate National Board Certification in American education, and to capitalize on the expertise of National Board Certified Teachers” (Mission and History 2014).

The essence of the NBC's vision is captured in the enduring 1998 document “What Teachers Should Know and Be Able to Do.” At the heart of which are the “Five Core Propositions: 1. Teachers are committed to students and their learning; 2. Teachers know the subjects they teach and how to teach those subjects to students; 3. Teachers are responsible for managing and monitoring student learning; 4. Teachers think systematically about their practice and learn from experience; 5. Teachers are members

of learning communities” (National Board for Professional Teaching Standards). I say at the heart of which because throughout the process to become certified it is these propositions that will be my guide and the rubrics from which I will be evaluated. It is these five components that I will be reflecting on as I create my lesson objectives, learning goals, and assessments. Because this process will hold me accountable to such high standards is also its appeal.

What are the benefits of NBC?

One of the most appealing benefits may be how this process improves teaching practices. Reading through the interviews given by Gaudreault and Woods (2012), it is fair to say that National Board Certified Physical Education Teachers (NBCPETs) feel that they are more attentive to individual student learning and the relationship between their own teaching behavior and students’ performance. This may occur because achieving NBC causes physical educators to think about their own teaching in more deliberate ways. Perhaps the reason for this is because achieving NBC, teachers must demonstrate a thorough understanding of both content and theoretical knowledge in their discipline and that revisiting some of this information and reviewing new research can enhance the knowledge structures that NBCPETs draw from each day. It is also evident that the physical educators in this study gained the ability to have deeper reflection about their own practice and that going through this process helped them remain current with pedagogical theories and practices (Gaudreault & Woods 2012). Overall this study showed NBCPETs can work to continually improve their teaching and programs and due

to the specific focus on reflection and revisiting relevant information, NBC can help physical education teachers to take their teaching to the next level.

Another important benefit that NBCPET's talked about in the article, "Effects of National Board Certification on PE teachers' work" by Woods and Lux, (2011) is elevated confidence. Physical educators said that pursuing and achieving NBC provided an elevated confidence in themselves as teachers. This new found confidence that teachers talk about is one of the main reasons this project spoke to me specifically in the way we physical educators interact with other teachers and administrators in our schools. I know that feeling more confident would enhance my daily work experience. Gaudreault and Woods (2012), found that some teachers have reported that their confidence led them to become more vocal in faculty meetings and in conversations with their principal, and to feel more comfortable speaking up about educational matters. Also, when teachers felt more self-assured, they were more likely to attempt new lesson ideas, remained focused on individualized instruction, and used new pedagogical techniques. All of these behaviors can be linked to better programs. "This, in turn, serves to further the perception of physical education as a valuable educational subject for students, and of physical educators as legitimate professionals" (Gaudreault & Woods 2012).

Lux and Mcullick found in 2011 that a result of holding NBC, physical education teachers may have received more requests to serve in new leadership positions. So therein lies another benefit of NBC - increased professional opportunities. These researchers found that because NBC was often viewed as a symbol of advanced teaching skill and knowledge, administrators were likely to seek the advice of teachers who held this

certification. Some NBCPETs in this study spoke of serving on school leadership teams, leading professional learning communities, and providing input on educational policies and practices in their schools (Gaudreault & Woods 2012). It is evident as a physical educator that feels isolated at times that serving in some of these leadership positions is one of the keys to elevate our status in schools and moves us away from the margin. The teacher interviewed in the study titled, “How one exceptional teacher navigated her working environment as the teacher of a marginal subject” Lux and McCullick, (2011) said, “As a result of being involved in important educational matters that are central to school function, PE teachers can reduce the marginality associated with teaching a subject that is perceived as having a low status” (Lux & McCullick, 2011).

Another benefit found in the NBC process may be increased collaboration and mentoring experiences. The article “The benefits of pursuing national board certification for physical education teachers” (Gaudreault & Woods 2012), found that the NBC application process is usually completed within a year and during this time teachers pursuing the certification typically collaborate with other candidates. This being the case, many NBCPETs agreed that the relationships they formed during this preparation phase were critical to their continued success as teachers, even after achieving NBC. Additionally, this can be a very important aspect of reducing those feelings of isolation as going through the process of completing NBC also encourages connections with other professionals (Gaudreault & Woods 2012).

Greater respect from fellow teachers and administrators may be the most talked about benefit in the articles that I’ve read regarding the NBC. Because many teachers and

administrators view NBC as a symbol of highly skilled teaching, those who possess it are often considered advanced educators (Gaudreault & Woods 2012). If this is true, I can deduce that earning certification may change the way other teachers in the school see a physical education teacher with NBC. I could see how some teachers feel that their colleagues finally view them as a legitimate professional. Some of the NBCPETs explained that, “after achieving NBC, they felt as though their fellow teachers and principal were more likely to listen to their ideas” (Gaudreault & Woods 2012). As stated before and as a physical educator I know we can feel frustrated and struggle to be considered a “real” teacher so achieving NBC may be a way for physical education teachers to reduce marginalization in their working environment and work toward being viewed as the valuable professionals that we are. “Due to federal legislation, the prioritization of reading and mathematics over all other subjects is likely to continue. Therefore, helping physical education teachers to improve their teaching status is important in maintaining teacher effectiveness and educational quality for students” (Gaudreault & Woods 2012).

Chapter II: Review of Literature

What does the Research Say About NBC?

While I have referenced a number of articles regarding the benefits of becoming board certified I felt it was also necessary to also show how NBCTs compared to non NBCTs from studies across the United States. The literature shows a variety of ways that board certified teachers learn more -- and the impact is greater for minority and low-income students (Goldhaber & Anthony, 2007). A study that highlights this is the study in Los Angeles, by Clotfelter, Ladd, and Vigdor (2007) titled, "How and why do teacher credentials matter for student achievement?" The researchers here were able to measure teacher effectiveness, through robust classroom observations and value added scores. The compelling research on the effectiveness of Board certified teachers was particularly noteworthy when compared to the lack of consistent research on the effectiveness of teachers with master's degrees (Clotfelter, Ladd, & Vigdor, 2007). Another study done in Washington state attempted to examine certified teachers and if they were more effective than non-certified teachers with similar experience. Findings by Cowan and Goldhaber (2015) suggest NBCTs produce gains of up to "nearly 1.5 months of additional learning" (Cowan & Goldhaber 2015). In Chicago, IL and Kentucky researchers found evidence that "Board certification is an effective signal of teacher quality [based on student test scores] ... across locales, test types, and subject areas" (Cavalluzzo, Barrow, Henderson, et al., 2014). Again in Los Angeles "the difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant" (Cantrell, Fullerton, Kane, & Staiger, 2008). An older study in Arizona

indicated the gains made by students of Board-certified teachers were over one month greater than the gains made by the students of non-Board certified peer teachers (Vandervoort, Amrein-Beardsley, & Berliner, 2004) and in 2012 Harvard conducted a study in the Los Angeles School District that determined “National Board Certified teachers outperformed other teachers with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively” (Strategic Data Project 2012), which is roughly equivalent to two months of additional math instruction and one month of additional ELA instruction.

Another area I found NBCTs to be more effective were on test scores and awards. For example, in the article from Hillsborough County, FL the school district established that NBCTs in 2012 ranked higher than non-NBCTs on written evaluations and value-added measures. “Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the top 25 percent of teachers in their subject area” (National Board for Professional Teaching Standards 2012). Regarding test scores, researchers from a study in 2011 wrote a review called “It’s Easier to Pick a Good Teacher than to Train One.” Chingos and Peterson, (2011), found that certification by the National Board was correlated with achievement in math and reading in both elementary and middle school. In Charlotte, NC the Center for Research and Evaluation, Office of Accountability researchers described, “That NBCTs were significantly more effective than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry” (Salvador & Baxter 2010).

National Board Physical Education Teachers

Most of the research on National Board Physical Education Teachers (NBCT's) that I found had less emphasis on increased student learning and more emphasis on the amount of confidence that NBCT's received by completing certification and how highly regarded the NBCT's were perceived by their peers and administrators after they completed the certification. However, in this study, "A Comparison of National Board Certified Teachers with Non-National Board Certified Teachers on Student Competency in High School Physical Education" (Phillips, 2008), the researchers did describe significant differences between teachers with and without National Board Certification mainly in their percentages of student competency. NBCTs were stronger on all four-performance indicators that they measured and on the overall measure of student competency. On the contrary, in the article titled, "The benefits of pursuing national board certification for physical education teachers" by Gaudreault and Woods (2012), the investigators interviewed NBC PE Teachers and developed themes that expressed how the effort that becoming certified dramatically changed them as educators. It was also evident that while completing the necessary requirements for NBC took hundreds of hours, cost several thousand dollars, and left teachers feeling overwhelmed, possessing this symbol still changed the way the NBCPETs approached their work and how others acted toward them. Certified teachers described the process as demanding, but consistently perceived it as more helpful than traditional graduate work because many teachers and administrators viewed NBC as a symbol of highly skilled teaching and those who possess it were often considered advanced educators. "NBCPETs felt more

confident, more vocal, and more active in leadership positions” (Gaudreault & Woods, 2012).

Although most of the research I found centered on teacher's acquiring confidence and professional esteem, the number one priority in my quest for NBC is the enhancement of my teaching. My ultimate goal is that throughout this process I become a better teacher and that will equate to better learning for my students.

Chapter III: Procedure

Knowing the Standards

To understand what exactly I will be required to do for my NBC I must first describe how important it is to know the standards that are the basis of each component of the NBC. Based on the Five Core Propositions that I defined earlier the, “National Board Standards define what accomplished teachers should know and be able to do” (National Board for Professional Teaching Standards). The 12 standards for physical education were created by a panel of teachers and other educational professionals and then distributed to the educational community for public comment before adoption. Many public schools use these standards as ongoing professional development tools and many colleges and universities incorporate them into their teacher preparation programs. I will be required to create and align my assessments, objectives, and lessons to these standards that reflect the Five Core Propositions.

The definitions of these standards are extensive but there are a set of common themes that unite the twelve interrelated standards. Number one is **Wellness**: The committee believes that accomplished teachers in physical education should always strive to help their students embody wellness through physical fitness, health and body awareness, spiritual well-being, and meaningful social engagement. Number two is **Diversity and Inclusion**: This is about knowing your students and being dedicated to each of their different learning styles. This is knowing that all students come from different backgrounds and have a variety of needs and then being able to modify instruction so that these needs are being met. This includes using a variety of inclusion

techniques to nurture mutual respect. Number three is **Collaboration and Partnerships**: Our jobs as teachers extend well beyond the classroom. Educators that continually seek opportunities to connect with students by reaching out to families, engage in school activities, and are involved in the community are going to be more successful in creating a culture of learning. Number four is **Technology**: In this day and age technology can be a great way to motivate students to engage in physical fitness and activities. Some examples of technology in physical education are finding ways to assess student performances, tracking their progress, demonstrations a variety of skills and techniques, and communicating with them and their families. Number five is **Assessment**: Accomplished physical education teachers use assessment to support the learning objectives, establish goals, guide instruction, monitor progress, and adjust teaching strategies. Assessment can also serve to motivate students by allowing them to be a part of the process. Assessment is an ongoing activity for accomplished teachers throughout all of the standards. Number six is **Creativity and Imagination**: This relates to the joy of movement and being able to encourage students not only with a positive attitude but to also be creative in lesson designs that have the ability to overcome obstacles such as class size, budget constraints, or resource deficiencies. Number seven is **Reflection**: This is the hallmark of accomplished practice and is the pervasive theme in understanding how accomplished physical educators gain insight and perspective. This is also an ongoing process that is necessary for developing lessons and goals that are appropriate (National Board for Professional Teaching Standards). See the standards with summarized definitions in Appendix A.

Portfolio 2: Differentiation in Instruction

This portfolio entry is the first of four portfolios that I will be submitting toward my board certification. This portfolio is designed to highlight my ability to evaluate learning strengths and needs for all students and to plan and implement appropriate differentiated instruction for those students. Also, I will be required to analyze and modify my strategies and materials based on ongoing assessments. The tasks and the rubrics used to assess my work have been developed in accordance with the Five Core Propositions and Standards I have listed above. This classroom-based portfolio entry will be primarily comprised of samples of student work and an accompanying written commentary. I will be required to submit selected work samples that demonstrate the student's growth over time and a written commentary that analyzes my instructional choices.

In this portfolio I will be required to select and submit two assessments with instructional materials and two students' responses that demonstrate my ability to tie assessment to learning goals. I will need to show how I use results of assessments to inform my teaching and differentiate instruction for students. I will submit a written commentary analyzing my teaching. Because the purpose of the tasks in the portfolio components is to measure my teaching practice, the overall focus of the portfolio entry and rubrics is on my pedagogical knowledge and skills and how successfully I am able to apply these knowledge and skills to advance student learning (National Board for Professional Teaching Standards).

My plan is to use the themes from NBC standards to guide my instruction while I refer to the National Society of Health and Physical Education (S.H.A.P.E.) standards to plan my units for the Component 2 portfolio entry. For example, I will choose several S.H.A.P.E. standards for a sixth grade dance unit like this one (Grade 5-8 Dance Standard 1: Identifying and demonstrating movement elements and skills in performing dance). Because physical education covers all three learning domains (psychomotor, cognitive, and social) I will also add fitness and social content standards to my dance unit. It is from these standards that I will create my assessments, rubrics, and daily objectives while making sure that I am aligned with the Five Core Propositions and the NBC Standard themes. As I plan my dance unit I will use the Architecture of Accomplished Teaching as the framework.

The first step in the Architecture relates to the first of the Five Core Propositions (Teachers are committed to students and their learning). The first step is to know who they are - I work with sixth graders from all different backgrounds with a variety physical, cognitive, and social/emotional abilities and needs. I will need to know my students and where they are as I lead the class through a variety of folk and line dances. From there I will be better able to observe my students so I can group them appropriately and according to not only their physical abilities but social and cognitive abilities as well. Next I will need to choose what the students need and in what order they need it. This is where the learning goals come in to each lesson. Each group will have daily goals or objectives, for example one group might need a new challenge such as a new “8 step-

count” while others groups may need more practice developing their routines by repeating the steps from the day before.

The second step is to set high, worthwhile goals appropriate for the students, at the present time, in the present setting. This step is also related to the first Core Proposition as I will start by making worthwhile goals that are beneficial to the students instead of giving them an activity that's too broad. I will describe exactly what students will know and be able to do.

Step three in the Architecture of Accomplished Teaching is related to the second Core Proposition (Teachers know the subjects they teach and how to teach those subjects to students). I will implement instruction designed to attain those goals. This is all about knowing what my instructional goals are, how my students are going to attain them, and how will I know the students got it. I have to know my subject in order to do this. I will need to pull my resources together to research the dances I want to teach as well as practice them on my own. Classroom management will also come into play here as I will need to be organized and prepared with little down time. This means creating smooth transitions between the introduction, fitness component, main lesson, and closure of each lesson.

Step four of the Architecture is to evaluate student learning in light of the goals and the instruction. This relates to the third Core Proposition (Teachers are responsible for managing and monitoring student learning). I will accomplish this through authentic assessments. For example, a peer assessment activity where each group has the opportunity to demonstrate the steps they've developed and give feedback to others. Just

as importantly I will assess individuals informally through daily teacher observations to see if students need to be challenged with more technical dance steps or if they need to go back to more fundamental movements.

Step five of the Architecture is about reflecting on student learning, the effectiveness of the instructional design, particular concerns, and issues. This relates to the fourth Core Proposition (Teachers think systematically about their practice and learn from experience). A key piece here is reflecting on student learning – what was effective and how will I make changes. I will answer the following reflective questions daily: 1. Describe the strengths and weaknesses of this lesson content; 2. What content will you change in your next lesson as a result of this lesson; 3. Did you achieve the objectives of the lesson; How did you measure this; 4. Describe your teacher delivery skills: teacher movement, use of signals, first names, short specific directions, etc.; and 5. What teacher delivery skills will you focus on in your next lesson?

The sixth and final step of the Architecture of Accomplished Teaching is to set new high and worthwhile goals that are appropriate for the students at the present time. This step is related to the third Core Proposition (Teachers are responsible for managing and monitoring student learning). And this just keeps going because I'm going to set new goals based on my reflections. For example, after answering my reflection questions, I will change the learning objectives based on how well I achieved or did not achieve my objectives from the day before.

Chapter IV: Results

Specific Goals and Learning Objectives Measured by the Assessments

For our first assessment and to introduce the learning objectives we created a rubric for the dance routine together as a class. The learning objective here was for the students to be able to create a rubric, in a group, based on what we know about the correct dance steps, working together, and transitions. We defined what we thought a five out of five performance would look like, under the criteria of working together as a group, good transitions from step to step, correct movements, and smooth overall dance. With the addition of two prompts -- what did the group do well and what could the group improve on. After I gave the students some sentence starters for each criteria I gave them time to write out their rubrics in groups. After some time, I let each group share what they came up with as I wrote it on the whiteboard. After everyone shared we created the final rubric based on common themes and opinions.

Other assessments used during the unit that were aligned with the cognitive learning objectives were exit slips asking students to reply to historic and cultural questions about Tinikling (e.g. what makes dance a folk dance and what is the history of Tinikling, how did it become a folk dance). A fitness related assessment was handed out as well to evaluate the student's' knowledge of the skill and health related components of Tinikling.

Our performance assessment was done throughout the unit as I informally observed to see where students were with their routines so I could give them more or less practice on certain steps. It was done formally two times; it was done early and it was

done at the end of our unit as a summative assessment on the final performance at the renaissance fair. The assessment is a standards based and common core aligned assessment. The first step in creating an assessment is to unpack it. First I wrote the standard out. In this case it was the national standard for physical education; Standard # (S1.M1) Dance and rhythms: Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7) Next step was to underline the verb, demonstrate; circle the level of proficiency, correct; double underline the skill or content, rhythm and pattern for a dance. Then I used the table below to list what students need to know and be able to do.

| KNOW | DO |
|--|--|
| <ul style="list-style-type: none"> ● To create a rhythm by banging poles together ● How to use coordination and timing to jump in between the poles and what legs to use to jump through ● How to use agility and rhythm to jump and use footwork correctly ● Remember all 5 stages of the dance in the correct sequence | <ul style="list-style-type: none"> ● Demonstrate correct rhythm timing when tapping the poles together ● Jump, hop, and step in between poles with correct timing while using the correct pattern ● Complete all 5 stages of the dance in the correct sequence ● Perform the routine using the proper 8 count for each of the 5 stages |

The next step in creating this assessment was determining the evidence needed to prove student learning. To do this I described the most authentic way for students to demonstrate what they knew and/or were able to do. This is what I came up with, “By the end of the unit students will be able to demonstrate, at the renaissance fair, the correct rhythm and timing of all 5 stages of the Filipino pole dance. They will do this by

banging/tapping the poles together with proper rhythm and jumping/dancing in between the poles with correct timing.”

| Proficiency Level | Performance Descriptor | Criteria |
|-------------------|------------------------|--|
| 5 (80-100%) | Exceeds | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of all 5 stages of the Filipino pole dance in the correct sequence without stopping. |
| 4 (70-80%) | Competent | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of all 5 stages of the Filipino pole dance. |
| 3 (60-70%) | Approaching | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of at least 3 stages of the Filipino pole dance. |
| 2 (40-60%) | Emerging | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of 2 of the stages of the Filipino pole dance. |
| 1 (0-40%) | Non-Emerging | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of just 1 stage of the Filipino pole dance. |

Then, I was to select or design the assessment tool. I wanted some way for students to generate a response that matched the verb “demonstrate” exactly. I wanted the student response to show proof of “know” and “do”. Lastly, I wanted it to be developmentally appropriate and engaging that students could apply in a real world setting “the renaissance fair”. I also looked at the common core state standards for

speaking and listening in 6th grade that says, “Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.”

Putting this all together, the next step was to determine the criteria for competence (critical elements that must be present to prove that students have achieved the standard) which was, “Students will be able to bang/tap poles together and step, hop, or jump in between the poles by using the correct timing and rhythm of all 5 stages of the Filipino pole dance.” I then used the table below to describe the levels of quality. I used the criteria determined in step four to describe “passing.” I then selected two elements to describe achievement that was more advanced than achievement of critical elements, and three elements that described understanding/performance that was still working to achieve critical elements.

After this was developed I piloted this assessment tool with my students. What I found was that it did measure the intended standards/outcomes appropriately. I simply created a checklist as I observed the students during their routines. This was teacher and student friendly and I found that the percentage of students passing (Levels 3-4) was appropriate.

The final assessment the students used besides their reflection was a peer checklist to observe and evaluate movements. In doing so, they gained an ability to identify specific patterns of the performer and then offered the necessary feedback to improve that performance. The standard that we are addressing is 2.4 Provide feedback to

a partner to assist in developing and improving movement skills. This assessment measured how specific and corrective students were in providing feedback to each other to improve their performances in the Tinikling dance routine. The cognitive objective was for students to be able to provide specific and corrective feedback to a pair of dancers by observing and using a checklist to assist in developing and improving skills.

The checklist was comprised of three critical elements of each dance steps and we used the academic language that we have been developing during the week. The three criteria for assessment were 1. Students are keeping rhythm with their partner and their pole bangers; 2. Students are starting on the correct side and moving in stepping right-to-left, etc.; 3. Students complete all eight counts. The students were to observe a group performing these skills and then check the appropriate item. In addition to the checklist and more importantly, to promote specific and corrective feedback, there is a space at the bottom of the checklist for students to write a statement to assist their partners in improving his or her performance. This was the main goal and objective because, as we discussed in our introduction to lesson four, to improve performance the feedback not only needs to be positive and specific but also corrective. To further performance, the students shared what they had written to the performers. Before handing out the assessments and to make sure all students understood the assignment, I demonstrated with a partner (volunteer student) the different ways to provide feedback. I demonstrated positive, specific, and then corrective feedback as my partner performed the dance steps. Finally, I went over how to use the checklist and then let the students choose the groups that they could communicate well with.

Summary of Student Learning Across the Whole Class

The graph below describes the levels of quality that the students were able to achieve based on giving feedback to their partners. The level of proficiency for the students is to be able to assist in developing and improving movement skills. Therefore, in determining the evidence that the student reaches proficiency the student must provide feedback to his or her peers that will assist in improving their movement skills for their dance routine. To achieve this level of proficiency, in this structured peer observation, the criteria for competence is for the students to be able to provide feedback, which will improve movement skills based on the elements learned throughout the week. The resources that are available for the students are; students are keeping rhythm with their partner and their pole bangers; students are starting on the correct side and moving in stepping right-to-left, etc., and students complete all 8 counts. The levels of quality for these criteria are shown in the graph. Level 4 - the student is able to provide specific and corrective feedback to their partner; level 3 - the student is able to provide specific feedback to their partner; level 2 - the student is able to provide positive feedback to their partner; and level one -the student provides random attempts of feedback to their partner. Before engaging in the assessment activity, I explained that these criteria are based on the theory that only corrective feedback will truly improve someone's performance, specific feedback may help to improve performance by reinforcing positive behavior, positive feedback may or may not help but should always be part of feedback and is socially approved, and random attempts of feedback are not known to provide any performance enhancement.

| Evaluative Criteria Category | Characteristics of Student Work | | | |
|--|---|---|--|---|
| | Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 |
| Description of the levels of quality | Student is able to provide random attempts of feedback to a partner | Student is able to provide positive feedback to a partner | Student is able to provide specific feedback to a partner to improve performance | Student is able to provide specific and corrective feedback to a partner to improve performance |
| Percentage of students demonstrating these qualities | 1 out of 32 = 3% | 4 out of 32 = 13% | 7 out of 32 = 22% | 20 out of 32 = 63% |

I decided to put off the teacher checklist until the students had more practice developing their routines. On day eight the students used the discussion and what was written on the whiteboard to observe their partners during fitness and on dance steps 1, 2, and 3. I thought the natural progression led to the peer checklist to be on the next day (9). Also, I decided to simplify the assessment a bit by making the checklist a three categories document instead of five. This was due to the time constraints I knew I would have and a way to make sure that all students would be able to achieve corrective feedback more successfully. I did not think that all the students would have time to successfully observe five different skills during the routines. Furthermore, for the group of students that needed more support this was a simpler task and for the students who need more of a challenge there was still room for them to expand on their feedback in the comment section.

Looking at the class assessments as a whole and from doing many informal assessments it is clear that the students were able to understand what the correct dance steps were and how to stay in rhythm with the pole bangers. They were able to identify these correct elements as well as what their peers needed to work on to improve their routines. After reading the peer checklists most students were giving corrective feedback such as, “remember to start on the right side”, “stay with your partner”, or “try to slow down a little bit”. These statements demonstrated a pattern of partial understanding and that the students have gotten the general concept of feedback and why it is important for helping others improve. In retrospect I should have stated more importance to and perhaps more examples of corrective feedback. Some common errors seen here was the way the students used the checklist cues as a resource for writings instead of creating their own concepts or ideas on how to improve the overall dance routines. Additionally, I could have challenged the students more by providing opportunities to come up with other ideas for corrective feedback; thoughts of their own which were not listed on the checklist or the whiteboard.

Assessing the feedback given by the three chosen students I noticed that one of the students went outside of the information provided on the checklist and used a cue from previous learning tasks. This student wrote a few sentences and ended the statement with, “Try to lift your feet more so they don’t get in the way”. This student provided all of the criteria necessary for her peers to receive the information necessary and improve their performance next time they practice. One of the other students, while giving corrective feedback, referenced the information that was already given on the checklist.

He wrote, "Transition faster". This statement may be helpful in reinforcing the skill that needs to be worked on but at the same time is already checked marked on the checklist under the "transitions" category so there was not a lot of new information displayed. The last student gave positive feedback but it was not based on the criteria and may not improve performance. He said, "You look like you are having fun". This student may benefit from more practice with peers giving feedback during activities.

Looking at class trends I noticed that of the 63% of students who did give corrective feedback a large percentage of them only used a short sentence to describe the skill their partner needs to work on. The students were allowed to discuss their findings with their partners but to make this more complex, a requirement could have been made for the students to write 2 or 3 sentences. Analyzing the work of the students who gave specific but not corrective feedback (22%) and based on the learning objectives, I found that these students were on the right track but may need further explanation on the differences between specific and corrective feedback. For the group that only gave positive feedback (13%) it is clear that they were not clear on the goals I set for them and perhaps they would benefit from more individual discussions on this concept.

Furthermore, because these students need more practice giving feedback and had only partial understanding of the goal in the future they will continue where they left off instead of advancing onto something more difficult. Perhaps during the next progressions of dancing where the students are still working with partners to achieve a variety of footwork goals, these students will be required to give corrective feedback on what steps to take.

When considering the English learners, I noticed that they were all specific and some corrective in their comments. This may have been due to the grouping strategy I had set up as well as the added demonstrations. There is one child with special needs but his is more of a physical need which was not affected for this cognitive objective. A trend with the higher performing students was seen as they elaborated on their statements using more than one sentence, being positive, specific, and corrective.

Work Samples

The two students selected are both English learners at varying levels and although one of these students stated that their Father is a dancer in Mexico, neither of these students has ever danced the Tinikling dance. Both of their learning strengths lie in the ability and motivation to move and be active in physical activities and are willing and able to engage in the challenging aspects that dancing has to offer. They have shown proficiency in previous motor skills activities such as learning the overhand throw and a variety of fitness activities. Because they understand the English language they understand directions well, but I have noticed they excel when given the opportunity for hands on learning. They both benefit from visual demonstrations so it was important to offer this as I introduced new dance steps. These two students as well as others have always turned in their journals with the required writings attached but to varying degrees. For student B the challenge is grouping with others (friend excluding). This may be due, in part, from a language barrier or just a sixth grade social issue. Nevertheless, during the dance unit, I allowed all students to choose their partner (of approximate size) to allocate for language similarities and the trust element.

During the learning segment both students, when prompted, were able to perform the physical, language, and safety requirements. I had the students perform the dance steps, in front of me as to required evidence of their ability to follow the safety rules of dancing in between the poles. These students were able to perform this physically with a partner and say aloud the 8 count orally and in the written form (journals) to provide the correct responses to my questions on specific dance steps. For example, I asked the class to fill out an exit slip on the history of Tinikling and these students provided me with the correct responses. Additionally, I had written the rubric on the whiteboard for all students to copy down in their journal. These students had written the correct terms in their journal when I checked them on the last day of the week. Informal assessments were taken daily as I asked the students to hold up their hand and give me a number for different activities. Sometimes I would write these down on my checklist; other times it was just for them to be accountable. On the fourth day of the unit where I introduced specific feedback I also asked the students to self-evaluate themselves at the closure of class. Everyone in class held up a four for this; four being the highest – If you gave your partner specific feedback about his or her pole banging hold up a four, if you gave positive feedback but not specific hold up a three, if you just said good job hold up a two, and if you gave no feedback hold up a zero.

Because the learning objective here is to provide specific and corrective feedback to their peers I feel it is important to model this to the students as well. I provided specific and corrective feedback in the written form for all students. On the student checklists I had written a comment at the bottom of the page. For student A I wrote, “You did a great

job being specific and by adding the corrective feedback you will be able to help your partner get better.” For student B I wrote, “Good positive feedback! I like how you told your partner what he needs to work on.” Finally, on student C’s assessment I wrote, “Very positive but what can you tell your partner to help improve their dancing?” Orally, before I handed the graded assessments back to the students, I provided feedback to the group. I told the students I had read their assessments and liked the positive and specific feedback. Calling on students we reviewed the meaning of feedback again and the different kinds of feedback and I asked if the feedback provided to them from their peers was helpful. I let students know that if they did not understand what I wrote or had any questions they could ask me after class. A few students acted on this and I had the opportunity to further explain what they did well and what they needed to work on.

During the novel and sometimes challenging tasks associated with dancing I wanted these sixth graders to reach their goals as well as learn new concepts and terminology. In order for this to occur I believe having an approach to feedback where the students know specifically how they are doing and what I, as their teacher, noticed about what they have achieved, and what they need to work on to get better is important. I believe by clearly defining what feedback is and how it relates to movement the students were able to engage in the process of giving feedback to others. Furthermore, I believe that giving specific feedback instead of just saying “good job” all the time lets the students know that I genuinely care about their competencies.

Some students like student B needed more scaffolding techniques. Thus simplifying the assessment, making the observation simpler, and demonstrating

observation techniques supported individual learning objectives. After their assessments were completed I let them know I was invested in their learning by commenting on their writings. For the students who needed more of a challenge I commented on their writings by offering possible opportunities to be corrective during upcoming dance activities.

Next Steps

Based on this assessment the next step for these students will be allowing them to build on what they already know about providing feedback to one another. I believe, as a class, more practice of corrective feedback is still needed. One idea is to have the students look at the feedback they provided to their partner and then during the next dance activity watch for that specific skill while offering instant feedback to improve or correct performance. For example, if one student has a hard time keeping rhythm, her partner would know and be able to support her by helping her to count while dancing. A further progression of feedback during dancing could be providing a partner with a mirror or start on one step and not move on until they are ready. Another possibility is to have the students give each other feedback on how to come up with a dance of their own, possibly from their own culture. These same types of feedback activities can be applied to the next unit as well.

As for the two students analyzed I would give them multiple opportunities to practice at offering corrective feedback and perhaps even re-teaching this big concept. A good aspect about feedback is that it can be incorporated into almost any activity and it can be made part of an upcoming lesson so the students can build on what they have learned and apply it under a different setting. They can continue to provide feedback as

they build their dance routines in a different way. These students are going to be expected to create a dance of their own and then given an opportunity to perform the dance in front of the school. It will be important to demonstrate the specific skills necessary to be successful at this. These two students will be given different academic language as it applies to the next progression of dancing so it is imperative to continue to offer a variety of strategies for learning including: visually writing the language with definitions on the whiteboard for the students to copy into their journals, orally reciting the terms and their meaning as a class, demonstrating how these terms are used, and then allowing them to physically engage in the action. Giving these students partners that will help them understand the language will be important as well. These students can speak and write English but I have noticed them using their native tongue with others on occasion. I welcome the use of these words and would incorporate them when appropriate. For example, I can ask them what the word for dance is and incorporate it into the unit.

Chapter V: Conclusion

Differences in Learning

My students have learned in different ways about how to identify the proper safety procedures involved with pole banging... They have learned a variety of skills to improve their dance performances and have exchanged information and ideas with each other in a variety of ways to improve those performances. I think a big part of why they were able to learn and develop new skills resulted from finding relatable standards that I could align with the learning objectives and assessments. The standards I utilized as guides were based around identifying safety measures, providing feedback to a partner, and identifying and performing folk dances. These standards not only related to the nature of dance but also helped me to develop appropriate learning tasks and assessments that fit all the student's needs.

Instructional models used in this unit were: direct, personalized, cooperative, peer teaching, inquiry, and teaching for social and personal responsibility. Each model was promoted for different learning outcomes and was aligned with the chosen standards. Some models were stronger in developing the cognitive while others addressed the psychomotor or affective domains. Some learning activity examples within these models were: situated learning tasks, partner teaching, critical questions, and discussions. The selection process of the instructional model was deduced first by determining the context, content, and desired learning outcomes. For each lesson, I first stated the measurable

learning outcome and sequence of learning activities that facilitated achieving the desired outcome.

I believe that the students learned under these tasks at different rates based on how much I modified the tasks for each student. For example, some students were able to learn the appropriate dance steps immediately and would perform them every time we practiced. Others had to be prompted for the entire week to summon the right steps. The ability to perform Tinikling dance steps (jumping and stepping in between poles that are being banged together) varied greatly due to athletic ability, (rhythm, coordination, agility, muscular strength, etc.). Other skills that I noticed and were harder to measure were the differences in how the students challenged themselves. I observed some students relentlessly persevering towards their goals with no hesitation and others who avoided their fears at all costs. This again resulted to a degree by how much I modified the expectations. I believe the most effective tool I used to differentiate instruction was to find whatever strategy I could to make everyone find success in some way. I found that students achieved in three basic levels: high achieving, low achieving and the remainder were somewhere in the middle. The high achievers were given more challenges and leadership opportunities. The low achievers were given modified objectives to still show success and knowledge even if they were to show me the dance steps without the poles banging (poles stayed stationary while students danced in between). The students who did not have the skills to perform all of the required dance steps were given modified dance steps (or less dance steps) to perform. Some students were allowed to show me the dance steps without transition; meaning they were allowed to stop after each step, regain

their composure, and then show me the next step in a modified progression. The high achieving students created new dance steps and were required to teach others the moves.

Another strategy created by Don Hellison called, “the personal-social responsibility model”, was used to integrate life skills and values in physical activity. In this process students learned lessons that could be transferred outside the gym, for example, lessons on cultural relevance that dance has on our lives and how dance is something that can be practiced over a lifetime. Using this model allowed for responsibility to be shifted from teacher to the participants as the students taught each other the dance steps. The respect of individuality was addressed daily. Specifically, I found that mixing groups based on physical ability was best so students would cooperate as a team to accomplish the class goals. Another strategy I included in the lesson format were my attempts, during awareness talks, to address the importance of challenging yourself and how it relates to life. I did this through the “quote of the day” where I posted a quote, for example: “When you dance, your purpose is not to get to a certain place on the floor. It's to enjoy each step along the way”, and then incorporated a group talk on why we should try new things and be confident and why doing that is so important in life. At the end of class, I was able to re-address these questions and then in a reflection time activity that I added at the end of the week, I was able to assess what the students had taken away from their experience as well as the learning differences. I observed some students who excelled in accomplishing these learning objectives and others who needed more support. This lead me to believe that the learning activities were appropriate but may need to be re-taught. The standards that these outcomes are based around, like

providing feedback to a partner, were meant to give the students skills that can be built upon in future lessons but also transferred to life skills.

What I learned About my Students

Stepping back and looking at my classroom as a collection of learners who each come with unique needs, styles, strengths, and weaknesses relative to dance I have learned that most of the students learned best through kinesthetic learning. I did not know anything about Tinikling before this unit but by practicing the steps over and over, I was able to explain and demonstrate how to perform the steps better. Having the students learn one step and teach their groups the step follows this philosophy as well. The bamboo poles have also served as an effective teacher in itself as a piece of equipment for students to learn by trial and error. Kinesthetic learners prefer to learn by direct experience and learning transpires as a result of what was done rather than what was said or read.

Kinesthetic learning is closely related to Benjamin Bloom's taxonomy (or domains) of learning: cognitive skills, affective domain, psychomotor skills. I wanted to see what the students had to say about what they learned so I wrote some questions on a whiteboard for them to answer and turn in to me. This was to be in conjunction with their regular journal writing exercise on the 5th day of this segment. The questions I had asked were a variation of questions pertaining to Tinikling and that addressed all three learning domains. Question #1: Why is counting out loud important? Most students answered this question with a simple answer stating the importance of keeping rhythm and being safe. Question #2: How did your teammates help you get better at Tinikling? I was glad to see

most answers to this question centered around my assessment on feedback. Question #3: Why do you think it's important to have dancing at school? These answers varied from providing fun and challenges to enhancing skills and even strength building. Question #4: What did you like most about this unit and what did you not like? Most students said they liked the unit and how it was different than regular dance and some complaints were about not being grouped with their friends. Question #5: How did this challenge you mentally and physically? This question is the one question where I wanted to see students be honest about some of the affective qualities they have learned like building courage and helping others but most of the answers were around building agility. The answers to these questions differed some but not as much as I thought they would and provided me with some insight on what to work on in the future. I have attached two student samples, labeled as student A high achieving (HA) and B low achieving and ELL student (LA), to show a spectrum of cognition. The ranges that I have labeled them by are based on the three learning domains: specifically, physical abilities, ability to work with others, and previous written work they have turned in.

As for the cognitive domain, I saw a range of skills learned in identifying folk dance, historical facts about Tinikling, and the arrangements of dance routines. Some students had no problems but others struggled with recalling the information necessary, which was observed as I needed to continuously remind the students of the correct dance sequences. Some students were able to use their higher order thinking skills by synthesizing ideas and creating a plan or a pattern to achieve the learning goals. Some were able to explain how to physically execute the dance and what steps to take but were

not able to physically perform the routine while others were able to demonstrate the moves but not articulate how to perform them. Students were able to evaluate their partners in a variety of degrees. Some were corrective and specific with their feedback as others were only able to offer positive advice to their partners.

The learning outcomes I had planned for the affective domain were achieved in a variety of ways as well. The Blooms Taxonomy theory shows a variety of ways to achieve success in the affective domain. One that was significant in this learning segment was the amount of awareness shown by the students. Awareness of respecting the rules, equipment, each other, and the instructor was observed. This was a concern of mine as the nature of pole banging (banging poles together while others danced in between them) demands attention to detail. Fortunately, most students were able to participate in following the rules, replied to the necessary prompts, and participated in class discussions. Few students needed to sit out because of their lack of awareness, as I think they were motivated and excited to participate in this unique activity. Furthermore, I did notice and was very happy of the value that some students placed on each other. Students demonstrated encouragement and were sensitive to each other's differences. For example, there were times where students with special needs attempted to jump in between the moving poles and multiple students cheered for them as well as helped a particular overweight student by lending a hand of support. Other acts of cooperation were observed as some students had great attitudes when grouping with others, and others stayed secluded to themselves or with one or two friends.

There were multiple opportunities to develop the psychomotor domain. Students increased agility, coordination, being vocal, and using rhythm to achieve their Tinikling routines. Looking again at the Blooms Taxonomy model and the different categories of the psychomotor domain it is easy to see that students displayed varying skills in each.

For perception: The ability to use sensory cues to guide motor activity, students were able to estimate when the poles were being banged together and how long it would take to get through them while adjusting their movements to stay in rhythm with their partner. Some students could not transition from one step to another flawlessly so their routines were modified in displaying one step at a time. This same separation in abilities was seen as students exhibited a variety of mindsets to act upon a sequence (going from one 8 count of dance steps to another 8 count).

One category that I can say all students had in common was the desire to learn a new process (motivation). Perhaps only one student did not want to participate at all physically but still assisted. Furthermore, to informally assess motivation guided responses were observed. For example, students were able, to a varying degree, use guided responses to walk the dance steps in slow motion correctly while I watched and asked, "Where should your left foot go next?" They were able to use trial and error and imitation to be successful. Some students were able to do this on the first day and others took several days to reach proficiency but the motivation was high throughout. A handful of students were able to reach the complex overt response or expert stage of Tinikling that involved complex movement patterns. The challenge to maneuver all five eight count dance steps with smooth transitions in the correct sequence and staying in perfect rhythm

with the pole bangers and their partner was achieved by a few as they were able to even create a 6th step of their own to add to the routine. Yet still others used modifications to adapt their movements in ways that would allow them to achieve success such as having a slower rhythm and stopping in between 8 counts. I really enjoyed watching the students embrace their fears and find their courage to accomplish a variety of goals across a wide spectrum.

In regards to the cognitive domain, I have witnessed in previous tasks and during my teacher training that by delivering positive specific feedback, we teachers are showing students that we are genuinely interested in what they are doing. I believe teachers can give too much general feedback like, “good job”. This, in the long run, sends a controlling message where the students don’t know why or how they are doing, but only that they are pleasing the teacher. By giving specific feedback like, “I really like the way you are keeping your feet close together and your knees high”, we reinforce that they are becoming more competent in the task at hand. During this segment, the students were able to demonstrate their understanding of feedback across a wide spectrum. Question and answer discussion feedback was recognized and understood, verbally provided and written down for the performers in positive, specific, and corrective responses that may or may not have increased dancing abilities. Students were also able to create as they designed routines with others to make the dance different in their own way. The students, some more than others, were able to develop new language terminologies to be safe and then correctly cite the definitions of those terms. Socially, the students developed trusting

relationships with their teammates and cultivated responsibility to safety procedures, equipment, and to acknowledge and accept the differences in others.

Limitations

Overall in terms of planning, instruction, and assessment I would focus my attention more on the lower performing students and have clear objectives for all students. I feel like if I pay constant attention to the students who need more support the other students will be taken care of as well. These students are the ones who go off task easily, need more management, and are not only challenged by the physical and social demands of dancing but cognitively and affectively too.

One strategy I want to work on more is when addressing the class as a whole to use proximity to manage the students who are going off task and when we break into groups keep using this proximity to observe the whole class but stay closer to constantly attend to the needs of the struggling students. I may start out by planning multiple objectives that align with the content standards and address each of the learning domains; ones that support the struggling students while still challenging the higher performers. During instruction I would be clearer in what I want the students to achieve by giving and receiving the corrective feedback. Because I do believe that feedback is one of the most important aspects of improving not only a physical movement skill but also life skills, I would focus on making sure every student had a grasp on what corrective feedback looks and sounds like. I would make the introduction clear by demonstrating positive feedback, then specific feedback, and finally corrective feedback. Perhaps instead of doing a quick

demonstration followed by sending the students off to perform movements, I would instead have the students define the feedback terminology in written form or verbally to a partner before engaging in the physical activity. When we do proceed to the practice, I would give instant feedback on how well they are providing correct feedback or what they can say to help their partners more. In sense I would model corrective feedback during their feedback activity instead of waiting to let them know how they did. For the peer assessment I would also like the students to provide instant feedback instead of waiting until after their partner's performance. Perhaps even a follow up activity to work on the skills that they were given feedback on would be incorporated.

In this segment I planned more activities than I had time for. This has shown me that sometimes it is more important to be patient and provide quality learning tasks instead of rushing through a quantity of tasks. One of the most important skills I have learned in this process is when things aren't going right is to stop, take a breath and regroup. If I taught this segment again, during these moments of chaos, I would do just that and take a moment to regroup and take control of the classroom. The key here is to remember what the objective is and if I am not getting it, I need to stop, reflect to get what I want. This usually means going back to the basics and providing whatever teaching technique I can do to break it down to simpler terms. I would demonstrate each step more slowly and continuously check for understanding as I go. I would use the resources I have learned in my teaching career such as planning for every task and transition down to the minute.

Additionally, I need to keep working on my classroom management. Although it is becoming more comfortable to take charge and be assertive, I believe being assertive has been my biggest hurdle. Assertiveness has never really been my strong suit but I am realizing, especially with 6th graders, that it is this behavior that will be one of the most significant traits I can have as a teacher. To describe this teaching strategy further, for me, it means being enthusiastic and confident, setting up activities and managing the classroom. Performing this task over again, I would take a firmer approach to the group when managing, and a kinder approach to individuals during activities to find that balance and cultivate relationships. Some effects I would bring to aid me in providing more structure are signals and routines, behavior cards, etc. to provide consistency. Prompting aids like cards to signal what lap we are on, floor markings, laminated cards with pictorial directions, and picture icons on posted notices are all examples as well.

Other techniques I would like to build on to reach more students and create more meaningful learning outcomes and instructional tasks to meet those outcomes are developing ways to group students more efficiently so they can learn together before lowering the expectations. Furthermore, I want to take more time to find each student's strengths by perhaps having them write their goals down so I can provide appropriate tasks. I would create more time to offer plenty of appropriate practice time and allow multiple attempts for students to reach success. I feel like it took too long to do my regular introductory activity, fitness, and try to give all students the practice necessary to be successful. I did attempt, during this segment, to merge fitness and the dance activity by having a circuit of exercise stations where I made the dance part of the circuit. The

problem with this is being able to use proximity to see all 38 students. I believe this circuit idea can work though if planned out well. Next time I would use the stereo to create interval timers to signal the students when to move stations while I moved around the gym. Furthermore, I will demonstrate all of the circuit stations more clearly and make sure the students know that they are also being assessed on how well they stay on task.

I also want to modify the activities more so that students with a disability are safe and still being challenged, and at the same time does not affect the students without disabilities. I can do this by using clear demonstrations one-on-one as I show them the different expectations while providing alternative dance steps and use follow-up demo's as needed. Doing this I will then be able to measure their success easier and the students will comprehend the content better as they are in close proximity to me during instruction. Lastly, as I did in this segment, but even more so, I would ask the students more about what they need or would like. I would achieve this by making sure that no matter what we are doing at the time, I stop early enough for group discussion at the end of every class.

Reflection: How the Overall Master's Experience Has Shaped me as a Teacher

I started the Master's program at the same time I started the teaching credential program at Sonoma State. I originally decided to do this because I wanted to improve my knowledge so that I would have more opportunities for the career I was about to begin, and with that I would be able to make a valuable contribution to the children who are growing up in our community. Throughout the process I had many different experiences learning about the pedagogy of physical education including observing and student

teaching in some of the best physical education programs in Sonoma county. After I graduated from the physical education teacher credentialing program, I landed a job in the community where I live, Willits. After a short hiatus of the Master's program while I began my first years of teaching, I then returned to SSU to continue work toward my purpose, or rather a new found purpose to improve my skills as a teacher. There are three areas that I believe I've had the most growth in over the past four years; classroom management, building relationships, and developing the teaching strategies that I was introduced to early on that are effective to student learning.

I chose these three areas of growth because I work in a diverse middle school where the socioeconomic levels of the students are low, and because I have noticed these three areas make the most difference in reaching the objectives that I align with the National standards for physical education. I believe it is imperative to have good classroom management otherwise nothing else matters. Building relationships has been beneficial in building trust with these students where most of their home lives can be chaotic. Implementing strategies from some of the most tried and true teaching models in physical education have been important in motivating these students to move.

When I think of classroom management and how I have grown, I think of those moments when I had my students engaged. Those are the magical moments when you have everyone's full attention - and remember this is middle school. It's that moment when all eyes are on me, no one is talking, and I have them hooked. The hook is not only a key to management but it is also a key to being an effective teacher; we need to hook the students to connect them to an idea or a concept that will also align with our daily

goal or objective. I believe I have grown in this area by developing my presence. There are many different aspects in developing a presence and I know it is a process that can take many years. One technique I have been working on is simply the way I stand in front of the class. Specifically, how I use body language, nonverbal communication, and tone of voice to manage behavior. I have learned to use my body language in several different ways. First I try to model calmness and patience because that's what I want to see in my students. The challenge here is remaining patient and calm in the midst of chaos. On the other hand, using proximity to simply be near students to improve their behavior and focus comes easier and is an effective tool for classroom management. Many of the nonverbal communication skills I have found to be effective are hand signals for when to start and stop, sit, stand, when to be quiet (countdowns), and providing encouragement (high fives, thumbs up, and smiling). Tone of voice is a skill that I did not know about as a first year teacher but I am finding now that it is very important in not only managing behavior but also in developing mutual respect and thereby building relationships. An example of using tone for management in getting the class quiet, is starting out loud and then slowly lowering my tone sequentially as I give directions. I've learned that when I keep my tone calm and quiet even when I have reason to be very upset, I am again modeling the patience and respect I wish to see in them.

Tone and body language have also been helpful in building relationships with students by developing a positive environment. When they get upset or are just having a bad day they can find solace in my demeanor, as I demonstrate to them that I am someone that will not waiver, someone they can count on to be consistent and patient in

their lives. Along with this skill, finding ways to get to know students has also been something I've been interested in. I care about these kids and want to teach them how to develop a positive environment for learning. One way I do this is by writing thank you cards to students every week. I have this saying, "no zombies" that refers to the way students move. No zombies are another way of saying hustle or no walking. For example, when I call the students in or when they do their timed jogs I will yell out, "no zombies!" I get to know my students by observing them in this way during the week and what I look for is them doing good things; not only hustling but being kind to each other, helping with equipment, etc. I then write them a short thank you message on the back of some custom NO ZOMBIE postcards I had made at a local printing shop. The kids really enjoy when we have "mail time" usually on Friday's and I hand out the cards. It's nice to find something in every student throughout the year and give them feedback in a fun way.

These observations are a way to connect with students but they are also a formal assessment. I have learned in my time in the Master's program to link national standards to the objectives I teach. For example, if I find a student treating another student with respect I will let him know, on the "No Zombie" card I will also tell the class that this attitude is in direct alignment with the affective objectives about treating each other with respect that we have talked about in class. Just like if I have noticed certain students performing with great effort during fitness, I will let them know they are hitting that class goal of reaching their target heart rate for a majority of the activity. Strategies like these are a direct result of learning and working with my peers in the Master's program.

Finding authentic assessment for student learning has been one of the most

challenging aspect of teaching. I have found that developing the right assessments, the ones that are aligned to national standards, comes easy. The challenge has been putting the assessment to practice in the busy day to day lessons. Some of the strategies I've developed have been creating the assessment first from a standard, unpacking that standard (the way I learned in the PETE program), and then making them into our class objectives. One way that has helped with this challenge has been interweaving these assessments into the teaching strategies that I have researched over the years in the Kin department. Teaching Games for Understanding, Teaching Personal and Social Responsibility in Physical Activities, and The Sport Ed Model are the main models I have been working on over the last 4 years of teaching.

Teaching Games for Understanding is my favorite teaching model for teaching student concepts. Instead of teaching skills I teach tactics by using small sided and modified games. Some examples of concepts are offensive strategies like spacing (e. g. moving to the open space with the ball and without the ball) and defensive strategies like the differences between zone and person to person defense. The main idea here is to teach the "why" of the game before the "how" of skills to play the game. This lets students who are behind in skills join in the game as opposed to being confined to an isolated skills practice. Students are exposed to a modified or simplified version of a game that is suitable to their skill set. For example, a two on two soccer match on a narrow court with limited rules while using a different sized ball that accommodates their skill set. The expectation is to give the student the opportunity to form his or her own tactical awareness which will then lead to the confidence to develop a game strategy i.e., trapping

a ball, placing spin on a shot, hitting the ball short then long in tennis, using a fast break in basketball. I have also found that using strategies from the TGfU model gives students more “game appreciation”. These games are centered around four game categories; striking/fielding type games, target type games, net/wall type games, and territory/invasion type games. By using these principles of play I have the opportunity to empower the student by being a guide for problem solving activities which can lead to a lifelong respect for the game. The ultimate goal I have been going toward with this model is to bring together and apply all of the strategies so that the student can demonstrate learning during performance. This is the student in the game while possessing the knowledge of the game (rules, tactics, strategy, and technique).

Last year I found ways to implement the TGfU strategies of using small sided modified games instead of skills and drills to the Sport Ed Model. I started out using the Sport Ed Model for basketball and soccer. This year I plan to bring it into flag football and volleyball as well. Some of the benefits I have seen in using this model are that it allows students to be a part of a team, the captains get to develop leadership skills and experience the role of being a coach, everyone participates (not just highly skilled), it is more student centered, and the students enjoy this model. Some limitations I have noticed with this model are that it does take a lot of front loading and preparation especially in creating all of the directions for the coaches, equipment managers, fitness trainers, etc. With that being said, I feel that while the preparation may be time consuming the lessons are more efficient in that the students are at the center and they are using their voices. This allows me to become more of a guide as I get to walk around and help each team’s

practice. This also allows me to assess more effectively. I have found students to be more motivated during these seasons (not units) perhaps because they have a different way to demonstrate their knowledge. Not everyone likes team sports, but they do seem to like the affiliation this model provides. Students quickly become members of teams and seem to enjoy the formal competition and how the seasons include formal schedules and the culminating event. Some students also like keeping records that are then publicized. There is a festive atmosphere of Sport Ed that I've noticed adds an important social element for students. An example of how this has been festive in my class and provided a positive classroom atmosphere is when I award the captain's position with clapping. The team roster is also announced for each captain and then the class breaks into teams and fills out the captain's packet. But the real festivity comes at the end of the season culminating event. I announce the championship over the school PA, I allow food/drinks, and I distribute awards (most improved, coach of the unit, etc.)

Another strategy I try to always include is The Personal and Social Responsibility Model. Out of all of the work on this subject I have researched during my Master's journey this model has been the most appealing. Some of the main things I try to incorporate into my PE classes are strategies to teach responsibility and how to create positive goals. Initially this idea of giving students more responsibilities was concerning as it was hard to give up the control, but I started with the basics like letting students use the bathroom on their own. I created a key for the boys and one for the girls. If the key was available (hanging on the wall) they can just take it and go. Of course this privilege has been abused but that gave me the chance to have a "teachable moment" and talk

about responsibility and irresponsibility. With this same understanding, I allow students to drink water whenever they see fit during class. The only rule here is, if someone is using the water fountain they need to keep doing the activity, no lines. I spread equipment outside the boundaries of the gym or the blacktop area and let students get it themselves instead of handing it out. If the students run, push, and argue we again talk about the responsibility of getting to choose your own equipment. Another strategy that I have found to not only instill responsibility but efficiency is to post the intro activity outside the gym, field, or blacktop before they go out. This let's students get moving right away. An example is having a whiteboard prompt of the daily objective and also agenda where it would state something like go in the gym and grab a basketball and start dribbling around the outside while walking. I also like giving students the autonomy to adjust their own task. For example, if the task is the overhand set pass in volleyball, students can pass it to each other or rally back and forth based on their skills. If they go ahead of their skill or need to go ahead and aren't, then I will step in with instruction. I have learned to insert plenty of different peer-teaching strategies as well. For example, I will have my students coach each other on a basketball jump shot where the coach will look to see whether the shooter has his or her elbow in and hand behind the ball and followed through with a "goose-neck." The coach would then provide feedback to the shooter about each of these cues or coaching points. Furthermore, I have started using index cards for students to peer assess each other on different skills. Usually I will have the skill on the card, with the cues, and a yes and a no column by the cue for the peer observer to circle. Lastly, I have been implementing more reflection opportunities for

students in the same way. I will give them a card to write on or circle answers to reflect on. This may look something like, Name: What did you do to help your partner? Tell us one thing that means having respect for others in this class. Did you choose a partner that you could work with well? yes. DO Tell us how you know that.

Besides all of the classroom management techniques and teaching strategies what I've really learned in the last four years of teaching, and that I may not have been prepared for, is that teaching is really fast! What I mean is it feels almost like a race. You get in the "teaching racecar" and hope to get everything done that you've planned. And not just that but all the people you meet, all the students that come into your life, and just when you start to get to know them they're gone and a new batch is in, and it all happens so fast. The day to day lessons happen really fast too. You prepare the best you can, make goals, create lesson plans and assessments, use technology, buy equipment and uniforms, plan on implementing teaching strategies, and then the bell rings for class and you have 40 minutes to get it all in! It's like a lab experiment in this sense as well - a trial and error endeavor. Sometimes your wonderful plan doesn't work for some students but it works great for others.

This is where working on my presence has been so important and this presence I've acquired has a foundation. If something doesn't work it's okay because I know that I know how to have control of the class and I can adapt. Being flexible in physical education is key because, as we know, this is a marginalized profession and sometimes you might show up to work and not have a gym that day or the administrator comes and tells you that you are teaching a whole new set of students. For me and what I have really

taken away from my experiences is the ability to find a balance in it all. I am grateful for taking the advanced classes in physiology, psychology, and biomechanics because even though I may think I don't use the knowledge gained, I do. It has all made me more balanced and when I'm in a tough position, I know how to work toward my strengths. I'm not the best speaker so I rely on content, moving the students from one activity to another quickly (transitions), and using teaching strategies from the teaching models. So the thing I end up falling back on is the foundation that I received in the grad program. One experience that may sum this idea up is perhaps one of the most transcendent lessons that happened to me when I was student teaching and my mentor teacher said, "Get what you want and if you don't get it, do it again." His point was simple yet wise; do not move on until you get the first thing right and it might not be perfect but it's my best and my best is getting better every day.

Appendix A

The following are concise definitions from the document of the NBC standards that serve as the basis for certification in physical education:

Standards:

“Standard I: Knowledge of Students

Accomplished teachers attain knowledge of their students’ unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

Standard II: Knowledge of Subject Matter

Accomplished teachers utilize the depth and breadth of their content knowledge to develop physically educated learners.

Standard III: Curricular Choices

Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

Standard IV: Wellness within Physical Education

Accomplished teachers interweave wellness throughout their curricula to provide students with the information and experiences they need to make independent choices that positively affect their health and lifelong well-being.

Standard V: Learning Environment

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

Standard VI: Diversity and Inclusion

Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

Standard VII: Teaching Practices

Accomplished teachers implement effective teaching practices that set high expectations and maximize student engagement to advance student learning and promote lifelong well-being.

Standard VIII: Assessment

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

Standard IX: Reflective Practice

Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.

Standard X: Collaboration and Partnerships

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Standard XI: Professional Growth

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

Standard XII: Advocacy

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members” National Board for Professional Teaching Standards (pages 17, 18).

Appendix B: Tinikling Unit Overview

3 weeks

| Desired Results |
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| <p>Goals (What Will Students Know, Understand, and be Able to Do?):</p> <p>The students will be able to understand and demonstrate:</p> <ul style="list-style-type: none">• Students will be able to describe the characteristics of a folk dance.• Students will be able to compare/contrast a folk dance from their own culture/region/religion to that of Tinikling.• Students will be able to briefly explain the history and relevance of Tinikling as a folk dance.• Students will learn how to pole bang safely to create the rhythm for the dance.• Students will be able to identify each of the 5 Tinikling pole dance steps.• Students will perform the entire 5 dance step Tinikling routine to music.• Students will work productively and cooperatively in their groups throughout the unit. |
| <p>Central Focus:</p> <p><i>Students must work together to learn and teach others how to perform the 5 step Filipino folk dance called Tinikling so that they develop a sense of appreciation for the culture and with that is able to determine what the significance of dancing has in their own lives.</i></p> <p>Addresses Standards:</p> <p>EAYA/Physical Education Standards:</p> <ul style="list-style-type: none">• I. Knowledge of Students• II. Knowledge of Subject Matter• III. Curricular Choices• IV. Wellness within Physical Education• VI. Diversity and Inclusion• VII. Teaching Practices• VIII. Assessment• IX. Reflective Practice <p>National Standards & Grade-Level Outcomes for K-12 Physical Education (shapeamerica.com)</p> <ul style="list-style-type: none">• Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6) |

- Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)
- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

It's challenging:

- Physically challenging; coordination, rhythm, and agility. Tinikling is especially demanding when using proper footwork continuously on rhythm with your partner and the pole bangers.
- Socially challenging; Some students find it challenging to dance in front of their peers.

Other skills:

- Traveling, agility, balancing, transferring weight, and keeping a rhythm
- Peer assessing
- Keeping teammates safe
- Leadership (teaching a step)
- Being a productive member of a group and individual responsibility to work cooperatively
- Problem solving
- Self-reflection

Assessment Evidence

Culminating Assessments:

- Student "Create a Rubric Sheet"
- Peer Tinikling Observation Form
- Self-Reflection writings

Other Evidence:

- Exit slips
- Teacher observations

Literacy Goals

New Academic language will be used throughout the unit such as:

- A precisely-defined vocabulary to express the abstract concepts of pole dancing and pole banging.
- Instructional language is used to participate in learning and assessment tasks, such as: providing positive specific and corrective feedback to improve performances of tinikling.
- Writing exit slips to provide information learned during the dancing activities.

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| <ul style="list-style-type: none"> • Descriptions (e.g., an account of what a student’s physical actions and the results). • Procedures (e.g., counting for the dance steps) • Explanations (e.g., why it is important to stretch certain muscles before dancing) • Analyses (e.g., an account of how a result came about from specific physical actions) |
| Challenges (Consider student academic, social, and language development) |
| <ul style="list-style-type: none"> • Challenge by Choice: Students are not assessed based on how well they can dance the steps but on the effort, cognitive abilities, or social interactions related to the dancing activities. • Some students may need more support physically (i.e. more practice time) • Some students may need more support socially when grouping with peers where physical contact is required • Some students may need more support cognitively with learning new language. |

LEARNING SEGMENT OVERVIEW

15-day unit (8 to 10 hours)

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| General Topic: Tinikling (pole dancing) | Grade: 6 | # Days/Periods (8-10 hours): Approximately 20 minute main lesson of a 55 minute class, 15 days, 4 th period. |
| Essential Questions: <ul style="list-style-type: none"> • What do these students know about folk dance? • What do they want to know? • What are their goals? • What is the history, legend, and cultural significance of Tinikling? • How can students identify folk dancing and connect to their lives? • How well does the student demonstrate correct rhythm and pattern during a dance routine? • How can a student give feedback to their partner to improve performance on the dance routine? • How can students reflect on the importance of having a dance unit in physical education? | | |

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| Central Focus: | |
| <p>Students will to be able to identify the proper steps to the tinkling dance and be able to perform those steps with proper coordination and in rhythm with the pole bangers as well as having the opportunities to provide feedback to their peers to improve their performances.</p> <p>Related focus is to give students opportunities to learn something about themselves through challenges</p> | |
| Learning Goals & Outcomes: | |
| See: Student Objectives sections on lesson plans | |
| Content, Literacy, and ELD Standards: | |
| California State Content Standards (6th Grade): | CC Literacy Standards for History, Science, and Technical Subjects: |
| 1.7 Perform folk and line dances. | |
| 1.8 Develop, refine, and demonstrate routines to music | |
| 2.4 Provide feedback to a partner to assist in developing and improving movement skills. | |
| National Physical Education Standards: | <i>Corresponding CC ELA Standards that support developing literacy skills needed to access the learning segment content. (found in grade level CA ELD Standards)</i> |
| Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. | A. Collaborative SL.6.1,6; L.6.3,6 W.6.6; WHST.6.6; SL.6.2; L.6.3,6 W.6.1; WHST.6.1; SL.6.1,4,6; L.6.3,6 W.6.4-5; WHST.6.4-5; SL.6.6; L.6.1,3,6 |
| Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others. | B. Interpretive SL.6.1,3,6; L.6.1,3,6 |

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| <p>EAYA/Physical Education Standards:</p> <p>I. Knowledge of Students II. Knowledge of Subject Matter III. Curricular Choices IV. Wellness within Physical Education VI. Diversity and Inclusion VII. Teaching Practices VIII. Assessment IX. Reflective Practice</p> | |
| <p>Description of Literacy Demands: Speaking, Listening, Reading and Writing</p> | |
| <p>Journal writing: the quote of the day with prompts</p> | <p>Academic Language: tinkling dance terminology to be defined in a variety of ways and assessed in exit slips and reflection paper</p> |

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| <p>ELD Grade Level Standards Goals for Learning Segment</p> | |
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| <p>Part 1: Interacting in Meaningful Ways</p> | |
| <p>Collaborative</p> | |
| <p>Exchanging information and ideas with others through oral collaborative discussion on best ways to learn the dance steps and what techniques and skills will provide better performances.</p> | |
| <p>Adapting language choices to dance counts</p> | |
| <p>Interpretive</p> | |
| <p>Listening actively to spoken English in a range of dance terminologies in a variety of contexts (whiteboard, demonstration, and with a partner)</p> | |
| <p>Productive</p> | |
| <p>Writing literary and informational texts to describe partners performances and give specific and corrective feedback to improve that performance</p> | |
| <p>Part 2: Learning about How English Works</p> | |
| <p>Structuring Cohesive Texts</p> | |
| <p>Journal writings with dance terminology</p> | |
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| <p>Expanding and Enriching Ideas</p> | |
| <p>Dancing terminology and the concepts trust, responsibility, and facing challenges</p> | |

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| Journal entries answering questions based on meaningful prompts (i.e. how do these questions relate to your life?) | |
| Connecting and Condensing Ideas | |
| Making connections between the quote of the day, to dance, and to life | |
| Types of Assessments: How will you check for understanding? | |
| <p>Assessments: Formal and informal assessments for content and literacy development.</p> <p>Informal assessments asking students to self-assess (1-4) based on the criteria I inform the students they are being assessed on. For example, “you will get a 4 out of 4 if you jog the whole ½ mile, a 3 if you walk less than 10 walking steps, a 2 if you walk more than 10”, then after the run ask the students to hold up their score on the run (1-4).</p> <p>Formal assessments: exit slip and teacher checklist on how well students learn and perform dance steps and a peer observation checklist where students give specific and corrective feedback to their partners on the Tinikling performance. Journal check.</p> <p>See: Lesson Plans</p> | |
| <p>Progression of Primary Learning Activities:</p> <ol style="list-style-type: none"> 1. Steps 1 through 5 2. Peer teaching 3. Peer observations 4. Final performances 5. Reflections | <p>ELD Strategies (linked to learning activities):</p> <p>See one, do one, and teach one:</p> <p>Show students new dance steps, demonstrate how it is applied, have them read it, write it, practice it kinesthetically, and then let them teach it to each other.</p> |

Teaching Resources, Visuals, Materials, Handouts:

Visual aids (several different whiteboards), journals, entry slips, exit slips, peer observation handouts, bamboo poles (pvc pipe), and video demonstrations.

See : Lesson Plans

Appendix C: Lesson Plans

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| <p>Teacher: Matt Moratti Date of lesson: 4/26/17 Grade level: 5 # of students: 40 Lesson 5 of 15.</p> | <p>Main Lesson Content Intro.: Quote and Prompt Fitness: Partner Interval w/music Technique/Tactic Focus: Create a Dance Rubric Game: Tinikling Steps 1,2,3</p> | | <p>Needed Equipment Whiteboard 20 10' PVC Pipes 20 3' 2/4's Students need journals and a pencil (Music Interval: 30/30 with 5 sec transition)</p> | | |
| <p>The Objectives link to CA Content Standard(s): (please write out) 2.10 Identify steps and rhythm patterns for folk and line dances. Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)</p> | | | | | |
| <p>Assessment Focus</p> | | | | | |
| <p>Informal Strategies: (Check all that apply)</p> | <p>X</p> | <p>Observation with FB/Prompts</p> | <p>Formal Strategies: (Check all that apply) *This should produce a permanent record</p> | <p>X</p> | <p>Teacher Checklist Performance Peer Check Self-Check Other:</p> |
| | X | Questioning | | X | |
| | | Peer Check | | X | |
| | | Self-Check | | | |
| | | Other: | | | |

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| <i>Anticipatory Set: What will you do to focus everyone's attention on the lesson's objectives? "Today are objectives are to complete steps 1, 2, and 3 and to create a rubric!"</i> | | |
| <i>What I will do to encourage students' PA engagement beyond my class: "What culture is Tinikling from? What folk dances are from your culture?"</i> | | |
| <i>Sequence of Lesson Activities</i> | <i>Diagram</i> | <i>Time Approx.</i> |
| <p>Pre-Lesson Set-up:</p> <p>Poles and boards are set up on the outside of gymnasium.</p> <p>Whiteboard is set up in front of where students sit in squad lines.</p> <p>Start/Stop Signals:</p> <p>Home Position:</p> | | 5 min |
| Introductory Activity | | |
| <p>Student Objectives (1):</p> <p><i>Social Behavior Objective</i></p> | <p>CONTENT: Students come in to class write in their journals about the quote "Action Speaks Louder Than Words" and the prompt "Write 3 ways action speaks louder than words" and then create a dance rubric</p> | <p>Time Approx.</p> |

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| <p>TSWBAT: Respect each other's ideas by being good listeners while sharing opinions</p> <p>Psychomotor Objective</p> <p>TSWBAT:</p> <p>Cognitive Objective</p> <p>TSWBAT: Create a rubric 4 – 1 by drawing the diagram and filling in the appropriate descriptions for each level pertaining to our dance steps.</p> | <ul style="list-style-type: none"> ● In squad lines students write the daily quote. I give examples of some prompts and the students then write 3 prompts of their own. Students can share out. <p>TRANSITION: Who can raise their hand and tell me what a rubric is?</p> <ol style="list-style-type: none"> 1. Explain what a rubric is with an example 2. Instruct students to write a rubric on the first 3 dance steps of our Tinikling Dance. 3. Give example on white board of how to write a rubric without telling them what to write specifically for our dance. 4. Ask students to share ideas. 5. Write the final rubric on the board with the common themes of the class. <p>TRANSITION: Put your journals on the side of the gym while we do our partner interval. We will use them afterwards.</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES& PROMPTS: Thank you for quietly entering the classroom and getting your journals out. Remember to respect each other's ideas</p> | <p>Inst. 2 min</p> <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p>Fitness Activity</p> | | |
| <p>Student Objectives (1-3):</p> | <p>CONTENT: Describe objective for the partner fitness interval</p> <p>TRANSITION: Students choose partners and line up on the base line.</p> | <p>Time</p> <p>Approx.</p> |

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| <p>TSWBAT: Perform 3 eight count dance steps with smooth transitions while the pole bangers count out loud and provide a rhythmic beat.</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Evaluate peers dance performance and assessing their performance based on the rubric they've created.</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT:</p> | <p>TRANSITION: One dance group sets up two poles and gets ready to perform while the rest of the class gather's their journals and sits down ready to critique.</p> <ol style="list-style-type: none"> 1. Dancers perform and the class circles the number they believe the group deserves 2. Talk about the performance and where the group did well and may have made mistakes and how to evaluate. <p>SAFETY: reminders at the point where they are introduced</p> | <p>Trans 3min</p> <p>Act 8min</p> |
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| | LEARNING CUES & PROMPTS: | |
| <i>Game/Closing Activity</i> | | |
| <p>Student Objectives (1): (Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Psychomotor Objective</i></p> <p><i>TSWBAT:</i> Keep rhythm with their partners and the pole bangers with smooth transitions. Pole bangers keep a good rhythm and count out loud.</p> <p><i>Cognitive Objective</i></p> <p><i>TSWBAT:</i></p> <p><i>Social Behavior Objective</i></p> | <p>CONTENT: Practice dance steps as I walk around and give feedback and informally assess progress toward completing steps 1, 2, and 3</p> <p>TRANSITION: Instruct dance teams where to set their poles up in the gymnasium.</p> <p>SAFETY: reminders at the point where they are introduced</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 3min</p> <p>Trans 2min</p> <p>Act 12min</p> |

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| <p>TSWBAT: Keep the dancers safe by being consistent with banging the poles and counting out loud.</p> | <p>LEARNING CUES& PROMPTS: Demonstrate steps, give feedback, and prompt students to demonstrate their learning (dance routines and pole banging).</p> | |
| <p><i>Lesson Closure- Cognitive/Psychomotor Wrap Up</i></p> | | |
| <p>Student Objectives (1): (Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Recall knowledge on the culture of Tinikling and why it is a folk dance.</p> | <p>Ask the students what culture Tinikling is from and if any students have folk dances from their culture and how they relate.</p> | <p>Time Approx.</p> <p>3 min</p> |

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| Teacher: Matt Moratti Date of lesson: 4/27/17 Grade level: 6 # of students: 40 Lesson 6 of 15. | | Main Lesson Content Intro.: Quote and Prompt Fitness: N/A Technique/Tactic Focus: Practice steps Game: Evaluate steps 1,2,3 | | Needed Equipment Whiteboard 20 10' PVC Pipes 20 3' 2/4's <i>(Music Interval: none)</i> | |
| The Objectives link to CA Content Standard(s): (please write out) 1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. | | | | | |
| Assessment Focus | | | | | |
| Informal Strategies: <i>(Check all that apply)</i> | | X | Observation with FB/Prompts | Formal Strategies: <i>(Check all that apply)</i> *This should produce a permanent record | |
| | | X | Questioning | | |
| | | | Peer Check | | |
| | | | Self-Check | | |
| | | | Other: | | |
| | | X | Teacher Checklist | | |
| | | X | Performance | | |
| | | | Peer Check | | |
| | | | Self-Check | | |
| | | | Other: | | |
| Anticipatory Set: What will you do to focus everyone's attention on the lesson's objectives? "Today we are using Tinikling practice for our fitness!" | | | | | |

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| <i>What I will do to encourage students' PA engagement beyond my class: "What kind of instrument are the bamboo poles in the tinikling dance?"</i> | | |
| <i>Sequence of Lesson Activities</i> | <i>Diagram</i> | <i>Time Approx.</i> |
| <p>Pre-Lesson Set-up:</p> <p>Poles and boards are set up on the outside of gymnasium.</p> <p>Whiteboard is set up in front of where students sit in squad lines.</p> <p>Start/Stop Signals:</p> <p>Home Position:</p> | | 5 min |
| <i>Introductory Activity</i> | | |
| <p>Student Objectives (1):</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT: Respect each other's ideas by being good</p> | <p>CONTENT: Students come in to class write in their journals about the quote of the day "If you cannot do great things do small things in a great way" and the prompt "Write 3 small things that make big differences" and then compare my rubric to theirs</p> <ol style="list-style-type: none"> In squad lines students write the daily quote. I give examples of some prompts and the students then write 3 prompts of their own. Students can share out. <p>TRANSITION: TA is handing out my rubric and the students rubrics back to them</p> <ol style="list-style-type: none"> Talk about the similarities and differences in the rubrics | <p>Time Approx.</p> <p>Inst. 2 min</p> |

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| <p>listeners while sharing opinions</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT:</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Compare the teacher's rubric with their own and talk about it in their groups and share out to the class</p> | <p>3. Have students read aloud the excellent columns in the rubric and talk about it in groups then share out to class</p> <p>TRANSITION: Put your back packs away and line up in your dance teams</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES& PROMPTS: Thank you for quietly entering the classroom and getting your journals out. Remember to respect each other's ideas</p> | <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p><i>Fitness Activity</i></p> | | |
| <p>Student Objectives (1-3):</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT: Transfer weight, use balance, and rhythm to</p> | <p>CONTENT: Tinikling Practice</p> <p>TRANSITION: Students sit in dance groups as I send them to get their equipment</p> <ol style="list-style-type: none"> 1. Students practice steps 1, 2, and 3 as I walk around and give feedback 2. Groups that are ready to move on to step 4 and or 5 are given the steps | <p>Time</p> <p>Approx.</p> <p>Inst. 1 min</p> |

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| <p>hop, step, and jump in between poles while staying on rhythm. Pole bangers are keeping a consistent rhythm by banging poles low and wide and counting out loud.</p> <p><i>Social Behavior Objective</i></p> <p><i>TSWBAT:</i> Give respect to equipment by using the poles as tools only and being gentle with them (taking out and putting back)</p> | <p>TRANSITION: I call groups up to be evaluated.</p> <p>This goes on until I stop holding the cards up and turn off music.</p> <p>TRANSITION: I excuse dance teams one by one to put equipment away gently before going back to squad lines</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS: A variety of feedback is given on the Filipino Bamboo Dance</p> | <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p><i>Lesson Focus (Skill Development/Technique or Tactic within Game)</i></p> | | |
| <p>Student Objectives (1-3):</p> <p>(Include Task, Situation, & Criterion)</p> <p><i>Psychomotor Objective</i></p> | <p>CONTENT: One dance groups will perform steps 1, 2, and 3 while the rest of the class practices</p> <ul style="list-style-type: none"> ● I use teacher checklist (each student’s name is on the checklist and one by one I assess their progress). <p>TRANSITION: After all dance groups have gone through my evaluation and equipment is put away the students are sitting in their squad lines.</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 2min</p> |

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| <p>TSWBAT: Perform 3 eight count dance steps with smooth transitions while the pole bangers count out loud and provide a rhythmic beat.</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT:</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT: Students respect equipment by putting it away gently</p> | <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS:</p> | <p>Trans 3min</p> <p>Act 8min</p> |
| <p>Game/Closing Activity</p> | | |
| <p>Student Objectives (1):</p> | <p>CONTENT:</p> | <p>Time</p> <p>Approx.</p> |

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| <p>(Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> | | <p>Inst. 3min</p> <p>Trans 2min</p> <p>Act 12min</p> |
| <p><i>Lesson Closure- Cognitive/Psychomotor Wrap Up</i></p> | | |
| <p>Student Objectives (1): (Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Cognitive Objective</i></p> <p><i>TSWBAT:</i> Recall knowledge by writing on an exit slip what components of fitness is related to Tinikling</p> | <p>On an exit slip ask the students what anaerobic and aerobic components of fitness is associated with Tinikling</p> | <p>Time</p> <p>Approx.</p> <p>3 min</p> |

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| Teacher: Matt Moratti Date of lesson: 4/28/17 Grade level: 7 # of students: 40 Lesson 7 of 15. | | Main Lesson Content Intro.: Quote and Prompt and Pair Share Fitness: Partner Racetrack Technique/Tactic Focus: Practice steps Game: Evaluate step 4 | | Needed Equipment Whiteboard 20 10' PVC Pipes 20 3' 2/4's <i>(Music Interval: none)</i> | |
| The Objectives link to CA Content Standard(s): (please write out) 1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. | | | | | |
| Assessment Focus | | | | | |
| Informal Strategies: (Check all that apply) | X | Observation with FB/Prompts | Formal Strategies: (Check all that apply) *This should produce a permanent record | X | Teacher Checklist |
| | X | Questioning | | X | Performance |
| | | Peer Check | | | Peer Check |
| | | Self-Check | | | Self-Check |
| | | Other: | | | Other: |

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| <i>Anticipatory Set: What will you do to focus everyone's attention on the lesson's objectives? "Today we are working on step 4"</i> | | |
| <i>What I will do to encourage students' PA engagement beyond my class: "Name 3 things you remember about Tinikling"</i> | | |
| <i>Sequence of Lesson Activities</i> | <i>Diagram</i> | <i>Time Approx.</i> |
| <p>Pre-Lesson Set-up:</p> <p>Poles and boards are set up on the outside of gymnasium.</p> <p>Whiteboard is set up in front of where students sit in squad lines.</p> <p>Start/Stop Signals:</p> <p>Home Position:</p> | | 5 min |
| <i>Introductory Activity</i> | | |
| <p>Student Objectives (1):</p> <p><i>Social Behavior Objective</i></p> | <p>CONTENT: Students come in to class write in their journals about the quote of the day "Unless you remember you can't understand" and the prompt "Write 3 small things that you remember about Tinikling" and then compare my rubric to theirs</p> | <p>Time Approx.</p> |

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| <p>TSWBAT:</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT:</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Recall knowledge of Tinikling by talking to a neighbor and then sharing out to the rest of class</p> | <ul style="list-style-type: none"> • In squad lines students write the daily quote. I give examples of some prompts and the students then write 3 prompts of their own. Students talk to a neighbor and then can share out. <p>TRANSITION:</p> <p>TRANSITION: Put your back packs away and line up in your dance teams</p> <ul style="list-style-type: none"> • Jumping Jacks to the quote and previous quotes • We all do the steps to step #4 together as a class <p>TRANSITION: Get in your dance groups, Go!</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES& PROMPTS: Thank you for quietly entering the classroom and getting your journals out. Remember to respect each other’s ideas</p> | <p>Inst. 2 min</p> <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p><i>Fitness Activity</i></p> | | |
| <p>Student Objectives (1-3):</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT: Transfer weight, use balance, and rhythm to hop, step, and jump in</p> | <p>CONTENT: Partner Racetrack</p> <p>TRANSITION: Students sit in dance groups as I send them to get their equipment</p> <p>TRANSITION: I call groups up to be evaluated.</p> <p>This goes on until I stop holding the cards up and turn off music.</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 1 min</p> |

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| <p>between poles while staying on rhythm. Pole bangers are keeping a consistent rhythm by banging poles low and wide and counting out loud.</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT: Give respect to equipment by using the poles as tools only and being gentle with them (taking out and putting back)</p> | <p>TRANSITION: I excuse dance teams one by one to put equipment away gently before going back to squad lines</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS: A variety of feedback is given on the Filipino Bamboo Dance</p> | <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p>Lesson Focus (Skill Development/Technique or Tactic within Game)</p> | | |
| <p>Student Objectives (1-3):</p> <p>(Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT: Perform 3 eight count dance steps with smooth transitions while the</p> | <p>CONTENT: Step 4</p> <ol style="list-style-type: none"> 1. Intro step 4 2. Demonstrate the step to class and then have the dance groups practice step 4 with their team coach. 3. If dance teams need more work on steps 1-3 we can do that too <p>TRANSITION: After all dance groups have gone through my evaluation and equipment is put away the students are sitting in their squad lines.</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 2min</p> |

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| <p>pole bangers count out loud and provide a rhythmic beat.</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT:</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT: Students respect equipment by putting it away gently</p> | <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS: Model positive, specific, and corrective feedback.</p> | <p>Trans 3min</p> <p>Act 8min</p> |
| <p>Game/Closing Activity</p> | | |
| <p>Student Objectives (1):</p> <p>(Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> | <p>CONTENT:</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 3min</p> |

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| | | Trans 2min Act 12min |
| <i>Lesson Closure- Cognitive/Psychomotor Wrap Up</i> | | |
| Student Objectives (1): (Include Task , <u>Situation</u> , & <i>Criterion</i>) <i>Cognitive Objective</i> <i>TSWBAT:</i> Orally answer by raising hand or physically demonstrate the steps we learned today | How many times do you bang bang boom in between step 4 and 5? | Time Approx. 3 min |
| <i>Teacher: Matt Moratti</i> | | |
| | <i>Main Lesson Content</i> | <i>Needed Equipment</i> |

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| Date of lesson: 4/29/17 Grade level: 8 # of students: 40 Lesson 7 of 15. | | Intro.: Quote and Prompt Fitness: Technique/Tactic Focus: Practice steps Game: Peer Evaluation | | Whiteboard 20 10' PVC Pipes 20 3' 2/4's Peer Observation Handouts <i>(Music Interval: none)</i> | | | |
| The Objectives link to CA Content Standard(s): (please write out) 1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. | | | | | | | |
| Assessment Focus | | | | | | | |
| Informal Strategies: <i>(Check all that apply)</i> | | X | Observation with FB/Prompts | Formal Strategies: <i>(Check all that apply)</i> <i>*This should produce a permanent record</i> | | | Teacher Checklist |
| | | X | Questioning | | | X | Performance |
| | | | Peer Check | | | X | Peer Check |
| | | | Self-Check | | | | Self-Check |
| | | | Other: | | | | Other: |
| Anticipatory Set: What will you do to focus everyone's attention on the lesson's objectives? "Today after we are productive for 20 minutes we can play a game" | | | | | | | |

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| <i>What I will do to encourage students' PA engagement beyond my class: "Why do athletes have the hardest time with dance units?" "Why is doing dance and facing challenges such important practice</i> | | |
| <i>Sequence of Lesson Activities</i> | <i>Diagram</i> | <i>Time Approx.</i> |
| <p>Pre-Lesson Set-up:</p> <p>Poles and boards are set up on the outside of gymnasium.</p> <p>Whiteboard is set up in front of where students sit in squad lines.</p> <p>Start/Stop Signals:</p> <p>Home Position:</p> | | 5 min |
| <i>Introductory Activity</i> | | |
| <p>Student Objectives (1):</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT: safely retrieve equipment</p> | <p>CONTENT: Students come in to class write in their journals about the quote of the day "" and the prompt "Write 3 small things that you remember about Tinikling" and then compare my rubric to theirs</p> <ul style="list-style-type: none"> • In squad lines students write the daily quote. I give examples of some prompts and the students then write 3 prompts of their own. Students talk to a neighbor and then can share out. | <p>Time Approx.</p> <p>Inst. 2 min</p> |

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| <p><i>Psychomotor Objective</i></p> <p>TSWBAT:</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Display prior knowledge by writing key points of the dance steps in their journals</p> | <p>TRANSITION:</p> <p>TRANSITION: Put your back packs away and line up in your dance teams</p> <ul style="list-style-type: none"> ● Jumping Jacks to the quote and previous quotes ● I demonstrate all the steps again <p>TRANSITION: Get in your dance groups, Go!</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES& PROMPTS: Thank you for quietly entering the classroom and getting your journals out. Remember to respect each other’s ideas</p> | <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p><i>Fitness Activity</i></p> | | |
| <p>Student Objectives (1-3):</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT: Transfer weight, use balance, and rhythm to hop, step, and jump in between poles while staying on rhythm. Pole bangers are keeping a consistent rhythm</p> | <p>CONTENT: Practice</p> <p>TRANSITION: Students sit in dance groups as I send them to get their equipment</p> <p>TRANSITION: I call groups up to be evaluated.</p> <p>.</p> <p>TRANSITION: I excuse dance teams one by one to put equipment away gently before going back to squad lines</p> <p>SAFETY: reminders at the point where they are introduced</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 1 min</p> <p>Trans 1 min</p> |

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| <p>by banging poles low and wide and counting out loud.</p> <p><i>Social Behavior Objective</i></p> <p><i>TSWBAT:</i> Give respect to equipment by using the poles as tools only and being gentle with them (taking out and putting back)</p> | <p>LEARNING CUES & PROMPTS: A variety of feedback is given on the Filipino Bamboo Dance</p> | <p>Act 6 min</p> |
| <p><i>Lesson Focus (Skill Development/Technique or Tactic within Game)</i></p> | | |
| <p>Student Objectives (1-3): (Include Task, <u>Situation</u>, & <u>Criterion</u>)</p> <p><i>Psychomotor Objective</i></p> <p><i>TSWBAT:</i> <u>Collaborate with other students from different dance groups to refine dance steps as they switch members of their groups</u></p> | <p>CONTENT: One student from each dance team is going to rotate to another group</p> <ol style="list-style-type: none"> 1. Walk around and give feedback 2. One student will go to another team like jigsaw and demo step 4 3. I pick a student that is well versed from each group 4. Groups continue to rotate as I walk around with feedback <p>TRANSITION: After all dance groups have gone through my evaluation and equipment is put away the students are sitting in their squad lines.</p> | <p>Time</p> <p>Approx.</p> <p>Inst. 2min</p> <p>Trans 3min</p> |

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| <p>(Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> | | <p>Inst. 3min</p> <p>Trans 2min</p> <p>Act 12min</p> |
| <p><i>Lesson Closure- Cognitive/Psychomotor Wrap Up</i></p> | | |
| <p>Student Objectives (1): (Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Cognitive Objective</i></p> <p><i>TSWBAT:</i> Writes answers from a list on an exit slip before leaving class.</p> | <p>Exit Slip:</p> <p>1. Name 3 components of fitness from the list below that Tinikling possesses</p> | <p>Time</p> <p>Approx.</p> <p>3 min</p> |
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| <p>Teacher: Matt Moratti</p> | <p><i>Main Lesson Content</i></p> | <p><i>Needed Equipment</i></p> |

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| <p>Date of lesson: 4/29/17</p> <p>Grade level: 9</p> <p># of students: 40</p> <p>Lesson 7 of 15.</p> | <p>Intro.: Quote and Prompt</p> <p>Fitness:</p> <p>Technique/Tactic Focus: Practice steps</p> <p>Game: Peer Evaluation</p> | <p>Whiteboard</p> <p>20 10' PVC Pipes</p> <p>20 3' 2/4's</p> <p>Peer Observation Handouts</p> <p><i>(Music Interval: none)</i></p> |
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The Objectives link to CA Content Standard(s): (please write out)

1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. 2.4 Provide feedback to a partner to assist in developing and improving movement skills.

Assessment Focus

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| <p>Informal Strategies:</p> <p><i>(Check all that apply)</i></p> | X | Observation with FB/Prompts | <p>Formal Strategies:</p> <p><i>(Check all that apply)</i></p> <p>*This should produce a permanent record</p> | | Teacher Checklist |
| | X | Questioning | | X | Performance |
| | X | Peer Check | | X | Peer Check |
| | | Self-Check | | | Self-Check |
| | | Other: | | | Other: |

Anticipatory Set: What will you do to focus everyone's attention on the lesson's objectives? "The objective today is not only performing your dance for your peers but also to observe each other and give each other valuable feedback that will help refine your routines."

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| <i>What I will do to encourage students' PA engagement beyond my class: "What does feedback mean? What kind of feedback is there? How do we use feedback to help each other not only in dance but in the regular world?"</i> | | |
| <i>Sequence of Lesson Activities</i> | <i>Diagram</i> | <i>Time Approx.</i> |
| <p>Pre-Lesson Set-up:</p> <p>Poles and boards are set up on the outside of gymnasium.</p> <p>Whiteboard is set up in front of where students sit in squad lines.</p> <p>Start/Stop Signals:</p> <p>Home Position:</p> | | 5 min |
| <i>Introductory Activity</i> | | |
| <p>Student Objectives (1):</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT:</p> | <p>CONTENT: Students come in to class write in their journals about the quote of the day "We all need people who will give us feedback, that's how we improve" and the prompt "Write 3 ways feedback from people have helped you improve at something in life."</p> <ul style="list-style-type: none"> In squad lines students write the daily quote. I give examples of some prompts and the students then write 3 prompts of their own. Students then can share out. <p>TRANSITION: Put your back packs away and line up in your dance teams</p> | <p>Time Approx.</p> <p>Inst. 2 min</p> |

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| <p><i>Psychomotor Objective</i> <i>TSWBAT:</i> Perform jumping jacks in rhythm while reciting the quote aloud with good form and technique</p> <p><i>Cognitive Objective</i> <i>TSWBAT:</i> Recall previous learning on the topic of feedback by responding to questions out loud, writing in journals, and sharing ideas about feedback.</p> | <ul style="list-style-type: none"> ● Jumping Jacks to the quote and previous quotes ● I ask questions to the group on what feedback means, the different types of feedback and some ideas on how to give others feedback. ● I demonstrate how to give feedback to a volunteer student (positive, specific, corrective) <p>TRANSITION: Get in your dance groups, Go!</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES& PROMPTS: Thank you for quietly entering the classroom and getting your journals out. Remember to respect each other’s ideas</p> | <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p><i>Fitness Activity</i></p> | | |
| <p>Student Objectives (1-3):</p> <p><i>Psychomotor Objective</i> <i>TSWBAT:</i> Transfer weight, use balance, and rhythm to hop, step, and jump in between poles while staying</p> | <p>CONTENT: Dynamic Warm ups</p> <p>TRANSITION: Jogging, high knees, buttkickers, carioca, etc.</p> <p>TRANSITION: Get in your dance groups. I go over the peer observation sheet.</p> <ul style="list-style-type: none"> ● Dance groups are directed to get equipment out | <p>Time</p> <p>Approx.</p> <p>Inst. 1 min</p> |

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| <p>on rhythm. Pole bangers are keeping a consistent rhythm by banging poles low and wide and counting out loud.</p> <p>Social Behavior Objective</p> <p>TSWBAT: Give respect to equipment by using the poles as tools only and being gentle with them (taking out and putting back)</p> | <ul style="list-style-type: none"> ● The dance groups that are “advanced” will evaluate other groups first. ● They receive the evaluation forms ● I walk around and observe while giving feedback and rotating the groups through <p>TRANSITION: I excuse dance teams one by one to put equipment away gently before going back to squad lines</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS: A variety of feedback is given on the Filipino Bamboo Dance</p> | <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p>Lesson Focus (Skill Development/Technique or Tactic within Game)</p> | | |
| <p>Student Objectives (1-3):</p> <p>(Include Task, Situation, & Criterion)</p> <p>Psychomotor Objective</p> | <p>CONTENT: Peer Evaluation</p> <p>TRANSITION: After all dance groups have begun practicing and observers are sent out</p> <ul style="list-style-type: none"> ● Hand out peer evaluation form ● Demonstrate again how to use it | <p>Time</p> <p>Approx.</p> <p>Inst. 2min</p> |

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| <p>TSWBAT:</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Provide positive and corrective feedback to each other to improve dance steps by using the peer checklist and writing feedback for peers</p> <p><i>Social Behavior Objective</i></p> <p>TSWBAT: Students respect equipment by putting it away gently</p> | <ul style="list-style-type: none"> ● Students take turns practicing their performance and filling out feedback form ● Students orally debrief with the performer on how to correct dance steps <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS:</p> | <p>Trans 3min</p> <p>Act 8min</p> |
| Game/Closing Activity | | |
| Student Objectives (1): | CONTENT: Reflection of Feedback | Time |

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| <p>(Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> | <ul style="list-style-type: none"> • | <p>Approx.</p> <p>Inst. 3min</p> <p>Trans 2min</p> <p>Act 12min</p> |
| <p><i>Lesson Closure- Cognitive/Psychomotor Wrap Up</i></p> | | |
| <p>Student Objectives (1):</p> <p>(Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Cognitive Objective</i></p> <p><i>TSWBAT:</i> Orally answer questions...</p> | <p>What is some good feedback you received?</p> | <p>Time</p> <p>Approx.</p> <p>3 min</p> |
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| Teacher: Matt Moratti Date of lesson: 4/31/17 Grade level: 10 # of students: 40 Lesson 7 of 15. | | Main Lesson Content Intro.: Quote and Prompt Fitness: Technique/Tactic Focus: Practice steps Game: Peer Evaluation | | Needed Equipment Whiteboard 20 10' PVC Pipes 20 3' 2/4's Peer Observation Handouts <i>(Music Interval: none)</i> | |
| The Objectives link to CA Content Standard(s): (please write out) 1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. 2.4 Provide feedback to a partner to assist in developing and improving movement skills. | | | | | |
| Assessment Focus | | | | | |
| Informal Strategies: (Check all that apply) | | X | Observation with FB/Prompts | Formal Strategies: (Check all that apply) *This should produce a permanent record | |
| | | X | Questioning | | |
| | | X | Peer Check | | |
| | | | Self-Check | | |
| | | | Other: | | |
| | | | | | Teacher Checklist X Performance X Peer Check Self-Check Other: |

| | | |
|--|--|--------------------------------|
| <i>Anticipatory Set: What will you do to focus everyone's attention on the lesson's objectives? "The objective today is not only performing your dance for your peers but also to observe each other and give each other valuable feedback that will help refine your routines."</i> | | |
| <i>What I will do to encourage students' PA engagement beyond my class: "What does feedback mean? What kind of feedback is there? How do we use feedback to help each other not only in dance but in the regular world?"</i> | | |
| <i>Sequence of Lesson Activities</i> | <i>Diagram</i> | <i>Time Approx.</i> |
| <p>Pre-Lesson Set-up:</p> <p>Poles and boards are set up on the outside of gymnasium.</p> <p>Whiteboard is set up in front of where students sit in squad lines.</p> <p>Start/Stop Signals:</p> <p>Home Position:</p> | | 5 min |
| Introductory Activity | | |
| <p>Student Objectives (1):</p> <p><i>Social Behavior Objective</i></p> | <p>CONTENT: Students come in to class write in their journals about the quote of the day "We all need people who will give us feedback, that's how we improve" and the prompt "Write 3 ways feedback from people have helped you improve at something in life."</p> | <p>Time Approx.</p> |

| | | |
|---|---|---|
| <p>TSWBAT:</p> <p><i>Psychomotor Objective</i></p> <p>TSWBAT: Perform jumping jacks in rhythm while reciting the quote aloud with good form and technique</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Recall previous learning on the topic of feedback by responding to questions out loud, writing in journals, and sharing ideas about feedback.</p> | <ul style="list-style-type: none"> • In squad lines students write the daily quote. I give examples of some prompts and the students then write 3 prompts of their own. Students then can share out. <p>TRANSITION: Put your back packs away and line up in your dance teams</p> <ul style="list-style-type: none"> • Jumping Jacks to the quote and previous quotes • Review feedback <p>TRANSITION: Get in your dance groups, Go!</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES& PROMPTS: Thank you for quietly entering the classroom and getting your journals out. Remember to respect each other's ideas</p> | <p>Inst. 2 min</p> <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p><i>Fitness Activity</i></p> | | |
| <p>Student Objectives (1-3):</p> <p><i>Psychomotor Objective</i></p> | <p>CONTENT: Dynamic Warm ups</p> <p>TRANSITION: Jogging, high knees, buttkickers, carioca, etc.</p> | <p>Time</p> <p>Approx.</p> |

| | | |
|---|--|---|
| <p>TSWBAT: Transfer weight, use balance, and rhythm to hop, step, and jump in between poles while staying on rhythm. Pole bangers are keeping a consistent rhythm by banging poles low and wide and counting out loud.</p> <p>Social Behavior Objective</p> <p>TSWBAT: Give respect to equipment by using the poles as tools only and being gentle with them (taking out and putting back)</p> | <p>TRANSITION: Get in your dance groups. I go over the peer observation sheet.</p> <ul style="list-style-type: none"> ● Dance groups are directed to get equipment out ● The dance groups that are “advanced” will evaluate other groups first. ● They receive the evaluation forms ● I walk around and observe while giving feedback and rotating the groups through <p>TRANSITION: I excuse dance teams one by one to put equipment away gently before going back to squad lines</p> <p>SAFETY: reminders at the point where they are introduced</p> <p>LEARNING CUES & PROMPTS: A variety of feedback is given on the Filipino Bamboo Dance</p> | <p>Inst. 1 min</p> <p>Trans 1 min</p> <p>Act 6 min</p> |
| <p>Lesson Focus (Skill Development/Technique or Tactic within Game)</p> | | |
| <p>Student Objectives (1-3): (Include Task, Situation, & Criterion)</p> | <p>CONTENT: Peer Evaluation</p> <p>TRANSITION: After all dance groups have begun practicing and observers are sent out</p> | <p>Time Approx.</p> |

| <i>Game/Closing Activity</i> | | |
|---|---|---|
| <p>Student Objectives (1): (Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> | <p>CONTENT: Reflection of Feedback</p> <ul style="list-style-type: none"> • | <p>Time Approx.</p> <p>Inst. 3min</p> <p>Trans 2min</p> <p>Act 12min</p> |
| <i>Lesson Closure- Cognitive/Psychomotor Wrap Up</i> | | |
| <p>Student Objectives (1): (Include Task, <u>Situation</u>, & <i>Criterion</i>)</p> <p><i>Cognitive Objective</i></p> <p>TSWBAT: Orally answer questions</p> | <p>I hand back the feedback forms that I have collected so far with my reflections on them</p> <p>We talk about how feedback can help in other ways not just sports or dance but in life.</p> | <p>Time Approx.</p> <p>3 min</p> |

Appendix D

EMC/Physical Education Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[The type of school in which I teach is a middle school with a student centered curriculum that aligns with the California state and national standards for physical education as well as the National Board for Professional Teaching Standards. I am teaching sixth grade physical education (untracked) in a departmentalized program. In sixth grade the students are in a regular schedule departmentalized program for all subjects and in seventh and eighth grades they are in a block schedule program. In the class that I teach all students are of varying abilities including students with learning disabilities as well as English language learning students.

Because the physical education program is centered on the California state content standards the students are exposed to lesson plans designed around social development. The dance unit provides opportunities for self-responsibility, social interaction, and group dynamics. The students in my class are all able to reach these goals because they are expected to productively participate and evaluate each other's individual responsibilities in group physical activities; they are expected to identify and define the role of each participant in cooperative activities; and they are expected to agree on common goals and analyze possible solutions to problems in cooperative physical activities.

The families and cultural backgrounds of the students at Baechtel Grove Middle School are keys in the creation and design of the lesson, unit, and block plans in our physical education program. I know our students are diverse culturally so I make lessons that they can understand and connect with. I accomplish this by assessing each student as they enter the program as well as throughout the program to continuously check for

understanding. As a teacher one of my goals is to get to know my students so I can better plan for their learning. One way I do this is to give them developmental appropriate choices. For example, during the dance unit that we will be doing this semester, the students are to design their own dances. I will encourage the students to bring a dance from their own family culture. I will give out homework that involves teaching their parents a dance that we have learned in class. These are some ways I can better get to know my students and thus be better prepared in designing a lesson plan that they will connect with. Other factors such as socio-economic background, access to technology, and community resources all factor into who or what each student may be drawn or not drawn to over the course of the sixth grade year. However, in physical education, my goal is to get my students active and hopefully instill the importance of movement over a lifetime no matter what their backgrounds are.]

2. Briefly identify.

Grades: [6] Age Levels: [11-12] Number of Students Taught Daily: [240]

Average Number of Students in Each Class: [40]

Courses: [Physical Education]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

[When planning lessons for my class it is important that I take careful consideration into the student's prior knowledge and skill development. For some of these students' this is the first time they have ever had any organized physical activities like dance, gymnastics, tennis, ultimate Frisbee and so on. The class, right now, is doing a variety of folk dances leading to our Tinikling (Philippine bamboo dance) unit. and all seem to be average to above average movers. Many of them have never had to cooperate on a team or class activity before so it is important to teach them the importance of working together to accomplish a common goal. For example, one activity that we are currently participating in is working together to create a dance routine of their own. The students are challenged to create a routine by incorporating the folk dance steps we have been going over as a class. To accomplish this, they need to problem solve to find the best strategies so that everyone in the group is successful. I help guide them in finding ways to use soft hands and spread out. This is a good opportunity to introduce the idea of using teamwork. Everyone on the team has the opportunity to lead. Sometimes we need to back each other up and support our teammates to be successful.

The language development of the students overall is above average for what they are required to do in physical education. The students are expected to have a journal from which they write daily reflections as well as one or two written homework assignments due each quarter. The few students that have some difficulty with reading and writing are placed in front of the class where it easier for them to read and ask questions. They are also given different expectations as far as how fast they are to be

done with their assignments and the degree to which the writings are to be assessed. The variety of students with a different vocabulary is minimal for there are only English and Spanish speaking students. All students speak English and some speak both English and Spanish. As for the demands of the learning tasks, the English learners do not have many problems reading the quote of the day and following the prompts. If they do have problems, they have the time to work through it during class and if they need further help it is provided. As for language in physical education, most of the activities we do have a universal language that all children can understand. As a teacher I demonstrate the movements, let the students have plenty of practice doing the movements, and then allow them to teach others or let them apply what they have learned in a real-world setting (e.g. game).]

Appendix E

EMC/Physical Education Assessment Materials Form

Directions: Use a new form for each assessment.

Indicate your Candidate ID and the assessment (#1 or #2) below. Respond to the prompts (**no more than 1 single-spaced page in Arial 11-point font, including the prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Assessment Materials Form, include the associated assessment/prompt and answer key or acceptable responses as well as any other relevant assessment artifacts that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students).

Assessment: #1 #2

Candidate ID#:

1. Describe the assessment. What did you do? What did the students do?

[This assessment was evaluating how well the students were able to perform the folk dance called Tinikling. I demonstrated how to perform the dance step by step and the students taught each other how to perform the steps as well. The students learned through observation and practice.]

2. Describe the purpose of this assessment? What do you want your students to do to show that they understand?

[The purpose of this assessment was to be able to evaluate whether or not and to what extent the students, as a team, were able to successfully identify the proper steps to the Tinikling dance and be able to perform those steps (dancing and pole banging) with proper coordination and in rhythm with their partner and the pole bangers.]

3. Describe the criteria you used to evaluate student responses. Why did you choose those criteria?

[The criteria was a rubric created by the class based on 5 categories that I provided: Roles and Responsibilities (how well the group worked together during their performance), Dancers (how well the dancers were in sync with partner; in synch with pole banging; danced each step correctly; danced each step using 8 counts; no mistakes), Pole Bangers (how well the pole bangers performed defined rhythmic beats; poles were low and wide; kept dancers safe; counted the steps), Transitions (how well the team were in sync w/ partner entering, during and finishing), and Overall Flow (how well the team together performed the dance without interruption while maintaining a constant flow.)

4. How did you communicate the criteria for this assessment to your students?

[Through direct instruction I gave the class the 5 categories one by one and as a class we came up with the criteria together. After I gave the students some sentence starters for each criteria I gave them time to write out their rubrics in groups. After some

time, I let each group share out what they came up with as I wrote it on the whiteboard. After everyone shared we created the final rubric based on common themes, opinions, and the rubric I created prior.]

EMC/Physical Education Assessment Materials Form

Directions: Use a new form for each assessment.

Indicate your Candidate ID and the assessment (#1 or #2) below. Respond to the prompts (**no more than 1 single-spaced page in Arial 11-point font, including the prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Assessment Materials Form, include the associated assessment/prompt and answer key or acceptable responses as well as any other relevant assessment artifacts that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students).

Assessment: #1 #2

Candidate ID#:

1. Describe the assessment. What did you do? What did the students do?

[This assessment is a peer observation form that students will fill out by observing another student during their dance performance. After demonstrating how to give not only positive feedback but specific and corrective feedback I described to the students how to fill out the checklist and how to fill out the feedback portion of the form. The students observed another class mate and used the check list to identify if the performer was dancing the steps correctly. Also, the observers provided the performer with specific and corrective feedback by writing and then verbally telling the performer what they thought.]

2. Describe the purpose of this assessment? What do you want your students to do to show that they understand?

[The purpose of this assessment was given to provide an opportunity for students to gain an ability to identify specific patterns of the performer and then offer the necessary feedback to improve that performance. The goal of this assessment was that students would be able to recognize the significance of giving corrective feedback to their peers. They will demonstrate this learning by writing, on the bottom of the checklist, a statement, opinion, or idea on how to improve performance. After writing the students will also verbally share their specific and corrective feedback.]

3. Describe the criteria you used to evaluate student responses. Why did you choose those criteria?

[The criteria was comprised of 3 critical elements of each dance step that we have been developing during the week. These three elements were simply a checklist students used as they observed a dancer and then checked off the following that applied; 1. Students are keeping rhythm with their partner and their pole bangers; 2.

Students are starting on the correct side and moving in stepping right-to-left, etc.; 3. Students complete all 8 counts. At the bottom of the form underneath the checklist is the space for students to write out their feedback with the criteria of; “What did the performer do well” and “What does the performer need to work on”.

4. How did you communicate the criteria for this assessment to your students?

[Because this form is based on the standard that students will be able to provide feedback to a peer to improve their performance, I as the teacher will demonstrate with a partner (volunteer student) the different ways to provide feedback. I demonstrated positive, specific, and then corrective feedback as my partner performed the dance steps. Then I went over how to use the checklist and then let the students choose the groups that they could communicate well with.]

Appendix F

1. Instructional Context

I teach a physical education class 53 min a day 5 days a week = 265 min. The class schedule per week is 53 minutes a day for 5 days a week. There are 38 students in the class I am documenting. There are 20 males and 18 females in the class; 11% English learners, 14% redesignated English Learners, 5 students have Individualized Education Plans (IEPs) or 504 plans. The curriculum I am using for this particular learning segment is the Cooperative Teaching Model and the Personal and Social Responsibility Model.

The type of school in which I teach is a middle school with a student centered curriculum that aligns with the California state and national standards for physical education. I am teaching sixth grade physical education (untracked) in a departmentalized program. In sixth grade the students are in a regular schedule departmentalized program for all subjects and in seventh and eighth grades they are in a block schedule program. In the class that I teach all students are of varying abilities including students with learning disabilities as well as English language learning students.

When planning lessons for my class it is important that I take careful consideration into the student's prior knowledge and skill development. For some of these students' this is the first time they have ever had any organized physical activities like dance, gymnastics, tennis, ultimate Frisbee and so on. The class, right now, is doing a variety of folk dances leading to our Tinikling (Philippine bamboo dance) unit. and all seem to be average to above average movers. Many of them have never had to cooperate on a team or class activity before so it is important to teach them the importance of working together to accomplish a common goal. For example, one activity that we are currently participating in is working together to create a dance routine of their own. The students are challenged to create a routine by incorporating the folk dance steps we have been going over as a class. To accomplish this, they need to problem solve to find the best strategies so that everyone in the group is successful. I help guide them in finding ways to use soft hands and spread out. This is a good opportunity to introduce the idea of using teamwork. Everyone on the team has the opportunity to lead. Sometimes we need to back each other up and support our teammates to be successful.

The language development of the students overall is good for what they are required to do in physical education. The students are expected to have a journal from which they write daily reflections as well as one or two written homework assignments due each quarter. The few students that have some difficulty with reading and writing are placed in front of the class where it easier for them to read and ask questions. They are also given different expectations as far as how fast they are to be done with their assignments and the degree to which the writings are to be assessed. The variety of students with a different vocabulary is minimal for there are only English and Spanish speaking students. All students speak English and some speak both English and Spanish. As for the demands of the learning tasks, the English learners do not have many problems reading the quote of the day and following the prompts. If they do have problems, they have the time to work through it during class and if they need further help it is provided. As for language in physical education, most of the activities we do have a universal language that all children can understand. As a teacher I demonstrate the

movements, let the students have plenty of practice doing the movements, and then allow them to teach others or let them apply what they have learned in a real-world setting (e.g. game).

Because the physical education program is centered on the California state content standards the students are exposed to lesson plans designed around social development. The dance unit provides opportunities for self-responsibility, social interaction, and group dynamics. The students in my class are all able to reach these goals because they are expected to productively participate and evaluate each other's individual responsibilities in group physical activities; they are expected to identify and define the role of each participant in cooperative activities; and they are expected to agree on common goals and analyze possible solutions to problems in cooperative physical activities.

The families and cultural backgrounds of the students at Baechtel Grove Middle School are keys in the creation and design of the lesson, unit, and block plans in our physical education program. I know our students are diverse culturally so I make lessons that they can understand and connect with. I accomplish this by assessing each student as they enter the program as well as throughout the program to continuously check for understanding. As a teacher one of my goals is to get to know my students so I can better plan for their learning. One way I do this is to give them developmental appropriate choices. For example, during the dance unit that we will be doing this semester, the students are to design their own dances. I will encourage the students to bring a dance from their own family culture. I will give out homework that involves teaching their parents a dance that we have learned in class. These are some ways I can better get to know my students and thus be better prepared in designing a lesson plan that they will connect with. Other factors such as socio-economic background, access to technology, and community resources all factor into who or what each student may be drawn or not drawn to over the course of the sixth grade year. However, in physical education, my goal is to get my students active and hopefully instill the importance of movement over a lifetime no matter what their backgrounds are.

2. Instructional Planning and Approach to Assessment

The standards, learning objectives/tasks, and assessments are related to the central focus which is to identify the proper steps to the Tinikling dance and be able to perform those steps with proper coordination and in rhythm with the pole bangers as well as having the opportunities to provide feedback to their peers to improve their performances. Because prior knowledge of dancing may be minimal combined with the fact that these 6th grade students possess high motivation to try new activities, the most important concept of the learning segment may be about acquiring the ability to cooperate with peers. In addition, dancing can be intimidating; therefore, my enthusiasm for dance will play a large factor. These students have previously been working on cooperation skills which will set up a great opportunity for them to build on and give feedback to each other during the novel task of Tinikling.

During the educational segments all three learning domains (psychomotor, cognitive, and affective) were addressed in the content, assessments, and learning objectives. Taking into account that every student learns differently and at different levels, opportunities to perform, explain, and demonstrate learning in a variety of ways were offered. For example, I planned to give students plenty of practice at each dance step and while providing opportunities to use higher order thinking skills such as

observing their peers and interpreting evidence to provide feedback to enhance each other's' performance. The content of this learning segment offers a variety of structured activities including journal entries, fitness, and leadership experiences that all relate to dance. It is important for students to learn this content so that they can become more literate in dance, explore the cultural relevance of dance, and to experience success in a variety of ways. The goal here was to build confidence and perhaps spark an interest for students to experience alternatives to an active lifestyle or perhaps even a lifelong love of dance.

The instructional designs used for this learning segment were guided by a combination of many frameworks. One area of study that has contributed directly to the design of this learning segment is the work done by Don Hellison and his "personal-social responsibility program model." His philosophy and experiences have proven to be beneficial for developing motivation for students to be active, learn how to cooperate with others, and adhere to classroom management strategies. Some key points found in this model are to integrate life skills and values in the physical activity, teach lessons that can transfer outside the gym, responsibility shifts from leader to participants, and the respect of individuality. Specific strategies from this model that were used in my lesson format; awareness talks, group meetings, and reflection time. This philosophy combined with the standards for physical education in the 6th grade has helped me to develop a variety of opportunities to students in which they may find a passion for movement.

Introductory Activity:

Every day the students enter the gymnasium and find the whiteboard. This is how they know where to line up. Students know to take out their journals and start writing the "quote of the day". The idea here is that by the end of the year each student will have a journal, that they can keep forever, that will have inspiring quotes and reflections. Students that need more time to write are given more time. The quotes and prompts are related to the overall themes, objectives, content, and/or standard of the lesson. After the journals are completed the students are to now incorporate the mind and body connection by doing jumping jacks in unison with every syllable of the quote. Students, of all backgrounds, are able to do this after some practice. For example, if the quote is "Treat Others the Way You Wish to Be Treated" then the students, as a class, will do the jumping jacks together "Treat", "Others", "the", "Way", "You", "Wish" "to be", "Treated". At the completion of the jumping jacks the students do a stretching routine as a class or in their stretching groups.

On day one the whiteboard shows academic language. The term "Tinikling" with a prompt "what do you know about folk dance and what do you want to know about folk dance". This sets up a conversation and discussion on what qualifies as folk. I let the students know we will be defining this further during the main lesson. As the lessons continue over the next three weeks so does the terminology. A discussion about the history and legend of Tinikling (origins of bamboo dancing) occurs and these terms, again are explained as cues and will be defined later, in the main and closing lessons. The progression continues as we go into the of the Philippines and how other cultures express themselves through dance. Students have opportunities to write and comment about their own cultures and dances they may know of. Eventually, the progression focuses on the dance steps and the pole banging terminology (counting the steps). Students are coaching and teaching each other now therefore we have terminology to support them in this way. Each student is given a dance step to teach their group using the jigsaw learning activity. Finally, at the end of each week, I am assessing the week's

journal entries so the students get to show me what they have accumulated, in writings, during the week. In addition to the journal entry there will also be questions to answer based on their dance reflections. These questions will be written on the whiteboard and for the students to answer on a separate sheet of paper to hand in.

Fitness:

Identifying the appropriate health related components of Tinikling (i.e. cardiovascular endurance, muscular strength, flexibility, etc.) and the sport related components of Tinikling (agility, balance, coordination, etc.) were both learning objectives for this unit. Students were able to identify and describe how dancing is related to health and sport and how these components of fitness are related to participating in a healthy lifestyle. The students also performed the dance steps as a fitness goal embedded into the main lessons. Students were able to recognize that dance, as a fitness activity, is a viable option for people to participate in staying healthy, social, and active.

Main Lesson:

This may be the first time that most of these students have been exposed to dancing. It was important to set the ground rules and talk about the importance of trust, cooperation, and personal responsibility. During the intro activities the students were exposed to new cultural terms and the history of “Tinikling”. I also demonstrated how to vocalize the “8 count” to help stay in rhythm for dance. I demonstrate the critical elements of the first 8 count dance steps (footwork). After this demonstration the students had the opportunity to practice on their own and with their teams. The lessons progressed by reviewing each step before moving on to the next. For example, on day two we reviewed step 1 and introduced step 2. Students that needed more practice (derived from assessments) continued before moving on and students who needed to be challenged moved on or took on peer coaching roles. As the lessons progressed I demonstrated the critical elements to one student from each group and provided them with text and demonstration videos. Each student was responsible for teaching the one step and it became totally student centered as we jig sawed the dance moves. As the teacher I was able to guide the groups while providing positive and corrective feedback relating to the critical elements of each step. As I did this I also was able to informally observe as well as having students’ assess each other, using a formal assessment checklist, that I created from the rubric that we created as a class. Upon completion of the activities each lesson the students had the opportunity to provide feedback to their partners and offer ideas of how to improve performances.

Lesson Closure:

In this time the students were always brought back for questioning or group talks on what was learned in the day’s activities. One example of this is where students were given an exit slip in which they were able to fill out and hand back to me, before they left, answers to prompts which pertained to the technical aspects of Tinikling that was introduced during the intro-activity and performed during the main lesson - “Write 4 things you should do while pole banging.” There is a natural progression here, not only from day to day, but a progression during a single lesson as well. The terminology on day one is introduced in the written form, demonstrated visually, performed, and then posed as a question to the students to write on in their own words. I made sure to note that these exit slips were to be written in their own words and would not be graded. I just

wanted to see where we were, as a class. Other closures were for questions that all referred to some part of the day's lessons; stretching, fitness, Tinikling, folk dance, or life lessons related to dance.

Sequence of Learning Tasks:

The scaffolding techniques used in my lessons included visual demonstrations and a whiteboard with a quote, prompts associated to the quote, and dancing terminologies. Entry and exit slips were handed out. It was evident that having these vocabulary words defined while giving visual demonstrations that students had multiple strategies to support their comprehension of content-based materials. Furthermore, by using a "hands on" technique that incorporated movement and vocabulary like jumping jacks in unison with the "quote of the day" and by actually letting students engage in the vocabulary meanings (e.g. actually performing the dance steps while verbalizing the 8 count) students were motivated to be active while developing an academic language. The exit slips that were given out were done so with the understanding that the students had the freedom to define, in their own voice, what they'd learned in each lesson.

For some of these students' this was the first time they have ever had any organized physical activities. That's why one of the underlying themes of this learning segment was working together to accomplish a common goal. The class all seemed to be average to above average movers however, dancing can be intimidating and these students knew they were only being assessed on what they were comfortable with. Because the first unit of the year was cooperative games, these students have learned to work together to accomplish their goals. I continued to help guide them in finding ways to problem solve and learned new ideas by pairing the students who needed help the most with students that were able to offer effective support in each domain. Higher physical skilled students paired-up with lesser skilled students, and proficient English language learners paired up with those who may still need help with translations. The words and phrases emphasized in this segment were critical to each activity that was presented in the main lessons. Day one the main objective was for students to be able to understand how to be safe when pole banging for the dancers. It was important for students to understand that safety was the number one objective when pole banging.

By using a collection of strategies such as themes, entry forms, exit slips, teacher/video demonstrations, student demonstrations, journal entries, teacher and peer checklists, cooperative grouping, and realia students had many scaffolding strategies for the learning environment including: using visuals, hands-on techniques, and application through social interaction. For instance, watching a video on the large screen that showed the proper 8 count, crossover, side step, etc., then progressing toward using a "hands on" technique such as actually letting students engage, and then finally letting the students define what each dance step was for themselves on an exit slip or during closing questions. Offering new ways to learn built on prior knowledge and success was achieved in a contextual way. Dancing, the students may remember the steps better because they were attached to a real world setting.

3. Analysis of Evidence of Student Responses

Teacher observation is the assessment that most commonly occurred during the lessons. During observations I asked in multiple ways for the students to demonstrate their learning. Students also peer evaluated each other in informal ways (e.g. watch your partner during their routine making sure he or she has the correct steps and is starting

on the correct side). Extra informal assessment is done as I ask the students to raise their hand (holding 1, 2, 3, or 4 fingers in the air) to show me how much effort they gave during fitness, focus during stretching, or simply how well they transitioned from one place to another. Formal assessment was done via exit slips, creating a rubric as a class, teacher checklists, and peer observation checklists. The exit slips provided me with valuable information as to how to decipher if my objectives were being met so I could alter or adjust the future lessons. I filled out a teacher checklist on the last day of the dance unit that informed me on how well the students performed the dance steps while staying in rhythm with each other. The peer assessments let me not only evaluate the students performed but also showed me how well the evaluator was able to identify the critical elements of dance footwork that we have been engaged in during the entire learning segment and then how to offer specific and corrective feedback to their peers to improve performance. I posed questions to the students after they evaluated a peer to show them that by watching someone else move they too can learn how to be proficient dancers and avoid the common errors. I collected their peer observations, wrote feedback to them, and then handed them back for them to see. The ways in which English language learners were able to demonstrate their understanding, besides the exit-slip, was through movement like everyone else. On the exit slip ELL students were allowed to define terms in whichever way they choose. They knew the slips were for evaluation but not to be graded and they had the freedom to choose the format in which they wanted to express what they had learned.

I chose two students that I thought would provide diverse instructional challenges to me. Student A is a student that was “ahead of the curve” and needed more of a challenge so it was important to understand that her dance routine could be modified with the challenge of creating a “6th” step. This step is created by students who want to put their own mark on the dance after they have successfully performed all the other steps. Student B on the other hand, while showing proficiency in other physical education activities like soccer, and basketball was very reluctant to participate in dance because it was so out of the norm for him. These students both knew that they were not being graded on how well they danced compared to others but instead on how well their attitude and effort was overall and how well they reached the goals and objectives of the unit.

For the entire class, dance routines were modified from simple to extremely challenging. There was beginner to advanced steps and routines that students were able to make goals for. For certain student’s clear demonstrations and one-on-one experiences were effective as differentiated their instruction by offering lower level steps, using follow-up demos, and additional time to practice. There were a few students who did not have success or want to engage in the physical demands of Tinikling but was still able to demonstrate proficiency in the cognitive and affective domains. Cognitively the students were assessed on how well they provided feedback to a partner to assist in developing and improving movement skills. The affective domain was assessed by evaluating attitudes and ability to work with others. Lastly, students’ gained additional knowledge by teaching others the dance routine after they had shown proficiency.

For our first assessment and to introduce the learning objectives we created a rubric for the dance routine together as a class. The learning objective here was for the students to be able to create a rubric, in a group, based on what we know about how to display the correct dance steps, working together, and transitioning from one step to the next. We defined what we thought a 5 out of 5 performance would look like under the criteria of working together as a group, good transitions from step to step, correct

movements, and smooth overall dance. The rubric had two additional prompts; what did the group do well and what could the group improve on. After I gave the students some sentence starters for each criteria I gave them time to write out their rubrics in groups. After some time, I let each group share out what they came up with as I wrote it on the whiteboard. After everyone shared we created the final rubric based on common themes and overall opinions.

Other assessments used during the unit that were aligned with the cognitive learning objectives were exit slips asking students to reply to historic and cultural questions about Tinikling (e.g. what makes dance a folk dance and what is the history of Tinikling, how did it become a folk dance). A fitness related assessment was handed out as well to evaluate the students' knowledge of the skill and health related components of Tinikling.

Our performance assessment was done throughout the unit as I informally observed to see where students were with their routines so I could give them more or less practice on certain steps. It was done formally 2 times; it was done early and it was done at the end of our unit as a summative assessment on the final performance at the renaissance fair.

The assessment is a standards based and common core aligned assessment. The first step in creating an assessment is to unpack it. First I wrote the standard out. In this case it was the national standard for physical education; Standard # S1.M1 Dance and rhythms: Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7) Next step was to underline the verb, demonstrate; circle the level of proficiency, correct; double underline the skill or content, rhythm and pattern for a dance. Then I used the table below to list what students need to know and be able to do.

| KNOW | DO |
|--|--|
| <ul style="list-style-type: none"> ● To create a rhythm by banging poles together ● How to use coordination and timing to jump in between the poles and what legs to use to jump through ● How to use agility and rhythm to jump and use footwork correctly ● Remember all 5 stages of the dance in the correct sequence | <ul style="list-style-type: none"> ● Demonstrate correct rhythm timing when tapping the poles together ● Jump, hop, and step in between poles with correct timing while using the correct pattern ● Complete all 5 stages of the dance in the correct sequence ● Perform the routine using the proper 8 count for each of the 5 stages |

The next step in creating this assessment was determining the evidence needed to prove student learning. To do this I described the most authentic way for students to demonstrate what they knew and/or were able to do. This is what I came up with, "By the end of the unit students will be able to demonstrate, at the renaissance fair, the correct rhythm and timing of all 5 stages of the Filipino pole dance. They will do this by banging/tapping the poles together with proper rhythm and jumping/dancing in between the poles with correct timing."

My next step was to select or design the assessment tool. I wanted some way for students to generate a response that matched the verb "demonstrate" exactly. I wanted

the student response to show proof of “know” and “do”. Lastly, I wanted it to be developmentally appropriate and engaging that students could apply in a real world setting “the renaissance fair”.

I looked at the common core state standards for speaking & listening in 6th grade that says, “Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.”

Putting this all together, the next step was to determine the criteria for competence (critical elements that must be present to prove that students have achieved the standard) which was, “Students will be able to bang/tap poles together and step, hop, or jump in between the poles by using the correct timing and rhythm of all 5 stages of the Filipino pole dance.”

Next, I used the table below to describe the levels of quality. I used the criteria determined in STEP 4 to describe “passing.” I then selected 1-2 elements to describe achievement that was more advanced than achievement of critical elements, and 3-4 elements that described understanding/performance that was still working to achieve critical elements.

| Proficiency Level | Performance Descriptor | Criteria |
|-------------------|------------------------|--|
| 5 (80-100%) | Exceeds | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of all 5 stages of the Filipino pole dance in the correct sequence without stopping. |
| 4 (70-80%) | Competent | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of all 5 stages of the Filipino pole dance. |
| 3 (60-70%) | Approaching | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of at least 3 stages of the Filipino pole dance. |
| 2 (40-60%) | Emerging | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of 2 of the stages of the Filipino pole dance. |
| 1 (0-40%) | Non-Emerging | Students were able to bang poles together and step/hop in between the poles using the correct timing and rhythm of just 1 stage of the Filipino pole dance. |

After this was developed I piloted this assessment tool with my students. What I found was that it did measure the intended standards/outcomes appropriately. I simply created a checklist as I observed the students during their routines. This was teacher and student friendly and I found that the percentage of students passing (Levels 3-4) was appropriate.

The summative assessment besides the students written reflection was a peer checklist to observe and evaluate movements. In doing so, they gained an ability to identify specific patterns of the performer and then offered the necessary feedback to improve that performance. The standard that we addressed was California Content Standard: "2.4 Provide feedback to a partner to assist in developing and improving movement skills." This assessment measured how specific and corrective students were in providing feedback to each other to improve their performances in the Tinikling dance routine. The cognitive objective was for students to be able to provide specific and corrective feedback to a pair of dancers by observing and using a checklist to assist in developing and improving skills. The checklist was comprised of 3 critical elements of each dance steps and we used the academic language that we have been developing during the week. The 3 criteria for assessment were 1. Students are keeping rhythm with their partner and their pole bangers; 2. Students are starting on the correct side and moving in stepping right-to-left, etc.; 3. Students complete all 8 counts. The students were to observe a group performing these skills and then check the appropriate item. In addition to the checklist and more importantly, to promote specific and corrective feedback, there was a space at the bottom of the checklist for students to write a statement to assist their peers in improving his or her performance. This was the main goal and objective because, as we discussed in our introduction to lesson 4, to improve performance the feedback not only needs to be positive and specific but also corrective. To further performance the students shared what they had written to the performers. Before handing out the assessments and to make sure all students understood the assignment I demonstrated with a partner (volunteer student) the different ways to provide feedback. I demonstrated positive, specific, and then corrective feedback as my partner performed the dance steps. Then I went over how to use the checklist and then let the students choose the groups that they can communicate well with.

Summary of Student Learning Across the Whole Class:

The graph below describes the levels of quality that the students were able to achieve based on giving feedback to their partners. The level of proficiency for the students is to be able to assist in developing and improving movement skills. Therefore, in determining the evidence that the student reaches proficiency the student must provide feedback to his or her peers that will assist in improving their movement skills for their dance routine. To achieve this level of proficiency, in this structured peer observation, the criteria for competence is for the students to be able to provide feedback, which will improve movement skills based on the elements learned throughout the week. The resources that are available for the students are; students are keeping rhythm with their partner and their pole bangers; students are starting on the correct side and moving in stepping right-to-left, etc., and students complete all 8 counts. The levels of quality for these criteria are shown in the graph. Level 4 - the student is able to provide specific and corrective feedback to their partner; level 3 - the student is able to provide specific feedback to their partner; level 2 - the student is able to provide positive feedback to their partner; and level one -the student provides random attempts of

feedback to their partner. Before engaging in the assessment activity, I explained that these criteria are based on the theory that only corrective feedback will truly improve someone's performance, specific feedback may help to improve performance by reinforcing positive behavior, positive feedback may or may not help but should always be part of feedback and is socially approved, and random attempts of feedback are not known to provide any performance enhancement.

| Evaluative Criteria Category | Characteristics of Student Work | | | |
|---|---|---|--|---|
| | Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 |
| Description of the levels of quality | Student is able to provide random attempts of feedback to a partner | Student is able to provide positive feedback to a partner | Student is able to provide specific feedback to a partner to improve performance | Student is able to provide specific and corrective feedback to a partner to improve performance |
| Percentage of students demonstrating these qualities | 1 out of 32 = 3% | 4 out of 32 = 13% | 7 out of 32 = 22% | 20 out of 32 = 63% |

I decided to put off the teacher checklist until the students had more practice developing their routines. On day 8 the students used the discussion and what was written on the whiteboard to observe their partners during fitness and on dance steps 1, 2, and 3. I thought the natural progression led to the peer checklist to be on the next day (9). Also, I decided to simplify the assessment a bit by making the checklist a 3 categories document instead of 5. This was due to the time constraints I knew I would have and a way to make sure that all students would be able to achieve corrective feedback more successfully. I did not think that all the students would have time to successfully observe 5 different skills during the routines. Furthermore, for the group of students that needed more support this was a simpler task and for the students who need more of a challenge there was still room for them to expand on their feedback in the comment section.

Looking at the class assessments as a whole and from doing many informal assessments it is clear that the students were able to understand what the correct dance steps were and how to stay in rhythm with the pole bangers. They were able to identify these correct elements as well as what their peers need to work on to improve their routines. After reading the peer checklists most students were giving corrective feedback such as, "remember to start on the right side", "stay with your partner", or "try to slow down a little bit". These statements demonstrated a pattern of partial understanding and that the students have gotten the general concept of feedback and why it is important for helping others improve. In retrospect I should have stated more importance to and perhaps more examples of corrective feedback. Some common errors seen here was the way the students used the checklist cues as a resource for writings instead of

creating their own concepts or ideas on how to improve the overall dance routines. Additionally, I could have challenged the students more by providing opportunities to come up with other ideas for corrective feedback; thoughts of their own which were not listed on the checklist or the whiteboard.

Assessing the feedback given by the two chosen students I noticed that student A went outside of the information provided on the checklist and used a cue from previous learning tasks. This student wrote a few sentences and ended the statement with, "Even if you mess up try to stay in sync with your partner. You are either too fast or too slow". This student provided all of the criteria necessary for her peers to receive the information necessary and improve their performance next time they practice. Student B however, while giving corrective feedback, did not give any specific feedback by writing, "You should actually put effort into your dancing, you could be an amazing dancer". This feedback is great and demonstrates attention and may improve performance but there was nothing technically specific (i.e. footwork, rhythm, etc.). This student may benefit from more practice with peers giving feedback during activities. Feedback, now that the students understand the significance, is a part of the curriculum. For example, at the end of the unit students had more opportunities to give each other feedback as the students gave their final performances.

Looking at class trends I noticed that of the 63% of students who did give corrective feedback a large percentage of them only used a short sentence to describe the skill their partner needs to work on. The students were allowed to discuss their findings with their partners but to make this more complex, a requirement could have been made for the students to write 2 or 3 sentences. Analyzing the work of the students who gave specific but not corrective feedback (22%) and based on the learning objectives, I found that these students were on the right track but may need further explanation on the differences between specific and corrective feedback. For the group that only gave positive feedback (13%) it is clear that they were not clear on the goals I set for them and perhaps they would benefit from more individual discussions on this concept. Furthermore, because these students need more practice giving feedback and had only partial understanding of the goal in the future they will continue where they left off instead of advancing onto something more difficult. Perhaps during the next progressions of dancing where the students are still working with partners to achieve a variety of footwork goals, these students will be required to give corrective feedback on what steps to take.

When considering the English learners, I noticed that they were all specific and some corrective in their comments. This may have been due to the grouping strategy I had set up as well as the added demonstrations. There is one child with special needs but his is more of a physical need which was not affected for this cognitive objective. A trend with the higher performing students was seen as they elaborated on their statements using more than one sentence, being positive, specific, and corrective.

4. Reflection:

The two students selected are both English learners at varying levels and although one of these students stated that their Father is a dancer in Mexico, neither of these students has ever danced the Tinikling dance. Both of their learning strengths lie in the ability and motivation to move and be active in physical activities and are willing and able to engage in the challenging aspects that dancing has to offer. They have shown proficiency in previous motor skills activities such as learning the overhand throw

and a variety of fitness activities. Because they understand the English language they understand directions well, but I have noticed they excel when given the opportunity for hands on learning. They both benefit from visual demonstrations so it was important to offer this as I introduced new dance steps. These two students as well as others have always turned in their journals with the required writings attached but to varying degrees. There are some key differences however, for student A, the challenge is grouping with others (friend excluding). This may be due, in part, from a language barrier or just a 6th grade social issue. Nevertheless, during the dance unit, I allowed all students to choose one partner to allocate for language similarities and the trust element. Student B, on the other hand is very outgoing, usually has a great attitude, and will group with anyone.

During the learning segment both students, when prompted, were able to perform the physical, language, and safety requirements. I had the students perform the dance steps, in front of me as to required evidence of their ability to follow the safety rules of dancing in between the poles. These students were able to perform this physically with a partner and say aloud the 8 count orally and in the written form (journals) to provide the correct responses to my questions on specific dance steps. For example, I asked the class to fill out an exit slip on the history of Tinikling and these students provided me with the correct responses. Additionally, I had written the rubric on the whiteboard for all students to copy down in their journal. These students had written the correct terms in their journal when I checked them on the last day of the week. Informal assessments were taken daily as I asked the students to hold up their hand and give me a number for different activities. Sometimes I would write these down on my checklist; other times it was just for them to be accountable. On the fourth day of the unit where I introduced specific feedback I also asked the students to self-evaluate themselves at the closure of class. Everyone in class held up a 4 for this; 4 being the highest. If you gave your partner specific feedback about his or her pole banging hold up a 4, if you gave positive feedback but not specific hold up a 3, if you just said good job hold up a 2, and if you gave no feedback hold up a 0.

Oral and/or Written Feedback

Because the learning objective here is to provide specific and corrective feedback to their peers I feel it is important to model this to the students as well. I provided specific and corrective feedback in the written form for all students. On the student checklists I had written a comment at the bottom of the page. For student A I wrote, "You did a great job being specific and by adding the corrective feedback you will be able to help your partner get better." For student B I wrote, "Good positive feedback! I like how you told your partner what he needs to work on."

Orally, before I handed the graded assessments back to the students, I provided feedback to the group. I told the students I had read their assessments and liked the positive and specific feedback. Calling on students we reviewed the meaning of feedback again and the different kinds of feedback and I asked if the feedback provided to them from their peers was helpful. I let students know that if they did not understand what I wrote or had any questions they could ask me after class. A few students acted on this and I had the opportunity to further explain what they did well and what they needed to work on.

During the novel and sometimes challenging tasks associated with a dancing I wanted these sixth graders to reach their goals as well as learn new concepts and terminology. In order for this to occur I believe having an approach to feedback where the students know specifically how they are doing and what I, as their teacher, noticed

about what they have achieved, and what they need to work on to get better is important. I believe by clearly defining what feedback is and how it relates to movement the students were able to engage in the process of giving feedback to others. Furthermore I believe that giving specific feedback instead of just saying “good job” all the time lets the students know that I genuinely care about their competencies.

Some students like student B and C needed more scaffolding techniques. Thus simplifying the assessment, making the observation simpler, and demonstrating observation techniques supported individual learning objectives. After their assessments were completed I let them know I was invested in their learning by commenting on their writings. For the students who needed more of a challenge I commented on their writings by offering possible opportunities to be corrective during upcoming climbing activities.

Next Steps:

Based on this assessment the next step for these students will be allowing them to build on what they already know about providing feedback to one another. I believe, as a class, more practice of corrective feedback is still needed. One idea is to have the students look at the feedback they provided to their partner and then during the next dance activity watch for that specific skill while offering instant feedback to improve or correct performance. For example, if one student has a hard time keeping rhythm her partner would know and be able to support them by helping them to count while dancing. A further progression of feedback during dancing could be providing a partner with a mirror or start on one step and not move on until they are ready. Another possibility is to have the students give each other feedback on how to come up with a dance of their own, possibly from their own culture. These same types of feedback activities can be applied to the next unit as well.

As for the two students analyzed I would give them plenty of practice at offering corrective feedback and perhaps even re-teaching this big concept. A good aspect about feedback is that it can be incorporated into almost any activity and it can be made part of an upcoming lesson so the students can build on what they have learned and apply it under a different setting. They can continue to provide feedback as they build their dance routines in a different way. These students are going to be expected to create a dance of their own and then given an opportunity to perform the dance in front of the school. It will be important to demonstrate the specific skills necessary to be successful at this. These students can speak and write English but I have noticed them using their native tongue with others on occasion. I welcome the use of these words and would incorporate them when appropriate. For example, I can ask them what the word for dance is and incorporate it into the unit. These two students will be given different academic language as it applies to the next progression of dancing so it is imperative to continue to offer a variety of strategies for learning including visually writing the language with definitions on the whiteboard for the students to copy into their journals, orally reciting the terms and their meaning as a class, demonstrate how these terms are used, and then allow them to physically engage in the action. Giving these students partners that will help them understand the language will be important as well.

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