

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education Student Leader

September 2015

Approved by the Board of Education
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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Physical Education Student Leader

The PE Leader course is an elective course designed for the student interested in pursuing a career in education, recreation, and/or coaching. This course is open only to seniors who have successfully completed three years of physical education and have completed a formal application and interview process. The student leader will help a NMHS physical education teacher teach a physical education class. The student leader will be required to assist the teacher, aid in the development of students' motor skills, and teach a complete unit. This course may be taken in lieu of the regularly required physical education class. This course is available on a semester basis and enrollment will be limited.

Pacing Guide

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Common Core State Standards Key

RL Reading Standards for Language

W Writing Standards

SL Spoken Language Standards

L Use of Language Standards

New Milford Public Schools

Committee Member(s): Jason Arnauckas; Mariann Schirizzo Unit 1: Job Shadow	Course/Subject: PE Leader Grade Level: 12 # of Sessions: 10
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> RL.11-12.10 - Read and comprehend complex literary and informational texts independently and proficiently; RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.11-12 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> Communication skills are necessary in order to build a positive relationship with others. Meeting students' individual needs will improve class performance. 	<ul style="list-style-type: none"> What are ways to build positive relationships with students? How will developing an understanding of class dynamics help increase student success?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> Refer to students by name Identify Students with needs Students will be able to do the following: <ul style="list-style-type: none"> Take attendance Communicate effectively with students Assist PE teacher in classroom set up Demonstrate at least one accommodation and one enrichment activity method in the classroom. 	

Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Respect • Cooperation 	
Technology Competencies	
<ul style="list-style-type: none"> • PE Leader must have computer research competency in order to complete independent research. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will introduce PE Leader to class and explain to the class the role of the PE Leader. • Teacher will explain attendance procedures • Teacher will talk about effective communication skills. • Teacher will demonstrate how to differentiate activities to both accommodate and enrich activities to ensure that all students are challenged and engaged. • Teacher will provide resources for independent research 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • PE Leader will introduce themselves to class and take initiative to get to know students. • PE Leader will take attendance and report attendance to main office. • PE Leader will assist teacher in setting up the classroom • PE Leader will recognize students that will need additional help and/or assistance accomplishing tasks • PE Leader will independently research accommodations and enrichment strategies to use in the gymnasium and compose a 1-2 page reflective writing piece
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: PE Leader will develop an understanding of classroom management</p> <p>Role: PE Leader</p> <p>Audience: 9th grade students</p> <p>Situation: Classroom</p> <p>Product or Performance: Developing a rapport with students.</p> <p>Standards for Success: Effectively communicate with students</p>	<ul style="list-style-type: none"> • Reflective Writing piece based on independent research around the topic of differentiation and enrichment in a PE environment. (See Reflective Writing Rubric) • Visual evidence of skill acquisition based on actual classroom and student engagement (See Job Shadow Rubric)

Suggested Resources

- Ellis, A., Lieberman, L., and LeRoux, D. (2009). Using Differentiated Instruction in Physical Education. Retrieved from http://www.aph.org/pe/art_ellis.html
- Myers, Liz. (August 27, 2012). Teaching Strategies, differentiation and use of ICT in enabling learners to achieve their full educational potential. Retrieved from <https://www.pescholar.com/resource/phase/whole-school/1879/teaching-strategies-differentiation-and-ict/>
- Stopka, C. Teachers Survival Guide Book, 2nd Edition. Retrieved from <http://www.pecentral.org/adapted/adaptedactivities.html>

Job Shadow Grading Rubric

PE Leader Name:	Date					
1. Takes initiative to learn student names; builds a positive rapport with students.						
2. Consistently on time to class; takes attendance and reports it to main office.						
3. Takes the initiative to assist teacher in setting up and cleaning up the classroom.						
4. Recognize students who may need additional help and/or assistance to be successful						
5. Recognize students who may need enrichment activities to ensure all students are challenged						
6. Able to demonstrate specific accommodations and or enrichments activities learned from independent research.						

4 – All of the time - clearly able to successfully demonstrate skill without verbal cues

3 – Most of the time - able to demonstrate skill proficiently with verbal cue assistance

2 – Some of the time - somewhat successful, but not yet proficient

1 – Not at all – unable to demonstrate skill; still developing

New Milford Public Schools

Committee Member(s): Jason Arnauckas; Mariann Schirizzo Unit 2: Warm Up	Course/Subject: PE Leader Grade Level: 12 # of Sessions: 10
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.11-12.10 - Read and comprehend complex literary and informational texts independently and proficiently; • RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • L.11-12 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The importance of warming up properly decreases the risks of muscle strains and pulls • An effective warm up will allow students to improve muscle elasticity and maximize their speed and strength. 	<ul style="list-style-type: none"> • What are exercises that allow the muscles to stretch before participation? • How will properly warming up the body help a student be more effective during classroom activities?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Understand what muscles are being used during each warm up activity • Which major muscles will be used in the unit of instruction <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Design and lead class warm up • Demonstrate proper technique • Lead activities that promote movement 	

<ul style="list-style-type: none"> • Communicate effectively 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Respect • Energetic 	
Technology Competencies	
<ul style="list-style-type: none"> • Must be able to find valid and reliable internet-based health and fitness sources of information. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will provide notes and information about benefits of properly warming up the body • Teacher will demonstrate a warm up routine • Teacher will talk about importance of clearly communicating and demonstrating • Teacher will show how to differentiate activities to accommodate all students • Teacher will provide resources for independent research 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • PE Leader will research the appropriate type of warm ups to use in PE class • PE Leader will research the benefits of a proper warm up • PE Leader will use technology and teacher resources to develop exercise routine • PE Leader will identify major muscles and plan warm up to prepare those muscles for activity • PE Leader will participate in warm up • PE Leader will compose a 1-2 page reflective paper about the importance of using warm ups in PE and research to compare/contrast/draw conclusions regarding various ways of warming up

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: - PE Leader will develop an effective warm up</p> <p>Role: PE Leader</p> <p>Audience: 9th grade students</p> <p>Situation: Classroom</p> <p>Product or Performance: - Effective warm up will prepare students for full and safe participation in class</p> <p>Standards for Success: - Design and successfully lead a minimum 15 minute warm up routine</p>	<ul style="list-style-type: none"> • Visual evidence based on actual classroom and student engagement (see Warm Up Grading Rubric) • Completed reflective paper
Suggested Resources	
<ul style="list-style-type: none"> • Davies, P. (No Date) Flexibility Training. Retrieved from http://www.sport-fitness-advisor.com/flexibilitytraining.html • Faigenbaum, A, (March 2007) Guidelines for Implementing a Dynamic Warm-Up for Physical Education. Retrieved from http://files.eric.ed.gov/fulltext/EJ794566.pdf • Stevens, M. (2007) What is the Importance of Warm-ups in Physical Education? Retrieved from http://healthyliving.azcentral.com/importance-warmups-physical-education-3227.html • Utsey, B. (No Date) Have you Made the Jump from Static Stretching to Dynamic Stretching? Retrieved from http://www.pelinks4u.org/articles/utsey0809.htm 	

Warm Up Grading Rubric

PE Leader Name:	Date					
1. PE Leader researched and is prepared to discuss various warm up techniques						
2. PE Leader is able to recall the purpose of and benefits of a proper warm up						
3. PE Leader is able to develop a safe and effective warm up routine; minimum of 15 minutes in duration						
4. PE Leader is able to identify the major muscles involved in each warm up routine						
5. PE Leader uses appropriate teaching cues to lead a class warm up routine of about 15 minutes in length						
6. PE Leader will effectively communicate through demonstration and explanation						
7. Recognize students who may need additional help and/or assistance to be successful						
8. Able to demonstrate specific accommodation activities learned from independent research.						

4 – All of the time - clearly able to successfully demonstrate skill without verbal cues

3 – Most of the time - able to demonstrate skill proficiently with verbal cue assistance

2 – Some of the time - somewhat successful, but not yet proficient

1 – Not at all – unable to demonstrate skill; still developing

New Milford Public Schools

Committee Member(s): Jason Arnauckas; Mariann Schirizzo Unit 3: Skill Work	Course/Subject: PE Leader Grade Level: 12 # of Sessions: 10
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.11-12.10 - Read and comprehend complex literary and informational texts independently and proficiently/ • RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • L.11-12 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The importance of using the correct techniques while practicing skills related to an activity • The benefits of performing skills the correct way will increase performance and confidence. 	<ul style="list-style-type: none"> • What are effective ways to communicate proper techniques? • How will learning and practicing a skill correctly improve a students' performance?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Explain in detail the steps in performing a particular skill • Understand which skills individual students may need help with and why <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Demonstrate proper technique • Demonstrate effective problem solving skills • Develop the ability to watch, assess and assist in skill work with students • Communicate effectively with students and teacher 	

Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Respect • Patient • Helpful 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will demonstrate and fully explain skills that are being applied to class activity • Teacher will provide appropriate steps taken to be successful in skill work • Teacher will communicate skills to be used with PE Leader prior to class. • Teacher will effectively demonstrate skills • Teacher will provide resources for independent research 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • PE Leader will practice skill work prior to class • PE Leader will use teaching cues to help in classroom assistance • PE Leader will identify steps used to properly perform task • PE Leader will effectively communicate through demonstration and explanation • PE Leader will compose a 1-2 page reflective paper reflecting on the positive impact of differentiation and enrichment on student success in PE
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: PE Leader will be able to help students perform task management</p> <p>Role: PE Leader</p> <p>Audience: 9th grade students</p> <p>Situation: Classroom</p> <p>Product or Performance: - Focus on proper technique will help students be more successful in class</p> <p>Standards for Success: - Recognize both successful skill execution and developing skill work and be able to help students related to a specific skill</p>	<ul style="list-style-type: none"> • Visual evidence based on actual classroom and student engagement (see Sill Work Grading Rubric) • Completed reflection paper

Suggested Resources

- Steps to Success Sports Series(2012-2015) Human Kinetics Publishing.

Skill Work Unit Grading Rubric

PE Leader Name:	Date					
1. PE Leader practices skill work prior to class						
2. PE Leader uses appropriate teaching cues to help in classroom assistance						
3. PE Leader is able to identify steps used to properly perform task						
4. PE Leader is able to breakdown a specific skill into manageable steps						
5. PE Leader will effectively communicate through demonstration and explanation						
6. Recognize students who may need additional help and/or assistance to be successful						
7. Recognize students who may need enrichment activities to ensure all students are challenged						
8. Able to demonstrate specific accommodations and or enrichments activities learned from independent research.						

4 – All of the time - clearly able to successfully demonstrate skill without verbal cues

3 – Most of the time - able to demonstrate skill proficiently with verbal cue assistance

2 – Some of the time - somewhat successful, but not yet proficient

1 – Not at all – unable to demonstrate skill; still developing

New Milford Public Schools

<p>Committee Member(s): Jason Arnauckas; Mariann Schirizzo Unit 4: Teaching a Unit</p>	<p>Course/Subject: PE Leader Grade Level: 12 # of Sessions: 8</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.11-12.10 - Read and comprehend complex literary and informational texts independently and proficiently. • RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • L.11-12 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • The importance of planning a detailed lesson and following the plans will create a more fluent class. • Accommodating student differences will give all students achievable goals. • Skill progression will increase confidence and success for all students. 	<ul style="list-style-type: none"> • How is a lesson plan developed? • What factors do I need to consider when planning?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Effective communication skills • Rules and drills directly related to unit of instruction • How to create a lesson plan 	

<p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Implement the lesson they created • Organize students into groups, teams, partners, etc. • Clearly deliver information to students regarding the skills and knowledge needed • Plan for and implement appropriate forms of differentiate and or enrichment associated with lesson goals and objectives 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Respect 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will provide lesson plan template • Teacher will talk about transitioning from one activity to another • Teacher will talk about importance of clearly communicating and demonstrating • Teacher will provide a choice of units of instruction. • Teacher will provide resources for independent research, official rules and brackets 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • PE Leader will provide 6 lesson plans one class before teaching each lesson • PE Leader will research and develop accurate and appropriate culminating activities • PE Leader will identify importance of differentiated instruction • PE Leader will effectively communicate through demonstration and explanation
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: PE Leader will be able to lead a unit of instruction</p> <p>Role: PE Leader</p> <p>Audience: 9th grade students</p> <p>Situation: Classroom</p> <p>Product or Performance: - Create 6 lesson plans and deliver instruction for one unit</p> <p>Standards for Success: - Complete 6 lesson plans and implement them.</p>	<ul style="list-style-type: none"> • Six Completed lesson plans using the template provided • Visual evidence based on actual classroom and student engagement (see Teaching Unit Grading Rubric)
Suggested Resources	

- Brassard, E. (No Date) Adventure and Experiential Education: Principles, Adaptations and a Case Study. Retrieved from <http://www.pelinks4u.org/articles/brassard0508.htm>
- Fletcher, A, Kunst, K. (11/1/2006) Guide to Cooperative Games for Social Change. Retrieved from <http://www.commonaction.org/gamesguide.pdf>
- Grineski, S. (1/14/1994) Cooperative Fitness Activities. Retrieved from http://www.pecentral.org/fc/articles/coopfitnessarticle_grineski.pdf
- Manross, M. (8/22/1999) Teaching Tips for Beginning PE Teachers. Retrieved from <http://www.pecentral.org/climate/teachingtips.html>
- Steps to Success Sports Series by Human Kinetics Publishing
- Stu, R. (No Date) 10 Somewhat Easy Steps to Lower Off-Task Behavior in Physical Education. Retrieved from http://www.pelinks4u.org/articles/ryan3_2014.htm
- Trent, B (7/26/2005) Cooperative and Adventure Games. Retrieved from <https://www.jmu.edu/kinesiology/hpainstitute/documents/CooperativeGames.pdf>
- Wuest, D. (1999) Are You With It? Retrieved from <http://www.pecentral.org/climate/april99article.html>
- Wuest, D. (10/15/1998) Establishing and Maintaining Appropriate Behavior in PE Class. Retrieved from <http://www.pecentral.org/climate/october98article.html>

Teaching Unit Grading Rubric

PE Leader Name:	Date					
1. PE Leader completes 6 lesson plans						
2. PE Leader uses appropriate teaching cues during the execution of the lesson plan						
3. PE Leader effectively communicates through demonstration and explanation						
4. PE Leader breaks down a specific skill into manageable steps						
5. Recognizes and addresses students who may need additional help and/or assistance to be successful						
6. Recognizes and addresses students who may need enrichment activities to ensure all students are challenged						
7. PE Leader develops and executes appropriate culminating activities						

- 4 – All of the time - clearly able to successfully demonstrate skill without verbal cues
- 3 – Most of the time - able to demonstrate skill proficiently with verbal cue assistance
- 2 – Some of the time - somewhat successful, but not yet proficient
- 1 – Not at all – unable to demonstrate skill; still developing

New Milford Public Schools

Committee Member(s): Jason Arnauckas; Mariann Schirizzo Unit 5: Final Reflection Unit	Course/Subject: PE Leader Grade Level: 12 # of Sessions: 5
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.11-12.10 - Read and comprehend complex literary and informational texts independently and proficiently. • RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • L.11-12 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The importance of being able to effectively get thoughts, ideas, and teaching cues to student. • The impact of communication skills and how it directly effects student performance 	<ul style="list-style-type: none"> • How has the role of PE leader helped your communication skills? • What skills were most effective in leading a physical education class?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • What the expectations of a successful PE Leader are • What the expectations are for writing an excellent reflection paper <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Articulate their experience through a written reflection • Provide feedback based upon their role of a PE Leader • Identify strengths and weaknesses of their own teaching experience 	

Character Attributes	
<ul style="list-style-type: none"> • Reflective • Organized 	
Technology Competencies	
<ul style="list-style-type: none"> • Basic computer keyboarding skills are required 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will provide reflection rubric • Teacher will provide reflection examples for PE Leader • Teacher will talk about importance of clearly communicating • Teacher will talk about the semester and review with PE Leader both performance commendations and recommendations. • Teacher will provide the course evaluation. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • PE Leader will provide an outline of the reflection paper • PE Leader will complete a course evaluation to provide recommendations based on their experience • PE Leader will effectively communicate overall experience through the written reflection paper
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: PE Leader will be able meaningfully self-reflect about their experience as a PE Leader</p> <p>Role: PE Leader</p> <p>Audience: Teacher</p> <p>Situation: Classroom</p> <p>Product or Performance: Provide feedback and analysis of PE Leader experience</p> <p>Standards for Success: Meeting with teacher, Completion of outline, Completion of written reflection</p>	<ul style="list-style-type: none"> • See Reflective Writing Rubric • See Reflection Unit Rubric

Suggested Resources

- 15 Fantastic Ways to be a Better PE Teacher. Retrieved from <http://physicaleducationdegree.org/be-a-better-pe-teacher/>

Reflection Unit Grading Rubric

PE Leader Name:	Date					
1. PE Leader will provide an outline and seek feedback from the Teacher						
2. PE Leader will cite specific examples during the reflection process						
3. PE Leader will effectively communicate overall experience through the written reflection paper						
4. PE Leader will complete a course evaluation to provide recommendations based on their experience						

4 – All of the time - clearly able to successfully demonstrate skill without verbal cues

3 – Most of the time - able to demonstrate skill proficiently with verbal cue assistance

2 – Some of the time - somewhat successful, but not yet proficient

1 – Not at all – unable to demonstrate skill; still developing