SUNY Cortland Physical Education Department
EDU 456: Student Teaching Seminar in Physical Education Mini-Teacher Work Sample

The work sample provides the physical education department with an important source of evidence of you having met specific components of the Physical Education Teacher Education Standards (SHAPE, 2017). Overall, you must demonstrate effectively applying knowledge and skills to promote student learning in an authentic classroom setting. Your university supervisor will provide a submission timeline (Deadline, no later than 12/8/17) and will evaluate your work sample using a rubric.

You will select one class (similar to edTPA-no consent forms required) for one of the units that you will plan, teach, and assess. Similar to the edTPA portfolio, you will want to gather information of the second placement prior to arrival. You will describe the context of your setting, identify grade level outcomes, create an assessment strategy, unit goals and standards, plan your instruction, and reflect on the entire process. Suggested page lengths are provided for each section. Double space your narratives in 12-point font, and use one-inch margins.

Expectations: To pass the Mini-Teacher Work Sample and EDU 456, you must reach at least the Acceptable rubric level on each of the six project parts. You are allowed only one re-write for each section as agreed upon by your supervisor.

Format: Your work sample should be professionally compiled. Add a title page, table of contents, and page numbers. Your title page should include your name, your cooperating teacher’s name, the title of your unit, grade level taught, dates the unit was taught, and the school building and district. The table of contents should contain a listing of the work sample components by page number. Use proper writing mechanics including grammar, spelling, and punctuation.

Part 1: Description of the Setting 1-2 pages

A. School Site: Include information about the school district and building such as grade levels, number of students, general school schedule, and anything else that describes the school site.
B. Students and Class Setting: Describe the class you have chosen to plan for, teach, and assess. Describe student characteristics that are important to consider when teaching this unit. For example, include the total number of students, the number of males/females, the cultural make-up of the students, and the number of students with disabilities. The amount of class time, the facilities, equipment, and technologies used in the unit should also be described.
C. Contextual Impact: Knowing and understanding the setting will help you differentiate instruction and plan developmentally appropriate lessons. Based on your setting’s contextual variables identify the implications for your teaching and student learning.
D. Rationale: Develop a brief paragraph describing the value of your unit’s content. Justify why the unit should be taught.

Part 2: Technology for Learning 1 page plus photo’s

A. In one lesson plan you must show how your students use a form of technology to meet your lesson objectives/outcomes.
   1) Remember, your students must use/interact with the technology and it must provide students with a way to analyze their own performance.
2) Technology may include items such as pedometers, heart rate monitors, exergames, video analysis apps (e.g., coach's eye), assessment apps (Socrative), etc.

3) The planned use of technology should align with your lesson objectives/outcomes.

4) Be sure to plan how your students will receive their results and reflect on them.

5) Secure the planned technologies in advance.

B. Teach the planned lesson while being observed by your cooperating teacher.

C. Assignments include:
   a. Reflection
      1) Write a brief reflection describing the degree to which you met your lesson objective/outcomes(s) through the technology use.
      2) Explain how your students used the results/data from the tool to analyze and improve their performance.
   b. Photos that document the inclusion of technology in the lesson (If possible!)
      1) Be sure to protect the identity of the students or obtain school permission (media release form on file) to photograph students.

Part 3: Assessment and Lesson Planning

Include assessments & lesson plans

Include a 3-5 lesson plans and corresponding assessments for the learning segment.

A. Lesson plans must include correctly written behavioral objectives (include situation, task, criteria) that are aligned with the GLO's; time and management for appropriate learning activities; developmentally appropriate tasks, cues, and challenges; assessment; and appropriate modifications. At the end of the lesson plan denote how formative assessment data has been used to make decisions in the lesson.

B. Conduct a formative assessment of all students within the class in 2 of 3 domains, you must assess the psychomotor, and cognitive or affective. All assessments should have clear directions and scoring procedures that assist in representing valid and reliable instruments. Describe all assessments and your data collection procedures. The assessments should match the GLO's and central focus. Include copies of all assessment tools used.

Part 4: Analysis of Results

3-5 pages plus examples of student work

Use all of the assessment data to demonstrate student learning, as both individual students and as a class. The consideration of your students’ change in learning facilitates your ability to utilize the reflective cycle. Be sure to protect the identity of your students by using student numbers versus student names.

A. Analyze all of the data and describe the results in narrative. Present appropriately labeled tables and graphic displays of the quantitative results to supplement your narrative. Identify and align the GLO's from part 2 with the data results. Tables and graphs should be consecutively numbered and labeled with a short description (e.g. Figure 1: Cognitive Test Results).

B. Provide a detailed description of adjustments made or will make in your planning and instructional strategies due to the assessment results. Adjustments could be made to specific learning objectives, content introduced or reviewed, the amount of time dedicated to specific objectives, teaching style used, equipment used, or assessments utilized.

C. Evaluate the extent to which your students met the GLO's and central focus. Include clear explanations for the change in student learning throughout the learning segment.

D. Include examples of students’ work to represent varying levels of student learning.
Part 5: Reflection

The purpose of this section is to contemplate your ability to "utilize assessments and reflection to foster student learning and inform instructional decisions" (K-12 Grade Level Outcomes: SHAPE America, 2014, standard 5). Write an essay to demonstrate that you have utilized the reflective cycle (5.c). Include (a) what you have learned about your teaching and your students' learning, (b) what you have learned about your instructional planning and assessment, including what you will change the next time you teach this unit, and (c) what you have learned about your own professional effectiveness and development throughout the teacher work sample process.

PLEASE Note: The reflection for the mini teacher work-sample will take the place of the daily professional journal (pg. 19-20).

Part 6: References

List all teacher and student resources and references utilized in the unit. Use APA format. This website is an APA formatting reference: https://owl.english.purdue.edu/owl/

Adapted from the SHAPE America PETE Standards (2017) and Format adapted from Advanced Teacher Work Sample, University of Northern Colorado and Physical Education Department at SUNY Cortland, 2005.
### EDU 456: Student Teaching Mini-Worksample Format

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing mechanics have major errors in grammar, spelling, or punctuation.</td>
<td>Writing mechanics have minor errors in grammar, spelling, or punctuation.</td>
<td>Proper writing mechanics are utilized including grammar, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

#### Part 1: Description of the Setting

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school information is described or the class environment is described. The impact or implication of contextual factors on teaching and learning is minimally or not identified. The value of the unit content is minimally or not justified.</td>
<td>The school site and class environments are partially described. The impact or implication of contextual factors on teaching and learning is generally identified. The value of the unit content is accurately justified.</td>
<td>The school site and class environments are thoroughly described. The school site includes grade levels, number of students, general school schedule. The class information includes the total number of students, the number of males/females, the cultural make-up of the students, the number of students with disabilities, the amount of class time, the facilities, equipment, and technologies used in the unit. The impact or implication of contextual factors on teaching and learning is clearly identified. The value of the unit content is clearly and accurately justified.</td>
</tr>
</tbody>
</table>

#### Part 2: Technology for Learning

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not plan and implement use of technology or the technology is not age appropriate. Candidate demonstrates limited knowledge of current technology and its application in a physical education setting. and/or Candidate does not incorporate technology in a way that provides data/results directly to students. and/or Candidate does not plan or implement metacognitive knowledge activities or these activities are not age and/or developmentally appropriate.</td>
<td>Candidate integrates learning experiences that involve students in the use of technology. Candidate plans and implements age and developmentally appropriate use of technology in a physical education setting. and Candidate incorporates technology in a way that provides data/results directly to students. and Candidate plans and implements age and developmentally appropriate metacognitive activities. Candidate provides opportunities for students to explore knowledge and beliefs about the task and reflect on their own performance.</td>
<td>Candidate integrates learning experiences that involve students in the use of technology. Candidate demonstrates age and developmentally appropriate use of current technologies and uses the technology to enhance student learning. and Candidate incorporates technology in a way that provides data/results directly to students. and Candidate plans and implements age and developmentally appropriate metacognitive knowledge and strategy learning activities. Candidate provides the students opportunities to analyze, reflect, and improve their own performances.</td>
</tr>
</tbody>
</table>

**3e. Plans & implements learning experiences that require students to use technology appropriately**

**3f. Plans and implements learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results**

#### Part 3: Assessment and Lesson Planning

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC demonstrates no evidence (or minimal evidence) of formal or informal assessment. If assessment is used, it only</td>
<td>TC uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and</td>
<td>TC uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed</td>
</tr>
</tbody>
</table>

---

*SUNY Cortland Physical Education Department*

*EDU 456: Student Teaching Mini-Worksample Format*
5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little of the assessment data is used to demonstrate student learning. The data is analyzed and the results are described in narrative. Tables and graphic displays are presented. Identification and alignment of the unit goals are missing from the data results. Adjustments made in planning and instructional strategies, the extent to which students met the learning standards/unit goals are minimally evaluated. Explanations for student learning are described. No examples of student work are included.</td>
<td>Most of the assessment data is used to demonstrate student learning. The data is analyzed and the results are described in narrative. Tables and graphic displays supplement the narrative. Identification and alignment of the unit goals are shown with the data results. A description of adjustments made in planning and instructional strategies due to assessment results is included. Several adjustments made to specific learning objectives, content introduced or reviewed, the amount of time dedicated to specific objectives, teaching style used, equipment used, or assessments utilized are explained. The extent to which students met the learning standards and unit goals are evaluated. Explanations for student learning are described. Examples of students’ work that represent varying levels of learning are included.</td>
<td>All of the assessment data is used to demonstrate student learning. The data is accurately analyzed and the results are thoroughly described in narrative. Appropriately labeled tables and graphic displays supplement the narrative. Identification and alignment of the unit goals are clearly shown with the data results. A detailed description of adjustments made in planning and instructional strategies due to assessment results is included. Adjustments made to specific learning objectives, content introduced or reviewed, the amount of time dedicated to specific objectives, teaching style used, equipment used, and assessments utilized are explained. The extent to which students met the learning standards and unit goals are evaluated. Explanations for student learning are clearly described. Examples of several students’ work that represent varying levels of learning are included.</td>
</tr>
</tbody>
</table>
Part 5: Reflection

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC plans lessons without considering previous accomplishments or plans</td>
<td>TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection. Changes based on reflection are placed into action in lessons.</td>
<td>TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short and long term goals are modified based on the reflective cycle. Incorporates educational research findings into their practice as appropriate.</td>
</tr>
<tr>
<td>lessons according to teaching preferences vs. student needs. Learning/practice opportunities are not based on pre-assessments and students’ developmental levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plans

Part 6: References

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A list of references is included.</td>
<td>A list of references is included. The list is written in APA format.</td>
<td>A complete list of references is included. The list is written in APA format.</td>
</tr>
</tbody>
</table>

Adapted from the SHAPE America PETE Standards (2017) and Format adapted from Advanced Teacher Work Sample, University of Northern Colorado and Physical Education Department at SUNY Cortland, 2005.