

## PPAT® Assessment

### Library of Examples – Physical Education

#### Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

**The work you submit as part of your response to each task must be yours and yours alone.** Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

#### Guiding Prompt for Task 3, Textbox 3.1.1

- What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?
- What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- What are some difficulties students might encounter with the content? How will you address the difficulties?

#### Example 1: Met/Exceeded Standards Level

- For this lesson, Bandura's Theory of Social Learning and modeling will help guide the planning process. Bandura's theory explained children absorb information by watching the behaviors of those around them. Essentially, people learn from one another based on what is perceived in their surroundings. He completed the experiment where children imitated behaviors on a doll they had observed models they related to doing. I will make use of this theory because students will observe me modeling the movement, which they will eventually be assessed on. Students also watch their classmates perform tasks and movements and eventually pick up on these actions. Peer teaching will be used in this lesson as well to potentially help students understand cues from their classmates.
- The standards guiding this lesson are: National Association for Sport & Physical Education Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Students will apply their knowledge of overhand throwing in an activity where they have to strategize to hit

targets. Students will recognize the accuracy of their throw determines the success in their performance. Teacher Standard 4- Critical Thinking- The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. Quality Indicator 3: Cooperative, small group and independent learning. This standard guides the planning of the activity by having students practice their throwing skill independently; however, they are working on teams to accomplish a common goal. Cooperatively, they are using critical thinking skills to protect their targets and hit their opponents'. Incorporating small groups and peer teaching will enhance problem-solving skills by uniting diverse learners. State Standard HM1C3- Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through). This standard is the base of our lesson and assessment. Students will practice these components during the learning activity and we will look for specifics when assessing them.

- c. The focus of this lesson is accomplishing the manipulative skill of overhand throwing with opposite foot stride and follow through of the arm. Students have learned the fundamentals of this skill and have been practicing throwing since kindergarten. Throwing begins at an early age and with every grade level, additional factors are added to the movement. Adding a step forward with the opposite foot, creating a T shape with the body, and follow through of the arm are major components to master in third grade. Previously, we practiced this movement in our football unit at the beginning of the year. Incorporating targets for students to hit as they throw will help them pitch for distance and release the ball high so it travels versus being thrown down to the ground.
- d. Students may have difficulties combining all of the fragments on the movement fluently because of physical developmental or coordination gaps. We have worked on each individual part of this skill and it will take practice putting it all together. A lot of students will step out first and then throw instead of stepping forward as they draw their arm back. Many students forget to follow through after they release the ball. To fix these challenges, I plan on guiding and monitoring students as they practice this skill. I will provide feedback to them as they are working on linking these steps together into one flowing movement. I will create instructional goals for them as they work on stepping forward with the opposite foot then combine drawing their arm back as they step. Once they master that, I will add the follow through as part of the combination. Mini-lessons can take place for students who are struggling with specific parts of the movement. Peer teaching can take place for students who are accelerated in this movement because they can teach their classmates.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:**

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals thorough?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. I plan on using multiple methods of teaching to meet the needs of my students' multiple learning styles. For example, for my visual learners I will show video(s) of the desired behavior. My auditory learners may benefit from direct instruction. All of my students will be allowed to display a hands on approach to learning. As the instructor I will model the desired behavior or action and expect my students to mirror my actions.
- b. Show-Me Standards Content Standards: Health/Physical Education 4. Principles of movement and physical fitness Health/Physical Education 5. Methods used to assess health, reduce risk factors, and avoid high risk factors, and avoid high risk behaviors Performance Standards: Goal 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
- c. The content focus of this lesson is following directions enthusiastically to ensure safety and meet desired fitness results. Being kindergarten students, I doubt that many of the students have encountered much of the content that will be covered in my class.
- d. Students may encounter a problem with following directions. They must learn that PE is different than recess and that there are rules that must be followed to ensure safety and obtain desired results. I feel that students will struggle with technique during stretches for the first part of the school year.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:**

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals uneven?

**Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.