

Motor Learning Lesson Plan

TEAM TEACHING PROJECT RUBRIC

CATEGORY	Not Attempted—0	Unacceptable—1	Acceptable—2	Competent—3	Exemplary—4
Instruction	The student did not participate on the scheduled date for the teaching assignment.	The student was not prepared to teach, no organization or progression was evident, and the Oklahoma minimum requirements for effective teaching were not addressed.	The student followed the basic criteria of prescribed lesson components. However, the core components within the Oklahoma requirements for effective teaching were moderately addressed.	The student followed the prescribed lesson plan format and addressed the majority of the core components within the Oklahoma requirements for effective teaching. The lesson demonstrated the student's organization and teaching skills.	The student was well organized and efficient. The student demonstrated high energy and enthusiasm while teaching. The lesson flowed and transitions were smooth. All core components of the Oklahoma requirements for effective teaching were met.
Class Organization and Classroom Management	The student did not participate on the scheduled date for the teaching assignment.	The student did not adequately prepare for teaching. No seating assignments or organization of the students was evident. Roll call, announcements, and objectives were not addressed. The teacher did not have control of the class.	The student addressed seating assignments. Roll call and announcements were made; however, the objectives were not announced at the beginning of the class. Students within the class were not consistently on-task.	The student was prepared and addressed class organization. Roll call, announcements, and the lesson objectives were covered from the outset of class. The majority of the class remained on-task for the majority of the lesson.	The student was well prepared and demonstrated earlier preparation prior to teaching. Creativity and sound mechanics were evident within seating, grouping, and transitioning. Creative roll call, announcements, and objectives were demonstrated. The class was enthusiastically engaged throughout the entire lesson.
Professional Appearance and Disposition	The student did not participate on the scheduled date for the teaching assignment.	The student was not professionally nor appropriately dressed for teaching. The student demonstrated a lack of sincerity and concern toward the class.	The student did not meet all requirements for appropriate attire for teaching an activity class: i.e., shorts, collared shirt, socks, and tennis shoes. However, most of the required attire was worn and the	The student was adequately prepared and appropriately attired with minimal infractions for dress. Overall nice professional look as well as a positive disposition toward teaching and students.	The student met all requirements/protocol for professional attire for physical educators teaching an activity class. The student demonstrated an enthusiastic desire to teach and a sincere

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			student's attitude was sincere.		connection with all of the students in the class.
Word Load Distribution	The student did not participate on the scheduled date for the teaching assignment.	The student could not be reached for rehearsing the lesson and was ineffective and inactive during the lesson.	The student put forth moderate effort in preparation prior to and during the lesson.	The student shared the lesson and was adequately prepared.	The student demonstrated leadership qualities by taking immediate ownership for preparation and demonstrated a desire to work as a team member.

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UNIT PLAN RUBRIC

CATEGORY	Not Attempted—0	Unacceptable—1	Acceptable—2	Competent—3	Exemplary—4
Presentation	The student did not submit the requisite two 4-week unit plans.	The title page was omitted, and the unit plan was handwritten and not typed. There were frequent grammar, spelling, and punctuation errors.	The unit plans were typed; however, the title or cover page was missing and the spelling and punctuation demonstrated a lack of professionalism.	The unit plans were typed, and the title page was included. Reformatting the overall look as well as adding graphics would enhance the presentation.	The unit plans were typed, and the title page was included. The use of a bold font as well as color and graphics made for a sharper, professional look. All spelling, punctuation, and grammar are exceptional.
Content NASPE 3.1,3.3,3.6,4.2	The student did not submit the requisite two 4-week unit plans.	There was a lack of detail, progression, skills tests, written tests, activity diagrams, and stated objectives.	The objectives were listed and progression outlined; however, missing components may include one of the following: a skills test, written test, or activity diagram.	The objectives were listed along with a progression of activities outlined; however, a detailed progression strategy demonstrating simple to complex skills would have strengthened the plans.	Objectives in all three learning domains were listed and worded correctly. A progression strategy demonstrating simple to complex skills was listed as well as activities to accomplish the goal. All components were submitted, including skill and written tests and activity diagrams.
Assessment (Skills Test and Written Exam) NASPE 3.2,5.1	The student did not submit the requisite two 4-week unit plans.	Either the skills tests or the written exams were omitted or one or both were poorly constructed. Content and effort were not evident.	Skills tests for both units were submitted as well as the written exams; however, further work was needed in regards to grammar, punctuation, and spelling.	Both the skills tests and written exams were submitted, and minor corrections were needed in either.	Both skills tests were indicative of the skills needed for the units taught. The written exams addressed the cognitive outcomes appropriate to assess the content knowledge. Any grammar, punctuation, or spelling errors were minimal.

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LESSON PLAN RUBRIC

CATEGORY	Not Attempted—0	Unacceptable—1	Acceptable—2	Competent—3	Exemplary—4
Lesson Objective(s) NASPE 3.2	The lesson plan was not submitted.	The objectives were not listed.	The objectives were listed but were either incorrectly identified by learning domain or were poorly written.	The objectives were correctly identified by the learning domain; however, the mechanics of writing a simplistic objective that meets all three of the prescribed objectives needs further attention.	The objectives were correctly identified and effectively written. The objectives were observable, measurable, identified the content to be learned, and offered a criterion for success.
Lesson Plan Components NASPE 1.1,1.2,1.3	The lesson plan was not submitted.	The student did not include the prescribed five components of the lesson plan.	The components were listed; however, they were not in the prescribed order or were missing the designated time allocation for each component listed.	The components were listed in the prescribed order; however, the designated minutes ascribed to each component require additional thought.	All components, 1) Introductory Activity, 2) Fitness Development, 3) Explanation/Demonstration, 4) Lesson Focus, and 5) Closure were listed along with adequate time allotted for each lesson component.
Lesson Focus Diagrams NASPE 3.4	The lesson plan was not submitted.	The student did not submit activity diagrams with the lesson plan.	The student submitted at least one activity diagram; however, it was missing the placement of equipment as well as the movement of the class during the activity.	The student provided a diagram for every activity listed in the lesson plan; however, placement of equipment and classroom movement was omitted.	The student included diagrams for every activity, including directional movement of each activity, the placement of all equipment, and added color that provided a more professional look.
Lesson Plan Delineation (Explanation/Description With Substitute in Mind) NASPE 1.1,1.2,1.3, 3.4	The lesson plan was not submitted.	The lesson content and progression lacked direction, progression, or continuity. Content detail was missing.	The lesson plan submitted provided an overall outline of the lesson but failed to provide detailed content.	The lesson plan submitted afforded the reader a depiction of the content within the lesson; however, more depth with easier to interpret directions are needed.	The lesson plan submitted included detailed descriptions and thorough explanations of each activity. Support or reference guides were listed along with page numbers to assist a possible substitute.

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Plan

HPE METHODS 452/652 UNIT PLAN EVALUATION PROCEDURES

Student Name _____ Score _____ (Max. Pts. = 100)

I. PRESENTATION

- ◆ Title page (5 points) _____
- ◆ Typed..... (10 points) _____

II. CONTENT

- ◆ Skill progression appropriate..... (25 points) _____
- ◆ Daily objectives (Learner Outcomes), written in the
cognitive, affective, or psychomotor domain..... (25 points) _____
- ◆ Detailed plans Included for substitute teacher (5 points) _____
- ◆ Skills test (15 points) _____
- ◆ Written unit test..... (15 points) _____

MAXIMUM POINTS POSSIBLE = 100 POINTS

YOUR SCORE _____
TOTAL