

**TED 413**  
**Elementary Physical Education, Visual and Performing Arts Methods**  
(3 units) Traditional, Face-to-Face

**Instructor:** Carol Wright

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**Office Hours:** before/after class or by appointment

**Course materials available:** <http://carol.ewrightouch.com/TED413/>

**The Vision of the College of Education**

The School of Education, in partnership with P-14 schools, prepares deeply knowledgeable education professionals who are passionate about helping all students reach their full potential, and who make urban schools the places where children, families, and teachers thrive.

**The Mission of the College of Education**

We collaborate to design and implement rigorous and relevant programs, recruit and support excellent candidates, develop interactive learning environments that foster student achievement and empowerment, pose critical questions, and engage in continuous improvement.

Please view the COE website at <http://www.csudh.edu/cps/soe/about.shtml> to learn more about our Mission, Vision, Beliefs, and programs.

**Course Description:**

Methods, materials and strategies for visual and performing arts, physical education, and health, in multiple subject classroom settings; including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.

This course is designed to prepare prospective teachers in the application of a comprehensive, integrated, and interactive perspective to teaching in elementary classrooms, grades K through 8. Focus of the course is on the professional skills and knowledge needed in order to effectively teach and integrate the arts and physical education into daily instruction in the elementary classroom. This course addresses research-based knowledge and systematic and explicit instructional practices aligned with the *California Content Standards for Physical Education and Visual and Performing Arts*. Presentations, readings and discussions will be in English.\*

This course is also designed to address several overlapping objectives and competencies (1) To meet CCTC guidelines including the CCTC Teacher Performance Expectations, and CCTC Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and to ensure that credential candidates understand the California State Content Standards. Differentiated instruction for students with special needs will be addressed throughout the course as well as the role of home and community practices in physical education and the arts.

**COURSE OBJECTIVES:** Aligned to CTC TPEs

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

Program Level SLOs (TPES)	Course Level SLOs Candidates will be able to:	Input & Practice	Evaluation Method
Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments:	Plan instruction using state-adopted standards in physical education and the four arts areas of dance, music, theatre, and visual arts, consistent with current pedagogy as aligned to California Subject Matter Frameworks.	Readings, Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection, PE Mini Presentation,	<a href="#">PE Lesson Plan &amp; Reflection</a> , <a href="#">VAPA Lesson Plans &amp; Reflections</a>
1. Teaching Physical Education in a Multiple Subject Assignment (I, P, A)	Balance the focus of physical education instruction between motor skill development and concepts, principles, and strategies of physical education content.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection PE Mini Presentation	<a href="#">PE Lesson Plan &amp; Reflection</a>
3. Teaching Visual and Performing Arts in a Multiple Subject Assignment (I, P, A)	Craft a progression of complexity within each of the arts areas.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection, TIMI, VAPA Presentation	<a href="#">VAPA Lesson Plans &amp; Reflections</a>
	Collect evidence of student learning through the use of appropriate assessment tools and use the evidence they collect to inform instructional decisions and provide feedback to students	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection	<a href="#">PE Lesson Plan &amp; Reflection</a> , <a href="#">VAPA Lesson Plans &amp; Reflections</a>
	Provide explanations, demonstrations, and class activities to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection, PE Presentation	<a href="#">PE Lesson Plan &amp; Reflection</a>
	Support students learning how to assess and maintain a level of physical fitness that improves health and performance.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection	<a href="#">PE Lesson Plan &amp; Reflection</a>
	Teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.	Demonstration, Brainstorming, Discussion, Simulated Practice, PE Mini Presentation	<a href="#">PE Lesson Plan &amp; Reflection</a>
	Provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection, PE Mini Presentation	<a href="#">PE Lesson Plan &amp; Reflection</a>
	Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances, and provide access to works of art that are broadly representative of cultural diversity.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection	<a href="#">VAPA Lesson Plans &amp; Reflections</a>

	Integrate the arts with other content areas, and help students recognize the value of the arts in their future learning and careers.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection	<a href="#">VAPA Lesson Plans &amp; Reflections</a>
	Support students' literacy skills and academic language in the areas of physical education and the arts.	Demonstration, Brainstorming, Discussion, Simulated Practice, Reflection, PE Presentation, VAPA Presentation	<a href="#">PE Lesson Plan &amp; Reflection</a> , <a href="#">VAPA Lesson Plans &amp; Reflections</a>
<i>1.1</i>	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I)	Demonstration, Brainstorming, Discussion, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
<i>1.3</i>	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (I, P)	Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
<i>1.5</i>	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (I, P)	Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
<i>2.2</i>	Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I)	Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
<i>2.5</i>	Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (I)	Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
<i>3.1</i>	Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (I, P, A)	PE Mini Presentation, VAPA Presentation, PE & VAPA Newsletters	<a href="#">PE Lesson Plan &amp; Reflection</a> , <a href="#">VAPA Lesson Plans &amp; Reflections</a>

<p>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (I)</p>	<p>Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan &amp; Reflection, VAPA Lesson Plans &amp; Reflections</p>	
<p>3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. (I, P, A)</p>	<p>Demonstration, Brainstorming, Discussion, PE Presentation, PE Lesson Plan &amp; Reflection, VAPA Lesson Plans &amp; Reflections</p>	<p><a href="#">PE Lesson Plan &amp; Reflection</a>, <a href="#">VAPA Lesson Plans &amp; Reflections</a></p>
<p>3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. (I)</p>	<p>Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan &amp; Reflection, VAPA Lesson Plans &amp; Reflections</p>	
<p>4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (I)</p>	<p>Lecture, Brainstorming, Discussion</p>	
<p>4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (I)</p>	<p>Lecture, Brainstorming, Discussion, PE Lesson Plan &amp; Reflection, VAPA Lesson Plans &amp; Reflections</p>	
<p>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. (I,P,A)</p>	<p>Demonstration, Brainstorming, Discussion</p>	<p><a href="#">VAPA Lesson Plans &amp; Reflections</a></p>
<p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) (I)</p>	<p>Lecture, Brainstorming, Discussion</p>	
<p>4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. (I)</p>	<p>Brainstorming, Discussion, Reflection</p>	

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (I)	Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. (I)	Demonstration, Brainstorming, Discussion, PE Mini Presentation, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. (I)	Demonstration, Brainstorming, Discussion, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (I)	Demonstration, Brainstorming, Discussion, PE Lesson Plan & Reflection, VAPA Lesson Plans & Reflections	
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. (I)	Brainstorming, Discussion, Reflection	
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (I)	Brainstorming, Discussion, Reflection Paper	

**\* Syllabus is subject to change throughout the semester**

**Required Texts**

**TED 413 Volumes I & II comprised of the following texts:**

Richardson and Atterbury. 2001. *Music every day: transforming the elementary classroom*. New York: McGraw-Hill.

Hendy, L. and Toon, L. 2001. *Supporting drama and imaginative play in the early years*. New York: Open University Press.

Brehm and McNett. 2008. *Creative dance for learning: The kinesthetic link*. New York: McGraw-Hill.

Kovar, S. K., C. A. Combs, K. Campbell, G. Napper-Owen, and V. J. Worrell. 2012. *Elementary classroom teachers as movement educators*. New York: McGraw-Hill.

California State Board of Education. State Standards for Visual Arts, Download at:

<http://www.cde.ca.gov/be/st/ss/vamain.asp>

California State Board of Education. State Standards for Music, Download at: <http://www.cde.ca.gov/be/st/ss/mumain.asp>

California State Board of Education. State Standards for Physical Education, Adopted August 2005. Download at:

<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

**Universal Access and Differentiation will be addressed as part of each learning outcome.** Students will demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development in each of these areas including how to support and differentiate instruction for struggling readers, students with reading difficulties or disabilities, students with special needs, English Learners, speakers of nonstandard English, and advanced learners.

<b>Course Requirements</b>	<b>Points</b>	<b>Due Date</b>
1. PE Parent Newsletter	15	4/22
2. PE Lesson Plan & Reflection/Signature assignment	75	4/29
3. PE mini Presentation	20	per sign ups
4. Integrated Visual Arts Lesson Plan and Reflection/Signature assignment	75	3/18
5. Integrated Music Lesson Plan and Reflection/Signature assignment	75	2/18
6. Integrated Drama Lesson Plan and Reflection	75	4/8
7. VAPA Parent Newsletter	15	3/11
8. VAPA Presentation	20	per sign ups
9. TIMI graph/reflection	10	2/4
10. Reflection Paper	20	5/13
11. Attendance & Participation	100	Ongoing

**Total points: 500**

**Assignments:** All assignments will be further explained in class. Grades will be lowered on assignments if late.

- 1. PE Parent Newsletter:** develop a one-page newsletter (with appropriate graphics and activities) to distribute to elementary students in the grade level you plan to teach upon graduation. The newsletter content must deal with health/fitness/exercise knowledge base and activities. The newsletter must contain one activity the child and parent can do together at home.

Evaluation criteria:

- Language directly addresses the elementary student.
- Language appropriate for the grade level indicated.
- One-page in length.
- Contains health/fitness/exercise knowledge.
- Contains appropriate activity for child and parent to do together at home.
- Graphics appropriate for the grade level.
- Attention-getting formatting of the newsletter content.

- 2. VAPA Parent Newsletter:** develop a one-page newsletter (with appropriate graphics and activities) to distribute to elementary students in the grade level you plan to teach upon graduation. The newsletter content must deal with music, art, drama, dance or a combination of the arts activities. The newsletter must contain one activity the child and parent can do together at home.

Evaluation criteria:

- Language directly addresses the elementary student.
- Language appropriate for the grade level indicated.
- One-page in length.
- Contains visual or performing art activity.

- Contains appropriate activity for child and parent to do together at home.
- Graphics appropriate for the grade level.
- Attention-getting formatting of the newsletter content.

**3. PE Lesson Plan and Reflection:** Students plan, in writing, and deliver a 30-minute physical education lesson that integrates movement with an academic subject. Student specifies grade level and may also select the setting for the lesson (gymnasium, auditorium or playground). Reflection is one-page in length and describes the experience of delivering the lesson detailing how it went according to your expectations and how you would approach the lesson differently the next time you teach it. The rubric for evaluating this assignment can be found at the end of the syllabus. *Upload lesson/reflection to Taskstream*

**4. PE mini Presentation:** Students teach a 10 to 15 minute physical education lesson to their peers in the class. Peers pretend to be at the grade level selected by the student who is teaching the lesson.

Evaluation criteria:

- Prepares a written plan.
- Selects and teaches appropriate movement activities for the selected grade level.
- Selects and uses appropriate teaching methods.
- Selects and uses appropriate organizational techniques.
- Monitors student performance, adjusts activities according, and gives appropriate feedback during the lesson.
- Clearly identifies (verbally within the lesson) the learner objectives for the lesson.
- Monitors for safety concerns.
- Minimizes waiting time for the students.

**5. VAPA Presentation:** Student will prepare and present one of the VAPAs in class.

Evaluation criteria:

- presents a powerpoint slide presentation of the process, the standards addressed, a cross-curricular subject and grade level
- summarizes and explains information from appropriate text.

**6. Integrated VAPA Lesson Plans & Reflections:** Students plan, in writing, and deliver **three** 30-minute lessons that integrates music, visual arts, and drama with an academic subject. Student specifies grade level and may also select the setting for each lesson (gymnasium, auditorium, or other location). Reflection is one-page in length and describes the experience of delivering the lesson detailing how it went according to your expectations and how you would approach the lesson differently the next time you teach it. The rubric for evaluating this assignment can be found at the end of the syllabus. *Upload lessons/reflections to Taskstream*

**7. TIMI graph:** Following the TIMI presentation in class, student will complete the handout graph.

Evaluation criteria:

- Completed bar graph
- One paragraph reflection that includes personal insights and implications for teaching.

**8. Reflection Paper:** Students write a three-page self-assessment exploring the societal forces that have and still do influence their view of themselves as moving human beings (PE), as well as musicians and artists in the classroom.

Evaluation criteria:

- Describes how they felt they could teach PE & the VAPA before class began and how they feel now at the end of the course.
- Examines how their gender and/or cultural background affected their view.
- Indicates how (or if) their view has changed over time or from this course.
- Examines their ability to perform physical or performance skills as a force that influenced them.
- Uses concepts and information contained in the texts.

**9. Attendance and Participation:** Attendance and punctuality are expected at each session and will be part of your grade. Only one absence is allowed for this course. Please call or text me at the above number or email me if you are unable to attend due to illness or an emergency. **20 points will be subtracted for both a second and third absence.** No credit

will be given after 3 absences. Points may also be subtracted for habitual tardiness or leaving early. Participation is a VITAL part of this class and your grade.

**Grading:** The following percentage grading scale will apply:

500-465 = A	449-440 = B+	414-400 = B-	389-365 = C	349-315 = D
464-450 = A-	439-415 = B	399-390 = C+	364-350 = C-	314-300 = F

No late work will be accepted, nor will make-up exams be administered. (For exceptions in unusual circumstances, please see the instructor.) No extra credit will be given.

CSU, Dominguez Hills Division of Teacher Education policy on grades is that all credential students must maintain a 3.0 grade point average with no grade lower than C.

## UNIVERSITY AND DEPARTMENTAL EXPECTATIONS

**University Statement Regarding the Americans with Disabilities Act:** The California State University (CSU) Policy for Provisions of Accommodations and Support Services to Students with Disabilities prohibits unlawful discrimination against students on the basis of disability in CSU Programs, services, and activities in accordance with, but not limited to, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA); Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; and applicable California state laws. The CSU Policy is consistent with current applicable federal and state laws concerning the non-discrimination of students on the basis of disability. At California State University, Dominguez Hills, the Student disAbility Resource Center office is committed to providing opportunities for higher education to students with disabilities, to increase the representation of persons with disabilities in its student enrollment, and to make its programs, activities and facilities fully accessible to persons with disabilities. This includes identification and removal of architectural barriers, consultation on course accommodations, the loan of assistive devices, advising and referral to on and off campus offices. For information call (310) 243-2028. <http://www4.csudh.edu/dss/>

**University Statement Regarding Academic Integrity and Plagiarism:** For this course, you are expected to submit an original instructional lesson and unit. You may incorporate materials and resources developed by other individuals, but be sure to cite the authors or developers of these materials and resources. Please refer to University Catalog for the full statement of the university's policies. <http://www4.csudh.edu/student-rights/academic-integrity/>

**Disruptive Behavior Policy:** Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. The instructor may require a student responsible for the disruptive behavior to leave class pending discussion and resolution of the problem and may also report a disruptive student to the Student Affairs Office (WH A-410, 310-243-3784) for disciplinary action.

Student Conduct Code Title 5, Article 2 Section 41301 <http://www4.csudh.edu/student-rights/student-conduct-procedures/student-code-of-conduct>

### **Computer/Information Literacy Expectations for Students enrolled in this class:**

In addition to monitoring email, students in this class are expected to: 1) bring a computer or a tablet/iPad each class session, 2) access course information and materials from Blackboard, 3) use a word processing program for writing assignments (e.g., Microsoft Word), 4) be able to access websites and conduct research through the internet, 5) use the library databases to find references, 6) be able to paraphrase concepts without plagiarizing, 7) demonstrate facility with PowerPoint or similar programs, 8) demonstrate facility with blogging.

For additional information about computing on campus, including tutorials, students should go to:

<http://www.csudh.edu/infotech/labs> and [http://www.csudh.edu/infotech/student\\_index.shtml](http://www.csudh.edu/infotech/student_index.shtml)



### Course Schedule TED 413

<b>Session Dates</b>	<b>Class Content</b>	<b>Readings for Class</b>	<b>Assignments Due</b>
Week 1: January 28	Music <ul style="list-style-type: none"> <li>• rhythm</li> <li>• pitch</li> </ul>	Music Every Day Chapters 2 & 3	
Week 2: February 4	Music <ul style="list-style-type: none"> <li>• singing</li> <li>• listening</li> </ul>	Music Every Day Chapters 4, 5, 6	TIMI graph
Week 3: February 11	Music <ul style="list-style-type: none"> <li>• playing instruments</li> </ul>	Music Every Day Chapters 7, 8	
Week 4: February 18 NO CLASS		Music Every Day Chapters 9, 10 Dance Chapters	Integrated Music Lesson Plan and Reflection
Week 5: February 25	Drama	Drama Chapters	
Week 6: March 4	Visual Art <ul style="list-style-type: none"> <li>• lines</li> <li>• color</li> <li>• shapes</li> <li>• texture</li> <li>• space</li> <li>• value</li> </ul>	Artworks Chapter 2	
Week 7: March 11	Visual Art <ul style="list-style-type: none"> <li>• balance</li> <li>• proportion</li> <li>• movement</li> <li>• rhythm, rep. patterns</li> <li>• variety &amp; unity</li> </ul>	Artworks Chapter 3	VAPA Parent Newsletter
Week 8: March 18	Visual Art <ul style="list-style-type: none"> <li>• describing</li> <li>• analyzing</li> <li>• interpreting</li> <li>• judging</li> </ul>	Artworks Chapter 4	Integrated Visual Arts Lesson Plan and Reflection
Week 9: March 25	Visual Art <ul style="list-style-type: none"> <li>• stages of artistic development</li> <li>• lesson planning</li> <li>• technology</li> </ul>	Artworks Chapter 5 & 6	

SPRING RECESS: March 31 – April 6

Week 10: April 8			Integrated Drama Lesson Plan and Reflection
Week 11: April 15			
Week 12: April 22	PE <ul style="list-style-type: none"> <li>• motor development</li> <li>• skills development</li> </ul>	<u>chapters 1, 2, &amp; 3</u>	PE Parent newsletter
Week 13: April 29	PE <ul style="list-style-type: none"> <li>• exercise concepts</li> <li>• PE curriculum</li> </ul>	<u>Chapters 4, 6, 8</u>	Integrated PE Lesson Plan and Reflection
Week 14: May 6	PE <ul style="list-style-type: none"> <li>• special needs</li> <li>• class management</li> <li>• safe environments</li> </ul>	<u>Chapters 5, 7, 11</u>	
Week 15: May 13 Final exam	PE <ul style="list-style-type: none"> <li>• motivation</li> <li>• sociology of PE</li> <li>• recess</li> </ul>	<u>Chapters 9, 10, 12</u>	Reflection paper
Week 16			

**PE Lesson Plan and Reflection Rubric**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Standards and Frameworks</b>	Learner objectives are not based on state-adopted standards in physical education  OR  Lesson plan is not consistent with current pedagogy as aligned to California Subject Matter Frameworks.	Learner objectives are based on state-adopted standards in physical education; lesson is somewhat consistent with current pedagogy as aligned to California Subject Matter Frameworks.	Learner objectives are based on state-adopted standards in physical education; lesson is consistent with current pedagogy as aligned to California Subject Matter Frameworks.	Learner objectives are based on state-adopted standards in physical education; <b>lesson includes at least two different strategies</b> , and is consistent with current pedagogy as aligned to California Subject Matter Frameworks.	Learner objectives are based on state-adopted standards in physical education; lesson includes at least two different strategies, and is consistent with current pedagogy <b>to ensure that all students meet or exceed content standards for physical education.</b>
	Multiple means of representing, expressing or engaging students are absent from lesson plan	Individually and through limited consultation and collaboration with other educators and members of the larger school community, candidate plans for subject matter instruction and uses multiple means of representing, or expressing, or engaging students to demonstrate their knowledge.	Individually and through consultation and collaboration with other educators and members of the larger school community, candidate plans for effective subject matter instruction and uses multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Individually and through consultation and collaboration with other educators and members of the larger school community, candidate plans for effective subject matter instruction and uses <b>meaningful connections and interconnection between new information with what is already known through multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</b>	Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and uses meaningful connections and interconnection between new information with what is already known through multiple means of representing, expressing, and engaging students <b>in diverse learning styles</b> to demonstrate their enthusiasm for learning knowledge.

<p style="text-align: center;"><b>Skills, Concepts, Principles, and Strategies</b></p>	<p>Lesson is not designed to promote motor skill development or concepts, principles, or strategies of physical education content.</p>	<p>Lesson includes either motor skill development OR concepts, principles, or strategies of physical education content.</p>	<p>Lesson balances the focus of physical education instruction between motor skill development and concepts, principles, and strategies of physical education content.</p>	<p>Learner objectives are based on state-adopted standards in physical education; <b>lesson includes at least two different strategies</b>, and is consistent with current pedagogy as aligned to California Subject Matter Frameworks.</p>	<p>Learner objectives are based on state-adopted standards in physical education; lesson includes at least two different strategies, and is consistent with current pedagogy <b>to ensure that all students meet or exceed content standards for physical education.</b></p>
<p style="text-align: center;"><b>Explanations, Demonstrations, and Class Activities</b></p>	<p>Candidate does not provide explanations or demonstrations of motor skills or movement patterns</p> <p>OR</p> <p>Explanations, demonstrations, or class activities do not help students demonstrate the motor skills and movement patterns needed to perform physical activities.</p>	<p>Candidate provides explanations, demonstrations, OR class activities to help students demonstrate the motor skills and movement patterns needed to perform physical activities.</p>	<p>Candidate provides explanations, demonstrations, and class activities to help students demonstrate the motor skills and movement patterns needed to perform physical activities and demonstrate knowledge of movement concepts, principles, or strategies that apply to the learning and performing of physical activities.</p>	<p>Candidates provide explanations, demonstrations, and class activities to help students demonstrate the motor skills and movement patterns needed to perform a <b>variety of</b> physical activities and demonstrate knowledge of movement concepts, principles, <b>and</b> strategies that apply to the learning and performing of physical activities.</p>	<p>Candidates provide explanations, demonstrations, and class activities to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities <b>for students with diverse learning styles.</b></p>

Physical Fitness and Safety	Lesson does not include information about physical fitness or safety concerns.	Lesson includes information about physical fitness, and addresses safety concerns.	Lesson supports students in learning how to become physically fit, and addresses safety concerns.	Lesson supports students learning how <b>to assess and maintain a level of physical fitness that improves health and performance.</b> Lesson addresses safety concerns.	Lesson supports students learning how to assess and maintain a level of physical fitness that improves health and performance, <b>and develops appreciation for the value of physical activity.</b> Lesson addresses safety concerns.
Media and Technology	Candidate does not use media or technology  OR  Candidate uses media or technology, but not in a way that supports learning the content of physical education.	Candidate uses media or technology to support students in learning the content of physical education.	Candidate provides students the opportunity to use media and technology as integral tools for learning the content of physical education.	Candidate provides students the opportunity to use <b>and evaluate</b> media and technology as integral tools for learning the content of physical education.	Candidate provides students the opportunity to use and evaluate media and technology as integral tools <b>to deepen</b> learning about the content of physical education.
Written Instructional Materials	Candidate does not include written instructional materials in the lesson.	Candidate includes written instructional materials in the lesson.	Candidate teaches students to independently read and comprehend instructional materials.	Candidate teaches students to independently read and comprehend instructional materials <b>that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.</b>	Candidate teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats, <b>with support for English Learners.</b>

<b>Academic language</b>	Lesson does not incorporate academic language	Lesson incorporates academic language, but it is not clear whether students at different levels of English proficiency will be able to comprehend the lesson.	Lesson incorporates academic language, and one or more strategies to ensure that the lesson is comprehensible to students at different levels of English proficiency.	Lesson incorporates academic language, and includes <b>multiple</b> strategies to ensure that the lesson is comprehensible to <b>most</b> students at different levels of English proficiency.	Lesson incorporates academic language, and includes multiple strategies to ensure that the lesson is comprehensible to most students at different levels of English proficiency. <b>Lesson provides opportunities for language practice, and feedback for students to develop further language proficiency.</b>
<b>Assessment</b>	No assessment data is collected.	Candidate collects evidence of student learning but does not use the evidence to inform instructional decisions.	Candidate collects evidence of student learning through the use of appropriate assessment tools and uses the evidence to inform instructional decisions.	Candidate collects evidence of student learning through the use of appropriate assessment tools and uses the evidence to inform instructional decisions <b>and to provide feedback to students.</b>	Candidate collects evidence of student learning through the use of appropriate assessment tools and uses the evidence to inform instructional decisions <b>highlighting areas for remediation and additional practice</b> and to provide feedback to students.

### VAPA Lesson Plan and Reflection Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Standards and Frameworks</b>	<p>Learner objectives are not based on state-adopted standards in the four arts areas of dance, music, theater, and the visual arts</p> <p>OR</p> <p>Lesson plan is not consistent with current pedagogy as aligned to California Subject Matter Frameworks.</p>	<p>Learner objectives are based on state-adopted standards in the four arts areas of dance, music, theater, and the visual arts, and is somewhat consistent with current pedagogy as aligned to California Subject Matter Frameworks.</p>	<p>Learner objectives are based on state-adopted standards in the four arts areas of dance, music, theater, and the visual arts, and is consistent with current pedagogy as aligned to California Subject Matter Frameworks.</p>	<p>Learner objectives are based on state-adopted standards in the four arts areas of dance, music, theater, and the visual arts; <b>lesson includes at least two different strategies</b>, and is consistent with current pedagogy as aligned to California Subject Matter Frameworks.</p>	<p>Learner objectives are based on state-adopted standards in the four arts areas of dance, music, theater, and the visual arts; lesson includes at least two different strategies, and is consistent with current pedagogy <b>to ensure that all students meet or exceed content standards for the arts.</b></p>
<b>Sequence of Instruction</b>	<p>Lesson plan does not lie within an instructional sequence.</p>	<p>Lesson plan is connected to the VAPA lessons immediately preceding and following the planned lesson.</p>	<p>Lesson plan and reflection indicate how the lesson falls within a sequence of lessons within one or more of the VAPA areas.</p>	<p>Lesson plan and reflection indicate how the lesson falls within a <b>progression of complexity</b> within one or more of the VAPA areas.</p>	<p>Lesson plan and reflection <b>detail</b> how the lesson falls within a progression of complexity within one or more of the VAPA areas.</p>

<b>Engagement</b>	Multiple means of representing, expressing or engaging students are absent from lesson plan	Individually and through limited consultation and collaboration with other educators and members of the larger school community, candidate plans for subject matter instruction and uses multiple means of representing, or expressing, or engaging students to demonstrate their knowledge.	Individually and through consultation and collaboration with other educators and members of the larger school community, candidate plans for effective subject matter instruction and uses multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Individually and through consultation and collaboration with other educators and members of the larger school community, candidate plans for effective subject matter instruction and uses <b>meaningful connections and interconnection between new information with what is already known through multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</b>	Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and uses meaningful connections and interconnection between new information with what is already known through multiple means of representing, expressing, and engaging students <b>in diverse learning styles</b> to demonstrate their enthusiasm for learning knowledge.
<b>Access to Works of Art</b>	Lesson does not provide access to works of art.	Lesson provides access to works of art.	Lesson facilitates students' abilities to identify the aesthetic qualities of works of art and artistic performances.	Lesson facilitates students' abilities to identify the aesthetic qualities of works of art and artistic performances, <b>and provides access to works of art that are broadly representative of cultural diversity.</b>	Lesson facilitates students' abilities to <b>analyze</b> the aesthetic qualities of works of art and artistic performances, and provides access to works of art that are broadly representative of cultural diversity.



<p style="text-align: center;"><b>Integration with Content Areas</b></p>	<p>Lesson does not integrate the arts with other content areas, nor help students see connections between the arts and their future learning or careers.</p>	<p>Lesson integrates the arts with other content areas, or helps students recognize the value of the arts in their future learning or careers.</p>	<p>Lesson integrates the arts with other content areas, and helps students recognize the value of the arts in their future learning and careers.</p>	<p>Lesson integrates the arts with other content areas, <b>so that each area enhances learning of the other</b>, and helps students recognize the value of the arts in their future learning and careers.</p>	<p>Lesson integrates the arts with other content areas, so that each area enhances learning of the other, <b>and students have the opportunity to construct and demonstrate understanding of a content area through art</b>; lesson helps students recognize the value of the arts in their future learning and careers.</p>
<p style="text-align: center;"><b>Academic Language</b></p>	<p>Lesson does not incorporate academic language</p>	<p>Lesson incorporates academic language, but it is not clear whether students at different levels of English proficiency will be able to comprehend the lesson.</p>	<p>Lesson incorporates academic language, and one or more strategies to ensure that the lesson is comprehensible to students at different levels of English proficiency.</p>	<p>Lesson incorporates academic language, and includes <b>multiple</b> strategies to ensure that the lesson is comprehensible to <b>most</b> students at different levels of English proficiency.</p>	<p>Lesson incorporates academic language, and includes multiple strategies to ensure that the lesson is comprehensible to most students at different levels of English proficiency. <b>Lesson provides opportunities for language practice, and feedback for students to develop further language proficiency.</b></p>

<b>Assessment</b>	No assessment data is collected.	Candidate collects evidence of student learning but does not use the evidence to inform instructional decisions.	Candidate collects evidence of student learning of the arts and connections to other subject areas through the use of appropriate assessment tools and uses the evidence to inform instructional decisions.	Candidate collects evidence of student learning of the arts and connections to other subject areas through the use of appropriate assessment tools and uses the evidence to inform instructional decisions <b>and to provide feedback to students.</b>	Candidate collects evidence of student learning of the arts and connections to other subject areas through the use of appropriate assessment tools and uses the evidence to inform instructional decisions <b>highlighting areas for remediation and additional practice</b> and to provide feedback to students.
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