2013-14 GenEd Self-Score Announced

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Department: Administration
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Date: 11/15/2013

Lesson Topic/Title: Circuit Training - It's Effect on Heart Rate

TEACH and CLE Evidence

Educator: After the observation has concluded:

- Provide a rating for each indicator and provide evidence supporting that self-assigned rating. **NOTE: SCORES DO NOT CALCULATE INTO YOUR SUMMATIVE SCORE.**
- Click '**SAVE**' along the way to ensure all information is saved (reminder: form does not auto-save).
- '**SUBMIT**' when you are ready to send the form to your observer.

2013-14 Gen Ed (SelfScore)

Criteria	Significantly Above Expectations	Above Expectations	Meeting Expectations	Below Expectations	Significantly Below Expectations
TEACH 1: Objective-Driven Lessons **Engage students in objective-driven lessons based on content standards**	**5** ***For Level 5*** *- All evidence supporting Level 3 is present, as well as* ***two or more*** *of the following:* • Teacher's clear explanation and/or modeling of what mastering objectives and/or exemplary student work looks like: - includes students modeling or explaining mastery to other students. actively and effectively engages students in the process of connecting the lesson with their prior knowledge. • All students can explain or demonstrate the lesson objectives within the context of the related standard(s) and tell or demonstrate the importance of their learning. • All students can describe how their learning will be assessed.	**4** ***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* • Teacher's clear explanation and/or modeling of what mastering objectives and/or exemplary student work looks like: - includes students modeling or explaining mastery to other students. - actively and effectively engages students in the process of connecting the lesson with their prior knowledge. • All students can explain or demonstrate the lesson objectives within the context of the related standard(s) and tell or demonstrate the importance of their learning. • All students can describe how their learning will be assessed.	***3*** *The following best describes what is observed:* • Teacher communicates lesson objectives to students ***in relationship to standards*** by: - using developmentally appropriate language. - explaining or modeling what mastery of the objectives and/or related performance tasks looks like. - providing multiple opportunities for engagement in the lesson objectives, including connecting to prior knowledge. • Most students can explain or demonstrate: - what they are learning beyond simply repeating the stated or posted objectives. - the importance of their learning. (See footnote 1) • Most students can describe how their learning will be assessed. (See footnote 2)	**2** *The following best describes what is observed:* • Teacher communicates lesson objectives to students by: - excluding how the objective is related to standards. - using language that is not developmentally appropriate. - inaccurately or incompletely explaining or modeling what mastery of the objectives and/or related performance tasks looks like. - providing limited opportunities for engagement in lesson objectives, and/or have minimal connection with the lesson objectives. • Students can retell the objectives or describe/ demonstrate tasks; however they: - are unable to make connections to what they are learning. - offer inaccurate reasons or demonstrations regarding the importance of their learning. • Few students can describe how their learning will be assessed.	**1** *The following best describes what is observed:* • Teacher communicates lesson objectives to students by: - excluding how the objective is related to standards. - using language that is incorrect and inappropriate for the content. - not explaining or modeling what mastery of the objectives or related performance tasks looks like. - providing opportunities for engagement completely disconnected from the lesson objectives, or by not providing opportunities for engagement with objectives. • Students struggle to retell / demonstrate the objectives or explain the tasks they are completing. • Students are unable to explain the importance of their learning. • Students are unable to describe how their learning will be assessed.

Evidence (Required):

Level 3

Using developmentally appropriate language:

The objectives for this lesson as are follows: (1) 3.3.1 - The learner will monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology; (2) 4.2.14 The learner will differentiate low (below 140bpm), moderate (between 140-155bpm), and high (above 155 bpm) intensity exercises. The language used with the students was - "Today, we are going to use heart rate monitors to determine the effect that circuit training has on our heart rate."

Explaining or modeling what mastery of the objectives and/or related performance tasks looks like:

After discussing what the students must know and be able to do at the end of today's lesson, we discussed what mastery of this lesson looks like:
"I'll know when I have it when I can:
1) explain the effect of circuit training on my heart rate (does my heart rate increase, decrease, or stay the same when performing circuit training?)
2) explain if circuit training is considered low, moderate, or high intensity.
3) be able to design a circuit training workout for myself or for a friend."

Providing multiple opportunities for engagement in the lesson objectives, including connecting to prior knowledge:

Students were asked to quickly turn to a classmate and state what they must know and be able to do by the end of the lesson before being asked to volunteer to share with the class. To help students connect with prior knowledge, they were asked the following guiding questions:

1) "Who has heard of circuit training before?" - about 3-5 students raised their hands.
2) "Where have you heard the word circuit used before?" - many students commented that they had heard the term in their science class. Some students stated they have heard it used with an electricity unit.
3) "Have you heard of an open and closed circuit before?" - Many students stated that they had and were able to explain the difference between the two: an open circuit did not complete a loop but a closed circuit ended where it began.
4) "What do you think circuit training is?" Having accessed their knowledge of what a circuit is, students began predicting that there would be exercises done in a circle.
5) "Which component of health-related fitness do you think circuit training address the most? Why?" - Students had to think a bit on this one but eventually decided upon cardiovascular fitness, which is the correct answer.
6) "Why do you think learning to perform circuit training is important to you?" - Students concluded that exercise will improve their health and allow them to live a better life.

Most students can explain or demonstrate: (1) what they are learning beyond simply repeating the stated or posted objectives; (2) the importance of their learning:
(1) is addressed when students were asked to turn to a classmate and explain what they must know and be able to do at the end of the lesson
(2) is addressed with question (6) above: "Why do you think learning to perform circuit training is important to you?"

Most students can describe how their learning will be assessed:
After discussing the 6 questions above, I explained how I might test them after the lesson and then asked the students what might I do to see if they can design their own circuit training workout and they stated they would have to design one on the test.

Level 4

Teacher's clear explanation and/or modeling of what mastering objectives and/or exemplary student work looks like:
- includes students modeling or explaining mastery to other students: accomplished when students were asked to turn to a classmate and explain what they must know and be able to do at the end of the lesson and when students were asked ways in which I might assess them using the Mastery Looks Like.... as a guide.
-actively and effectively engages students in the process of connecting the lesson with their prior knowledge:
accomplished using the six guiding questions listed above

Level 5

All students can explain or demonstrate the lesson objectives within the context of the related standard(s) and tell or demonstrate the importance of their learning:
all students were able to explain what they must know and be able to do by the end of the lesson as well as articulate the importance of learning how to perform circuit training.

Enter Evidence (Required)

TEACH 2: Explain Content Explain content clearly and accurately	5	4	3	2	1
	For Level 5 *- All evidence supporting Level 3 is present, as well as* ***two or more*** *of the following:* ● Teacher explains / demonstrates concept(s) in a way that actively involves students in the learning process and promotes student interest in the content. ● Students make independent connections through classroom interactions demonstrating that they understand the content levels ranging from basic to complex. ● Students, when possible, consider multiple perspectives and approaches to learning.	***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* ● Teacher explains / demonstrates concept(s) in a way that actively involves students in the learning process and promotes student interest in the content. ● Students make independent connections through classroom interactions demonstrating that they understand the content levels ranging from basic to complex. ● Students, when possible, consider multiple perspectives and approaches to learning.	*The following best describes what is observed:* ● Teacher's explanations / demonstrations of content: - are clear and accurate. - build student understanding of content. - consider multiple perspectives / approaches to solve problems or interpret text / content. - make relevant connections with other content areas, students' experiences and interests, or current events, building student interest. - use explanations that are developmentally appropriate and include academic language that is clear and concise. - demonstrates appropriate adjustments and alternative ways to explain concepts effectively. ● Students may ask clarifying questions providing information and feedback that the teacher uses to monitor and adjust instruction. ● Presentation of content includes: - teacher modeling to demonstrate performance expectations. - logical sequencing (see footnote 3) of all essential information.	*The following best describes what is observed:* ● Teacher's explanations / demonstrations of content: - are generally clear, coherent, and accurate, with a few exceptions. - may not be entirely effective in building student understanding of content. - consider limited multiple perspectives / approaches to solve problems or interpret text / content. - include irrelevant connections with other content areas, students' experiences and - interests, or connections do not build student understanding and interest. - use explanations that are somewhat developmentally appropriate and include academic language and definitions that are not completely clear or precise. - are re-explained in the same way rather than providing an effective alternative explanation, when students do not understand. ● Students may ask some clarifying questions showing that they are confused by the teacher's explanations. ● Presentation of content by teacher includes modeling by teacher that does not accurately demonstrate his or her performance expectations.	*The following best describes what is observed:* ● Teacher's explanations / demonstrations of content: - are unclear, incoherent, or inaccurate. - are generally ineffective in building student understanding of content. - do not consider multiple perspectives / approaches to solve problems or interpret text / content. - do not make connections with other content areas, students' experiences and interests, or current events. - use explanations that are developmentally inappropriate and include academic language and definitions that are completely unclear or imprecise. ● Students may frequently ask clarifying questions demonstrating their: - confusion by the explanations - frustration or disengagement because of the teacher's unclear explanations. ● Presentation of content provides no modeling by teacher and demonstrates performance expectations that are unclear and confusing to students.

Evidence (Required):

Level 5

My explanations/demonstrations of the content were clear and accurate. I built student's understanding of the content by activating prior knowledge, using guiding questions that engaged the learners in the discussion, and by having them actively engage in a sample circuit training workout. We considered multiple perspectives/approaches to solve problems or interpret text/content through the use of class discussions and appropriate guiding questions. We made relevant connections with other content areas when students identified that they had learned about circuits in their science class. We then discussed what they knew about open and closed circuits and how they are similar to circuit training workouts. All explanations were developmentally appropriate and included academic language that was clear and

concise. During the active engagement part of the lesson where students were rotating through stations, some students rotated incorrectly. They were told to move to a station that they had not participated in and record their heart rate on the table provided. The presentation of content included teacher modeling of how to rotate through the circuit from one numbered station to the next and how to determine what to do at each station (each station was number from 1 to 10 and gave three choices at each station - an easier exercise, a more difficult exercise, and a challenging exercise that students were able to choose from). The lesson followed a logical sequencing of all essential information - students were introduced to the topic, prior knowledge was accessed, student understanding of the content was developed using guided discussion, students actively (physically) engaged in a circuit training workout, students were asked to chart and graph their heart rate data and then analysis and evaluate the effect that the workout had on their heart rate. As students left the class, they were asked to provide feedback on their enjoyment of the lesson by placing a sticker under the appropriate column to the following question: "I enjoyed today's lesson and feel like I can explain what circuit training is and why it is important to me." The response choices were, "Absolutely!", "Somewhat.", or "Not at all!."

Enter Evidence (Required)

	5	4	3	2	1
TEACH 3: Appropriately Challenging Work **Engage students at all learning levels in appropriately challenging work**	***For Level 5*** *- All evidence supporting Level 3 is present, as well as* ***all*** *of the following:* Teacher engages student in appropriately challenging work by: - ensuring the lesson includes appropriately complex text, tasks, and activities that move students beyond their current mastery level. - ensuring all students (at low, middle and high achieving levels) move beyond current mastery levels.	***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* Teacher engages student in appropriately challenging work by: - ensuring the lesson includes appropriately complex text, tasks, and activities that move students beyond their current mastery level. - ensuring all students (at low, middle and high achieving levels) move beyond current mastery levels.	*The following best describes what is observed:* Teacher engages students in appropriately challenging work by: - reaching all students. (See footnote 4) - challenging all students. (See footnote 5) - meeting students at all learning levels/styles. (See footnote 6) - including appropriately complex text, tasks, and activities to support students' mastery of objectives. (See footnote 7) - incorporating activities and materials that sustain student attention at all learning levels / styles throughout the lesson.	*The following best describes what is observed:* Teacher attempts to engage students in appropriately challenging work by: - reaching students; however, there is no evidence of challenge for all students. - attending to limited learning levels / styles, not meeting the needs of all students. - sporadically or occasionally using appropriately complex text and tasks to support students' mastery of planned learning objectives. - incorporating activities and materials that sustain student levels / styles at certain points in the lesson.	*The following best describes what is observed:* Teacher attempts to engage student in appropriately challenging work, but does not: - reach students. - challenge students. - meet the needs and learning styles of all students. - include complex text or tasks to support students' mastery of planned learning objectives. - incorporate activities and materials that sustain student attention at all learning levels / styles throughout the lesson.

Evidence (Required):

Level 3

Teacher engages students in appropriately challenging work by:

-reaching all students:

All students were reached in this lesson due to the varied instructional strategies used: teacher-led/guided discussions, student-to-student discussions, physically active engagement, visual props, appropriate technology (heart rate monitors, iPad, and LCD projector), the use of music for warm-up, lesson handouts that were differentiated to meet individual learner needs, the use of small group work.

-meeting students at all learning levels/styles:

Please see response above

-including appropriately complex text, tasks, and activities to support students' mastery of the objectives

students were given appropriately complex tasks and activities when the teacher differentiated the lesson handouts/assignment based upon individual student needs and by providing each student with the amount of challenge appropriate for each learner at each individual exercise station. For example, at Station 1, the bench press station, students could choose to perform the bench press using two 10-pound dumbbells, a 45-pound barbell, or a 65-pound barbell.

-incorporating activities and materials that sustain student attention at all learning levels/styles throughout the lesson

Due to the nature of the lesson (circuit training - students exercised at each station for 20-30 seconds before rotating to the next station and recording their heart rate information on their handout) students' attention was sustained for the entire lesson. Providing students with choices at each station and differentiating the analysis and evaluation tasks ensured that all learning levels/styles were met. At some point within the lesson, all students were able to engage with the content in a way that best suited their learning needs. (*varied instructional strategies used: teacher-led/guided discussions, student-to-student discussions, physically active engagement, visual props, appropriate technology (heart rate monitors, iPad, and LCD projector), the use of music for warm-up, lesson handouts that were differentiated to meet individual learner needs, the use of small group work.*)

Level 4

-ensuring all students (at low, middle, and high achieving levels) move beyond current mastery levels

By using a variety of instructional strategies (*varied instructional strategies used: teacher-led/guided discussions, student-to-student discussions, physically active engagement, visual props, appropriate technology (heart rate monitors, iPad, and LCD projector), the use of music for warm-up, lesson handouts that were differentiated to meet individual learner needs, the use of small group work*), differentiating the lesson handouts and level of difficulty at each exercise station, all students were able to move beyond their current mastery level.

Level 5

-ensuring the lesson includes approriately complex text, tasks, and activities that move students beyond their current mastery level

students were given appropriately complex tasks and activities when the teacher differentiated the lesson handouts/assignment based upon individual student needs and by providing each student with the amount of challenge appropriate for each learner at each individual exercise station. For example, at Station 1, the bench press station, students could choose to perform the bench press using two 10-pound dumbbells, a 45-pound barbell, or a 65-pound barbell.

By using a variety of instructional strategies (*varied instructional strategies used: teacher-led/guided discussions, student-to-student discussions, physically active engagement, visual props, appropriate technology (heart rate monitors, iPad, and LCD projector), the use of music for warm-up, lesson handouts that were differentiated to meet individual learner needs, the use of small group work*), differentiating the lesson handouts and level of difficulty at each exercise station, all students were able to move beyond their current mastery level

Enter Evidence (Required)

	5	4	3	2	1
TEACH 4: Content Engagement **Provide students multiple ways to engage with content**	***For Level 5*** *- All evidence supporting Level 3 is present, as well as* ***all*** *of the following:* ● Teacher's engagement strategies: - provide all students with choices. - teach students how to self-select strategies that	***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* ● Teacher's engagement strategies: - provide all students with choices. - teach students how to self-select strategies that	*The following best describes what is observed:* ● Teacher's engagement strategies: - are aligned to the lesson objectives. - have a clear, intentional purpose.	*The following best describes what is observed:* ● Teacher's engagement strategies: - are somewhat aligned to the lesson objectives. - have a purpose relative to accomplishing the	*The following best describes what is observed:* ● Teacher's engagement strategies: - are not aligned to the lesson objectives. - do not have a clear, intentional purpose.

	will help them master lesson objectives. - allow students to explain or demonstrate the strategies they use. - allow students to explain how the strategies relate to what they are learning in terms of content standards. - consistently engage students in inquiry, curiosity, and exploration. ● Teacher and/or students model and implement strategies that teach, reinforce, or demonstrate two or more of the following problem-solving types: - abstraction - categorization - drawing conclusions / justifying solutions - predicting outcomes - observing and experimenting - improving solutions - identifying relevant / irrelevant information - generating ideas - creating and designing	will help them master lesson objectives. - allow students to explain or demonstrate the strategies they use. - allow students to explain how the strategies relate to what they are learning in terms of content standards. - consistently engage students in inquiry, curiosity, and exploration. ● Teacher and/or students model and implement strategies that teach, reinforce, or demonstrate two or more of the following problem-solving types: - abstraction - categorization - drawing conclusions / justifying solutions - predicting outcomes - observing and experimenting - improving solutions - identifying relevant / irrelevant information - generating ideas - creating and designing	- balance teacher-directed instruction and student-centered learning. - enable students to meet lesson objectives with appropriate scaffolding and differentiation. - allow all students to practice, apply and demonstrate content mastery through discussion and / or writing about complex text, tasks or concepts. ● Teacher models and implements appropriate strategies that teach or reinforce one of the following problem-solving types: - abstraction - categorization - drawing conclusions/ justifying solutions - predicting outcomes - observing and experimenting - improving solutions - identifying relevant / irrelevant information - generating ideas - creating and designing	objective, while others keep students busy without a purposeful use of time. - are teacher-directed with student-centered learning happening sporadically and with little connection to the lesson. - allow few students to meet lesson objectives through appropriate differentiation and scaffolding. - insufficiently allow students to practice, apply, and demonstrate what they are learning through discussion and/or writing about complex text, tasks, or concepts. ● Teacher attempts to implement problem-solving strategies without effectively modeling or engaging students in the process, and/or students struggle to implement strategies without direct instruction due to limited teacher support.	- imbalance teacher-directed and student-centered learning. - inhibit students from meeting lesson objectives, excluding appropriate scaffolding and differentiation. - do not allow all students to practice, apply, and demonstrate content mastery through discussion and/or writing about complex text, tasks, or concepts. ● Teacher either does not teach problem-solving strategies, or the teacher implements strategies that are not clearly related to the learning objective, content, or activity.

Evidence (Required):

Level 3

Teacher's engagement strategies:

- are aligned to the lesson objectives.

The objective was to determine the effect of exercise intensity, using circuit training, on heart rate. Students engaged in a circuit training workout where they recorded their heart rate after each exercise.

- have a clear, intentional purpose.

See response above: *The objective was to determine the effect of exercise intensity, using circuit training, on heart rate. Students engaged in a circuit training workout where they recorded their heart rate after each exercise.*

- balance teacher-directed instruction and student-centered learning.

There was a definite balance between the amount of teacher direction and the amount of student-centered learning. Once students became comfortable with the lesson tasks, the teacher used appropriate fading to remove herself as necessary.

- enable students to meet lesson objectives with appropriate scaffolding and differentiation.

Students were guided and were given more time to rotate in the beginning of the lesson and as they began to get the hang of what they were being asked to do and their understanding increased, the teacher removed the level of scaffolding to ensure that students were constantly working at an optimal level. Handouts, tasks, and exercise workload at each station were differentiated to meet individual learner needs.

- allow all students to practice, apply and demonstrate content mastery through discussion and / or writing about complex text, tasks or concepts.

Students applied what they learned about circuit training by participating in a sample circuit training workout. They also wore heart rate monitors to measure their heart rate and then graphed their heart rate, analyzed the results and evaluated the effect of different levels of intensities on their heart rate (during rest time, on harder exercises, etc.)

Teacher models and implements appropriate strategies that teach or reinforce one of the following problem-solving types:

- drawing conclusions/ justifying solutions

Students analyzed the results of their experiments and evaluated the amount of effect that different levels of exercise had on heart rate.

- observing and experimenting

Students actively participated in an experiment to determine the effect of exercise intensity on their heart rates.

Level 4

Teacher models and implements appropriate strategies that teach or reinforce one of the following problem-solving types:

- drawing conclusions/ justifying solutions

Students analyzed the results of their experiments and evaluated the amount of effect that different levels of exercise had on heart rate.

- observing and experimenting

Students actively participated in an experiment to determine the effect of exercise intensity on their heart rates.

Level 5

Teacher's engagement strategies:

- provide all students with choices.

Students had choices at each station (easier, more difficult, or challenging amounts of weight)

- teach students how to self-select strategies that will help them master lesson objectives.

Students were able to choose what level of difficulty they could operate upon and see the effect of exercise intensity on their heart rate. Students were also given the autonomy to take extended rest breaks if needed based upon individual health issues such as asthma, level of fitness, etc.

- allow students to explain or demonstrate the strategies they use.

Students were allowed to demonstrate the strategies that they used by recording the information on their lesson handouts (see attachment).

- allow students to explain how the strategies relate to what they are learning in terms of content standards.

Students were allowed to explain how the strategies that they chose, such as the amount of rest time or amount of weight, related to what they know about the effect exercise intensity has on their heart rate.

- consistently engage students in inquiry, curiosity, and exploration.

The students were engaged in inquiry, curiosity, and exploration throughout the entire lesson from the guiding questions used to activate prior knowledge, the strategies used to build student content knowledge, the level of active engagement with the experiment/exploration, and the closure where students analyzed and evaluated the effects based upon data gathered using a heart rate monitor.

Teacher and/or students model and implement strategies that teach, reinforce, or demonstrate two or more of the following problem-solving types:

- drawing conclusions/ justifying solutions

Students analyzed the results of their experiments and evaluated the amount of effect that different levels of exercise had on heart rate.

- observing and experimenting

Students actively participated in an experiment to determine the effect of exercise intensity on their heart rates.

Enter Evidence (Required)

TEACH 5: Higher Level Thinking Skills	**5** ***For Level 5*** *- All evidence supporting Level 3 is present, as*	**4** ***For Level 4*** *- All evidence supporting Level 3 is present, as*	**3** *The following best describes what is observed:*	**2** *The following best describes what is observed:*	**1** *The following best describes what is observed:*

*well as **two or more** of the following:* ● Teacher ensures the lesson develops higher-level thinking skills by: - challenging students to engage with complex materials (text / content / processes) that help them arrive at a new understanding. (See footnote 8) - allowing students to generate their own questions independently. ● Teacher thoroughly teaches and engages students in tasks, activities, or strategies that include multiple types of thinking relevant to learning objectives and content; these include: - analytical thinking - where students analyze, compare and contrast, and evaluate and explain information. - practical thinking - where students use, apply, and implement what they learn in real-life scenarios. - creative thinking - where students create, design, imagine, suppose, and generate a variety of ideas and alternatives. - research-based thinking - where students explore and review a variety of ideas, models, and solutions to problems. ● Teacher provides opportunities where students: - monitor their thinking to ensure that they understand what they are learning. - attend to critical information.	*well as **one** of the following:* ● Teacher ensures the lesson develops higher-level thinking skills by: - challenging students to engage with complex materials (text / content / processes) that help them arrive at a new understanding. (See footnote 8) - allowing students to generate their own questions independently. ● Teacher thoroughly teaches and engages students in tasks, activities, or strategies that include multiple types of thinking relevant to learning objectives and content; these include: - analytical thinking - where students analyze, compare and contrast, and evaluate and explain information. - practical thinking - where students use, apply, and implement what they learn in real-life scenarios. - creative thinking - where students create, design, imagine, suppose, and generate a variety of ideas and alternatives. - research-based thinking - where students explore and review a variety of ideas, models, and solutions to problems. ● Teacher provides opportunities where students: - monitor their thinking to ensure that they understand what they are learning. - attend to critical information.	● Teacher ensures the lesson develops higher-level thinking skills (see footnote 9) by: - engaging students in activities, tasks, and/or discussions that build on a solid foundation of knowledge. - modeling his or her thought process for generating and asking questions, so that students begin to generate their own questions. (See footnote 10) - providing helpful suggestions and/or redirecting with questions, rather than simply providing the answers. - asking questions and including tasks that move students beyond their initial thinking. - requiring students to cite relevant evidence. ● Teacher thoroughly teaches and engages students in tasks, activities, or strategies that address one type of thinking relevant to learning objectives and content; these include: - analytical thinking- where students analyze, compare and contrast, and evaluate and explain information. - practical thinking - where students use, apply, and implement what they learn in real-life scenarios. - creative thinking - where students create, design, imagine, suppose, and generate a variety of ideas and alternatives. - research-based thinking - where students explore and review a variety of ideas, models, and solutions to problems.	● Teacher attempts to ensure the lesson develops higher-level thinking skills by: - engaging students in tasks and activities and/or discussions that build on a solid foundation of knowledge, but rarely brings students to higher-order thinking. - modeling his or her own thought process for generating and asking questions, but does not ask students to develop their own questions. - providing minimal suggestions and redirecting students by either telling the answer or then answering his or her own questions. - asking questions and including tasks that rarely bring students to higher-order thinking. - requiring students to cite evidence, but accepts irrelevant evidence when cited. ● Teacher teaches one type of thinking that is not most relevant (or irrelevant) to the learning objectives / content, or the type of thinking does not include appropriate tasks, activities, or strategies.	● Teacher attempts to ensure the lesson develops higher-level thinking skills, but does not: - engage students in activities, tasks, and/or discussions that build on a solid foundation of knowledge leading to higher-order thinking skills. - model his or her own thought process for generating and asking questions, so that students begin to generate their own questions. - provide helpful suggestions and/or redirect with questions, rather than simply providing the answers. - ask questions and include tasks that move students beyond their initial thinking. - require students to cite relevant evidence. ● Teacher defaults to teaching one type of thinking that is inappropriately taught, low-level, and/or inappropriately or unnecessarily teacher-directed.

Evidence (Required):

Level 3

Teacher ensures the lesson develops higher-level thinking skills (see footnote 9) by:

- engaging students in activities, tasks, and/or discussions that build on a solid foundation of knowledge.

I engaged students in activities, tasks, and/or discussions that built on a solid foundation of knowledge when I activated prior knowledge about circuits (learned in their science class) and open versus closed circuits. Next, I had students recall their knowledge about health-related fitness and had them predict why it was important for them to learn how to perform circuit training.

- modeling his or her thought process for generating and asking questions, so that students begin to generate their own questions. (See footnote 10)

I modeled my thought processes during the introduction to the lesson when I asked myself questions out loud when we were discussing what mastery looks like and how I might asses their learning.

- providing helpful suggestions and/or redirecting with questions, rather than simply providing the answers.

When students did not provide the correct answer, I would provide a little think time or re-ask my question to prompt deeper consideration of their response. I also rephrased my question a bit to help students remember what they already know about the topic.

- asking questions and including tasks that move students beyond their initial thinking.

I would ask students "Why?" to have them think deeper and to encourage student discussion and input.

- requiring students to cite relevant evidence.

In the task that required students to analyze and evaluate the effect of exercise intensity on heart rate, students had to use data from their experiment to back up their response (see question 1 on Analysis and Evaluation).

Teacher thoroughly teaches and engages students in tasks, activities, or strategies that address one type of thinking relevant to learning objectives and content; these include:

- analytical thinking- where students analyze, compare and contrast, and evaluate and explain information.

In the task that required students to analyze and evaluate the effect of exercise intensity on heart rate, students had to use data from their experiment to back up their response (see question 1 on Analysis and Evaluation).

- practical thinking - where students use, apply, and implement what they learn in real-life scenarios.

Question 3 asks students to think about the available resources that they have at home and to determine how they would design a circuit training workout for themselves using those resources.

- creative thinking - where students create, design, imagine, suppose, and generate a variety of ideas and alternatives.

Students are asked to design their own circuit training workout using at least 5-6 exercises, deciding upon the length of time at each station and the amount of rest time between stations.

- research-based thinking - where students explore and review a variety of ideas, models, and solutions to problems.

Students are asked (Question 1) to determine if circuit training had an effect on their heart rate and to use data from their workout to support their answer.

Level 4

Teacher thoroughly teaches and engages students in tasks, activities, or strategies that include multiple types of thinking relevant to learning objectives and content; these include:

- analytical thinking - where students analyze, compare and contrast, and evaluate and explain information.

In the task that required students to analyze and evaluate the effect of exercise intensity on heart rate, students had to use data from their experiment to back up their response (see question 1 on Analysis and Evaluation)**.**

- practical thinking - where students use, apply, and implement what they learn in real-life scenarios.
Question 3 asks students to think about the available resources that they have at home and to determine how they would design a circuit training workout for themselves using those resources.
- creative thinking - where students create, design, imagine, suppose, and generate a variety of ideas and alternatives.
Students are asked to design their own circuit training workout using at least 5-6 exercises, deciding upon the length of time at each station and the amount of rest time between stations.
- research-based thinking - where students explore and review a variety of ideas, models, and solutions to problems.
Students are asked (Question 1) to determine if circuit training had an effect on their heart rate and to use data from their workout to support their answer.

Enter Evidence (Required)

TEACH 6: Check for Understanding **Check for understanding and respond appropriately during the lesson**	**5** ***For Level 5*** *- All evidence supporting Level 3 is present, as well as* ***two or more*** *of the following:* Teacher checks for understanding of content by: - allowing students to offer specific and relevant feedback to each other. - providing oral/written feedback that is frequent, academically focused, and of high quality. - anticipating student misunderstandings and addressing them by redirecting questions.	**4** ***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* Teacher checks for understanding of content by: - allowing students to offer specific and relevant feedback to each other. - providing oral/written feedback that is frequent, academically focused, and of high quality. - anticipating student misunderstandings and addressing them by redirecting questions.	**3** *The following best describes what is observed:* ● Teacher checks for understanding of content by: - addressing misunderstandings with another approach/strategy. - circulating during instructional activities to support engagement. - formatively assessing students' work in order to adjust instruction in real time. - using scaffolding techniques so that students construct their own understandings. ● Teacher corrects misunderstandings by: - using a variety of effective techniques and strategies. - offering students feedback. ● Teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand.	**2** *The following best describes what is observed:* ● Teacher attempts to check for understanding of content by: - addressing misunderstandings using the same approach/strategy. - limiting circulation such that students who need support do not receive it, only some students are supported. - formatively assessing students' work without making adjustments in real time (when needed). - using scaffolding techniques that do not allow students to construct their own understandings. ● Teacher corrects misunderstandings by: - using insufficient and ineffective techniques and strategies. - offering students inaccurate feedback. ● Teacher is unable to address student misunderstandings effectively, taking away from the flow of the lesson and losing the engagement of students who do understand.	**1** *The following best describes what is observed:* ● Teacher attempts to check for understanding of content, but: - misunderstandings are not addressed. - does not circulate; students do not receive support. - students' work is not formatively assessed to determine if adjustments are needed in real time. - scaffolding techniques are not implemented. - the flow of the lesson is hindered; students who do not understand are completely disengaged.

Evidence (Required):
Level 3
Teacher checks for understanding of content by:
- addressing misunderstandings with another approach/strategy.
There were no misunderstandings to address in this lesson.
- circulating during instructional activities to support engagement.
I moved constantly throughout the lesson to ensure active engagement by all students.
- formatively assessing students' work in order to adjust instruction in real time.
Although I originally told students that they would be exercising for 30 seconds at each station, I saw that the time needed to be adjusted to 15-20 seconds and made the adjustment as needed. Also, I realized that a few students had gotten out of order on the stations, which I expected would happen on the first day of learning how to perform a circuit training workout, I simply told students to move to a station that they had not completed.
- using scaffolding techniques so that students construct their own understandings.
I provided scaffolding techniques throughout the lesson, both during the cognitive part and the psychomotor part, and as students' understanding increased, I faded the level of support provided for students as needed. One student needed assistance locating his next station throughout the lesson so I made sure to move him and provided additional instructions for him at the station based upon his individual needs.
Teacher corrects misunderstandings by:
- using a variety of effective techniques and strategies.
varied instructional strategies used: teacher-led/guided discussions, student-to-student discussions, physically active engagement, visual props, appropriate technology (heart rate monitors, iPad, and LCD projector), the use of music for warm-up, lesson handouts that were differentiated to meet individual learner needs, the use of small group work**.**
- offering students feedback.
Students were verbally encouraged and were given feedback on exercise technique, such as, "keep your head up," "sink your hips."
Teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand.
A couple of students got off track with the stations and I told them to just go to a station that they had not completed yet instead of stopping the lesson and making everyone figure out where they needed to be or scolding students for making a mistake. Instead, students were pressed to persevere and to continue working hard.
Level 4
Teacher checks for understanding of content by:
- allowing students to offer specific and relevant feedback to each other.
Students are always encouraged to help their classmates. Students offered assistance to other students when they needed help setting up their station to meet their individual needs or when they were unsure about which level of challenge to chose at a station. Also, students who were resting served as spotters and provided feedback to classmates about technique issues where needed.
Level 5
- **providing oral/written feedback that is frequent, academically focused, and of high quality.**
Students were able given oral feedback throughout the lesson, both on effort and also on technique (academically focused). The feedback was specific and of high quality - aimed at improving student work.
- anticipating student misunderstandings and addressing them by redirecting questions.
I knew students would get off with the station numbers and I also expected that the amount of exercise time would be too long. However, I wanted to see how long they could sustain the highest level before lowering the challenge and when they got off on their station rotation, I pushed them to move to a station that had not be performed yet - to keep moving and working without stopping.

Enter Evidence (Required)

TEACH 7: Instructional Time **Maximize instructional time**	**5** ***For Level 5*** *- All evidence supporting Level 3 is present, as well as* ***two or more*** *of the following:* Teacher maximizes instructional time by: - executing a coherently structured lesson at an appropriate pace. - providing opportunities for students who finish work early to engage in meaningful activities that extend and refine learning.	**4** ***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* Teacher maximizes instructional time by: - executing a coherently structured lesson at an appropriate pace. - providing opportunities for students who finish work early to engage in meaningful activities that extend and refine learning.	**3** *The following best describes what is observed:* Teacher maximizes instructional time by: - having instructional materials prepared at the start of class. - minimizing students' wait time. - spending an appropriate amount of time on each component of the lesson. - executing a coherently structured lesson that is appropriately paced (see footnote 11), such that students are almost never disengaged or left without having anything meaningful to do.	**2** *The following best describes what is observed:* Teacher attempts to maximize instructional time, by: - having instructional materials prepared, but not all are ready at the start of class. - maximizing students' wait time; they may be idle for short periods while waiting for the teacher. - spending too much time on one part of the lesson when students have demonstrated their ability to move. - executing the lesson at a pace that leaves students sometimes disengaged or without anything meaningful to do.	**1** *The following best describes what is observed:* Teacher attempts to maximize instructional time, but: - instructional materials are not prepared at the start of class. - instructional time is not used effectively, leaving students idle for significant periods while waiting for the teacher. - spends an inappropriate amount of time on more than one part of the lesson when students have mastered the objective or demonstrated understanding. - executes the lesson at a notably slow pace that leaves students completely disengaged without anything meaningful to do.

Evidence (Required):
Level 5
Teacher maximizes instructional time by:
- having instructional materials prepared at the start of class.
All instructional materials were out and set up when students arrived to class. All stations were labeled and all needed equipment for each station was present and organized to maximize time.
- minimizing students' wait time.
There was no student wait time other than the built in rest time that students needed during the lesson - that was anticipated and planned for.
- spending an appropriate amount of time on each component of the lesson.
There was an appropriate amount of time given to each component of the lesson
- executing a coherently structured lesson that is appropriately paced (see footnote 11), such that students are almost never disengaged or left without having anything meaningful to do.
The lesson was structured using an appropriate pace and no student was disengaged. Two boys completed the assignment ahead of the rest of the class and were asked to begin working on graphing their heart rate data on the back of their handout.

Enter Evidence (Required)

CLE 1: Classroom Community **Build a respectful, learning-focused classroom community**	**5** ***For Level 5*** *- All evidence supporting Level 3 is present, as well as* ***two or more*** *of the following:* Teacher builds a respectful, learning focused environment by: - creating learning opportunities where most students can experience success. - seeking out and being receptive to the interests and opinions of all students. - creating a positive learning environment that promotes respectful student-to-student interaction.	**4** ***For Level 4*** *- All evidence supporting Level 3 is present, as well as* ***one*** *of the following:* Teacher builds a respectful, learning focused environment by: - creating learning opportunities where most students can experience success. - seeking out and being receptive to the interests and opinions of all students. - creating a positive learning environment that promotes respectful student-to-student interaction.	**3** *The following best describes what is observed:* ● Teacher builds a respectful, learning focused environment by: (see footnote 12) - demonstrating positive rapport with all students. - reinforcing positive behavior and strong academic effort. - setting high and demanding academic expectations for every student. - promoting an environment where students work hard, remain focused and persevere through challenges. ● Students feel safe to take on challenges and risk failure. (See footnote 13)	**2** *The following best describes what is observed:* ● Teacher attempts to build a respectful, learning focused environment by: - demonstrating positive rapport with some students, but not others, or by demonstrating little rapport with students. - rarely reinforcing positive behavior and good academic work, doing so for some students, but not others. - occasionally promoting an environment where students work hard, remain focused, and persevere through challenges. ● Some students are willing to take academic risks, but others may not be willing. (See footnote 14.)	**1** *The following best describes what is observed:* ● Teacher attempts to build a respectful, learning focused environment, but: - there is little or no evidence of a positive rapport with students, or there is evidence of negative rapport with students. - never reinforces positive behavior and good academic work, or does so for only a few students. - does not promote an environment where students work hard; students may demonstrate disinterest or lack of investment in their work. ● Students are not willing to take on challenges and risk failure.

Evidence (Required):
The culture of my classroom is one that is supportive and respectful. Students know that they are always encouraged to help their classmates and are never allowed to do or say anything that is impolite. Students are always encouraged to try and to do their best - students are not afraid to fail. The standards are set high and few students fall short of the expectations. All students experience success in my class because students are assessed on the amount of improvement they make every three weeks. Students are often asked what they think about a lesson or what activities they enjoy the most. Students are given choices for the context of an upcoming lesson and are so willing to help a struggling student.

Enter Evidence (Required)

CLE 2: Classroom Procedures: Develop classroom procedures and routines	**5** ***For Level 5*** *- All evidence supporting Level 3 is present, as*	**4** ***For Level 4*** *- All evidence supporting Level 3 is present, as*	**3** *The following best describes what is observed:*	**2** *The following best describes what is observed:*	**1** *The following best describes what is observed:*

	*well as **two or more** of the following:* ● Teacher develops routines and procedures that: - run smoothly without prompting. - include transitions that are orderly, efficient, systematic, and require little teacher direction. ● Students know their responsibilities and ask few questions about what to do. ● Students share responsibility for the operations and routines in the classroom.	*well as **one** of the following:* ● Teacher develops routines and procedures that: - run smoothly without prompting. - include transitions that are orderly, efficient, systematic, and require little teacher direction. ● Students know their responsibilities and ask few questions about what to do. ● Students share responsibility for the operations and routines in the classroom.	Teacher develops routines and procedures that: - run smoothly with minimal prompting from the teacher; students generally know their responsibilities. - include transitions that are generally smooth with little, yet appropriate teacher direction. - support the effective use of instructional time.	Teacher develops routines and procedures that: - are in place, but require significant teacher prompting and direction; students may be unclear about what they should be doing and ask questions frequently. - include transitions that are fully directed by the teacher and may be less orderly and efficient. - are ineffective causing a minimal loss of instructional time.	Teacher may attempt to develop routines and procedures that: - are not evident; the teacher directs all activities, and students are unclear about what they should be doing; students ask questions constantly or do not follow teacher directions. - include transitions that are disorderly and inefficient. - are ineffective or non-existent, causing a significant loss of instructional time.
	Evidence (Required): Our classroom routines and procedures ensure that the classroom runs itself. Students know how much time they are allowed to get dressed, where to put their personal belongings in the classroom, and how to begin their heart and muscle warm-up. Students do not have to be reminded of what to do and they know how to move into the lesson or workout for the day on their own. They know which exercises require a spotter and how to work at their own pace without any time off task. Students know when its time to clean up and they know where and how to put all equipment back in its place before beginning their cool-down exercises. Students know where to find assignments and other important information that is posted in the classroom. The only thing I spend my time on is helping students try new exercises and learn new content.				
	Enter Evidence (Required)				
CLE 3: Classroom Space and Resources **Use classroom space and resources to support instruction**	**5** ***For Level 5** - All evidence supporting Level 3 is present, as well as **all** of the following:* ● Resources or tools: - are available to support and extend student learning. - consider students' interests when teacher selects them. ● Students: - determine the relevance and reliability of available resources. - select resources that help them demonstrate their understanding of concepts and/or completion of tasks.	**4** ***For Level 4** - All evidence supporting Level 3 is present, as well as **one** of the following:* ● Resources or tools: - are available to support and extend student learning. - consider students' interests when teacher selects them. ● Students: - determine the relevance and reliability of available resources. - select resources that help them demonstrate their understanding of concepts and/or completion of tasks.	**3** *The following best describes what is observed:* ● Teacher's use of space and materials promotes learning. ● Resources or tools (including supplies, materials, and equipment): - support activities that help students master standards. (See footnote 15.) - are leveled or differentiated based on students' needs. - are used to help students meet or exceed standards. - are incorporated to help students demonstrate their understanding of concepts and/or completion of tasks.	**2** *The following best describes what is observed:* ● Teacher's use of classroom space and resources rarely promotes learning. ● Resources and tools (including supplies, materials, and equipment): - inconsistently support activities and hinder students' mastery of standards. - are leveled or differentiated in ways that are misaligned based on students' needs. - are not used to help students meet or exceed standards. - inconsistently help students demonstrate their understanding of concepts and/or completion of tasks.	**1** *The following best describes what is observed:* ● Teacher's use of space and materials does not promote learning. ● Resources do not support activities that help students achieve mastery of standards.
	Evidence (Required): The classroom resources are maximized and students are always given choices in the level of difficulty for each exercise based upon individual needs and preferences. Students know they can do more but they can't do less than the assigned tasks. Many students perform more tasks than required each day and students are allowed to progress at their own rate so long as they make progress and come close to meeting their individual goals every three weeks.				
	Enter Evidence (Required)				
CLE 4: Manage Student Behavior **Manage student behavior**	**5** ***For Level 5** - All evidence supporting Level 3 is present, as well as **two or more** of the following:* Teacher manages student behavior by: - ensuring expectations are clear and understandable; there is no evidence of off-task behavior. - ensuring the flow of the lesson is rarely impeded by inappropriate or off-task student behavior, hence completely maximizing instructional time. - ensuring all students know and adhere to their roles and responsibilities; students self-manage their behavior.	**4** ***For Level 4** - All evidence supporting Level 3 is present, as well as **one** of the following:* Teacher manages student behavior by: - ensuring expectations are clear and understandable; there is no evidence of off-task behavior. - ensuring the flow of the lesson is rarely impeded by inappropriate or off-task student behavior, hence completely maximizing instructional time. - ensuring all students know and adhere to their roles and responsibilities; students self-manage their behavior.	**3** *The following best describes what is observed:* Teacher manages student behavior by: - ensuring expectations are clear to most students, resulting in only occasional off-task behavior. - regularly promoting and reinforcing positive behavior. (See footnote 16) - redirecting in a manner that solves issues and maximizes instructional time. - de-escalating negative behavior (see footnote 17) with little interruption to instructional time. - only attending to	**2** *The following best describes what is observed:* Teacher attempts to manage student behavior by: - establishing unclear or inconsistent expectation, resulting in frequent off-task actions. - rarely promoting and reinforcing positive behavior. - redirecting in a manner that does not solve issues and/or interrupts some instructional time. - de-escalating negative behavior with some interruption to instructional time. - attending to entire group(s) of students,	**1** *The following best describes what is observed:* Teacher attempts to manage student behavior, but: - expectations are not consistent or clear. - does not promote or reinforce positive behavior. - does not redirect in a manner that solves issues, and/or redirection significantly interrupts instructional time. - does not de-escalate disruptive behavior, causing complete interruption to instructional time. - does not attend to disruptions.

		students who cause disruptions, rather than to the entire class.	rather than only students who cause disruptions.	

Evidence (Required):
There are no student behavior issues in my class. Students know what they are expected to do and they know I expect their best each day - whatever that may be. Students feel comfortable talking to me when they are tired or are not feeling well and they are given the autonomy to reduce their workload as needed and to pull themselves from the day's workout if necessary. Students who have physical limitations know how to adjust their tasks to meet their individual needs. Class rules, procedures, and routines and effective and seamless.

Enter Evidence (Required)

Reinforcement

Educator: Choosing from the options below, indicate **one** area of **Reinforcement** you demonstrated during your lesson. **NOTE: Clicking more than one option will prevent form submission and return an error.**

Observed Area of Reinforcement:

- [ ] TEACH 1: Objective-Driven Lessons
- [ ] TEACH 2: Explain Content
- [ ] TEACH 3: Appropriately Challenging Work
- [x] TEACH 4: Content Engagement
- [ ] TEACH 5: Higher-Level Thinking Skills
- [ ] TEACH 6: Check for Understanding
- [ ] TEACH 7: Maximize Instructional Time
- [ ] CLE 1: Classroom Community
- [ ] CLE 2: Classroom Procedures
- [ ] CLE 3: Classroom Space and Resources
- [ ] CLE 4: Manage Student Behavior

Refinement

Educator: Choosing from the options below, indicate **one** area of **Refinement** you demonstrated during your lesson. **NOTE: Clicking more than one option will prevent form submission and return an error.**

Observed Area of Refinement:

- [ ] TEACH 1: Objective-Driven Lessons
- [ ] TEACH 2: Explain Content
- [ ] TEACH 3: Appropriately Challenging Work
- [ ] TEACH 4: Content Engagement
- [x] TEACH 5: Higher-Level Thinking Skills
- [ ] TEACH 6: Check for Understanding
- [ ] TEACH 7: Instructional Time
- [ ] CLE 1: Classroom Community
- [ ] CLE 2: Classroom Procedures
- [ ] CLE 3: Classroom Space & Resources
- [ ] CLE 4: Manage Student Behavior

Educator: Attach any files relevant to the lesson. (Optional)

File List

Add A File

File Name	Date Uploaded	Size
Circuit_Training_Handout_A	11/17/2013	109.28 KB
Circuit_Training_Handout_B	11/17/2013	109.39 KB
Circuit_Training___CLE	11/17/2013	42.02 KB

Overall Reflections/Comments (Optional)

Overall, I thought this lesson was pretty good. Now that we have done circuit training once the students will do a better job of moving quickly from one station to the next without getting out of numerical order. I thought the use of the heart rate monitors and the ability to project their current and active heart rate data on the wall for all to see helped to maintain student motivation and intensity. Overall, my students really work hard and enjoy a challenge, which the heart rate monitors help to do because students are asked to stay in the green, orange, or red zone - which means their heart rate is at a moderate to high intensity level. I was happy that students did not get overly frustrated when they got out of order and continued to press forward without too much hesitation.