**Standard 3: Planning and Implementation**

**Element:** 3.1 Design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

**Artifact:** Individual Evaluation Plan

**Date:** Spring 2012

**Reflection:** Within my adapted physical education class this semester, I worked with two young children each week in the skill builders program. I learned how to perform quality assessments using the TGMD-2 form based on certain motor-skills. While neither of my particular students have been diagnosed with a disability, I still took the opportunity to implement short and long-term goals for one of the students. I watched her abilities each week and worked on specific learning goals for her to improve. The IEP I created demonstrates my ability to link personalized plans to the goals I wanted her to reach within my teaching. This element has importance for my career because it helped me understand the significance of teaching to individual needs.

**Individualized Education Program (IEP)**

Student's Date of Birth: 8/21/04 Date Plan Completed: 3/19/12

Undergraduate Teacher: Beka Fredrickson Lab Day/Time: Tuesday 6:00-7:00pm

**1. Introductory Paragraph:**

 Jenna has a huge heart filled with spunk! She is very fun and energetic when she enters the gym. She is a loving young girl and always grabs hold of me to race over to our spot in the gym. Her excitement and energy brings life to others around her. She was very easy to get along with and was open to all activities. While Jenna does jump with joy when she achieves something, she sometimes struggles with confidence when a task is not performed like others right away.

 Jenna was assessed using the Test of Gross Motor Development -2 (TGMD-2) on Tuesday, February 7th, 2012 between the times of 6 and 7pm.

**2. Present Level of Performance:**

 **Cognitive:** Jenna is able to describe and demonstrate the basic loco-motor movements to the best of her ability. This shows that she understand what the difference between each movement is. At points of our conversation Jenna takes an obvious moment to think about what she is about to say. She is very knowledgeable in her skills even if she is unable to perform them perfect. She has demonstrated the knowledge of how to attempt each activity giving her a great advantage over the others in the group.

 **Affective:** Jenna is a very positive child. Her attitude towards physical education is admirable. She is willing to give anything a try and is honest on whether she enjoys it or not. Her confidence level is low. While she is unafraid to give things a shot, it is easy to see disappointment when she does not succeed. The thing that inspires me is that her lack of confidence drives her to keep trying over again. It does not discourage her from trying which is very important; however it would be a good idea to build up that confidence level in order for better self-esteem.

 **Psychomotor:** Jenna knew what each skill was however some skills were easier for her to perform over others. For the running, jumping, and sliding Jenna’s scores were all one- two points below the highest amount of points possible. While running Jenna demonstrated a brief period where both feet come off the ground, and her arms move in opposition to legs with elbows bent. While I assessed her jumping she demonstrated flexion of both knees with arms extended behind her body. She can take off and land on both feet simultaneously and her arms thrust downward during landing. During sliding, Jenna is able to turn her body sideways so the shoulders are aligned with the line on the floor. She can perform a minimum of four continuous step-slide cycles to the right and to the left. She can use some work on certain skills such as galloping and leaping; skills that require more air time. During the object control subtest Jenna’s scores were a bit lower than the loco-motor subtest. This means that when an object is added into the mix, Jenna at times may struggle combining the movement patterns. For catching and underhand rolling she scored more than half of the points possible. She is able to extend her arms out while reaching for the ball as it arrives and the ball is caught by her hands only. While underhand rolling she is able to bend her knees to her lower body and also release the ball close to the floor.

 **Fitness:** Jenna’s effort is tremendous. We work on a lot of things involving fitness such as jump rope, skipping, running, jumping jacks, and muscular strength activities. She gives it her all until it is clear she has hit a fatigue point. When performing cardiovascular activities it is hard for her to continue consistently all the way through. She hits a point where she needs to rest and encouragement to continue on with the task. During muscular endurance and strength activities she enjoys ‘feeling the burn’ in the muscles but does need help in strengthening

**3. Long Term Goals and Short Term Objectives:**

**A. Cognitive Goal:** Jenna will understand the benefits of being physical activity throughout life.

 **1. Short term objective:** Jenna will be able to list 3 out of the 5 health related fitness categories and an activity she can practice for each category.

 **2. Short term objective:** Jenna will be able to list 3 out of the 6 skill related fitness categories and an activity she can practice for each category.

**B. Affective Goal:** Jenna will demonstrate confidence in herself while performing physical activities.

 **1. Short term objective:** Jenna will be able to confidently demonstrate her choice of 4 loco-motor skills in front of our group.

 **2. Short term objective:** Jenna will demonstrate confidence while correctly performing the overhand throw 3 out of 5 times.

**C. Psychomotor Goal:** Jenna will improve in object control areas such as dribbling and overhand throwing.

 **1. Short term objective:** Jenna will be able to look forward using correct form while dribbling a ball for 30 seconds.

 **2. Short term objective:** Jenna will be able to use correct form while performing the overhand throw 3 out of 5 times.

**D. Fitness Goal:** Jenna will improve her cardiovascular endurance and strength.

 **1. Short term objective:** Jenna will be able to correctly perform 30 jumping jacks without stopping.

 **2. Short term objective:** Jenna will be able to jump rope consistently for two minutes long.

**4. Health Considerations**

Health considerations for Jenna during lab are to always wash hands before and after. We use a lot of different equipment and germs are easily spread.

**5. Behavioral Considerations**

At times Jenna is easily distracted. She is encouraged to look at me while I am talking and listen carefully to instructions.

**6. Teaching Strategies**

Jenna is very open and willing to talk. Some strategies I have are communicating with her in order to find what interests her outside school. This way I can then incorporate those interests into activities that will help Jenna improve her object control categories. I think it will be smart to start small so Jenna can have fast gains. Once she hits those gains I do believe her confidence will boost up. Another strategy I am going to use while teaching Jenna is to choose a lot of inclusion teaching. I want her to feel as if she is in control of what she chooses to work on. With inclusion teaching Jenna will have the option of different activities and equipment. The most important strategy I am going to use while teaching Jenna is to always use positive feedback and lots of it. She loves giving high fives and feeling the sense of achievement. I believe if I keep that feeling going for her, Jenna will continue to enjoy physical activity.

**7. Evaluation Plan**

At the end of this semester the students will be assessed using the same tool used in the beginning. This raw data will show whether my group has improved in skills. If the students have improved in skills it will be a good indication that they learned from my instruction in lab this semester. On the second to last day I will give each student a small questionnaire to fill out see what they enjoyed and did not enjoy. This information will help me determine the effectiveness of the lab program.

**8. Services to be Provided:**

 Physical education instruction once each week at SUNY Cortland Adapted Physical Education Lab for one semester February 7th 2012 to April 24th 2012.

**9. APE Placement Decision Model**

Jenna should be in the general physical education setting and does not require any APE services. Jenna shows no signs of delays in her physical motor abilities.