

The purpose of professional development is to improve student learning. What specific changes will you make in your practice as a result of this learning opportunity?

Suggestions for future professional development topics and/or ideas to support your further learning on this topic or other topic.

Workshop Name: Assessment for Learning in Physical Education

Workshop Code: 09-PE-030

of Participants: 17

Speaker: Tracy Lockwood

Date(s): October 23, 2008

- Chunking rubrics.
- Chunking outcomes into learner outcomes; reviewing our rubric components.
- Tell students learner outcomes (x5)
- Refer more to learner outcomes in fitness classes.
- Change the way we evaluate G.O.B.
- Development of formative assessment tools.
- Create a PE assessment binder during our next PLC.
- I will make sure to plan all units around the learner outcomes and then tell the kids what I'm looking for.
- Make use of assessment checklists (x2) from AAC.
- Review our methods of applying outcomes to practical assessment.
- A few games/activities; examples of assessment techniques and tools.
- Exit cards,
- I will use the activities/assessments in the appendices and take another look at the Online Guide to Implementation.

- The workshop was very engaging and fun. Good job Tracy!
- Moving past the introduction to Assessment for Learning to more advanced practices. (x2)
- Implementing real world.
- More examples of actual marking process in PE.
- Have a workshop where we actually plan a unit using some of the AFL principles.
- Assessment of Learning
- Develop more strategies for summative assessment and how formative assessment can translate to summative. When should summative take place?
- How much assessment of learning is necessary in elementary PE?

Workshop Name: Beyond "One Size Fits All"

Workshop Code: 09-PE-031

of Participants: 18

Speaker: Tracy Lockwood

Date(s): January 22, 2009

- I will try to incorporate more PI activities into my PE classes.
- I will look at more fitness orientated activities involving groups.
- We will be articulating the outcomes more clearly to students.
- Use DI as much as possible in all lessons.

- Analyze current lessons under framework of differentiating by process, product, and content based around student readiness, interest and learning styles.
- I will use what I learned here to construct more creative and engaging activities for my Kindergarten PE class. These activities will be suited to and include all learning styles, interests and student needs.
- Try dance – add music to some classes. Do more circuit training – dominoes fitness, fitnessnopoly. Add juggling and skipping.
- Differentiated instruction, increased success for a wider variety of abilities.
- Be more aware of the diverse needs of my students – offer more choices of activities and how they're assessed.
- To be conscious of differentiation.
- I will make sure to clearly state my outcome for each activity before each one!
- Using more pre-assessment activity/survey to group students.
- Giving choices, variety and varying levels.
- Give students more choices. Vary the activities I do in class.
- Differentiate more in PE.
- Differentiate more in my classroom.
- Assessment type activities.
- Really keep looking at ways to teach Phys. Ed. And keep demonstrating a multifaceted approach to gym.
- Assessment practices (?)
- PE instructor networking. Activate ideas – what works and what doesn't. Just a strictly networking opportunity.
- Small group discussion to address specific issues people are having implementing DI in their school/classes.
- How to move from cooperative games to competitive structured games – soccer, basketball and floor hockey.
- More PE workshops.
- I would love one where we just exchange assessment rubrics – activities that build on them.
- DI for other core areas.
- Assessment in differentiation.

Workshop Name: Hitting the Target: Assessment for Learning in Physical Education
Workshop Code: 09-PE-373
of Participants: 25
Speaker: Tracy Lockwood
Date(s): March 20, 2009

- I will now always be aware of outcomes when planning lessons/units. (x4)
- I will make my expectations more clear to students.
- I will choose an assessment strategy before choosing an activity.
- I will have self and peer assessments in place.
- I will discuss outcomes/objectives more clearly before activities.
- I will “chunk” my activities/outcomes in order to better my evaluations.(x5)
- I now have more ways to document student's progress, relating to outcomes.
- I will work backwards: outcomes, assessments, activities. (x2)
- Reporting- what works, what doesn't.
- I would like to see a PD that focuses on specifics, ex: Just cooperative games.

- More dancing.