

Competency #2 Reflection

Education of the whole child is vital to one's overall success as they enter a world that is fraught with decisions, responsibility, and uncertainty. As educators, we are moved by our obligation to help our students meet these future, and current challenges, with tools necessary to handle whatever comes their way. To help guide us through this difficult task we look to experts, policy makers, and each other for the wisdom and curricula needed to tackle these important duties. Having taught for the past nine years myself, I understand the importance of collaboration, guidance, and improvisation.

Throughout my career, I have adopted the practice of using assessment to guide my instruction. Allowing students to demonstrate their abilities, allows me to modify my lessons in a way that will help further each of my students. The hope is that they will be pushed and challenged to achieve and obtain skills that will prepare them for whatever they will encounter in the future. Luckily, in our district we have curriculum guides that assist in creating lessons that will allow students to work towards the benchmarks that have been set before them. That is why I have included our district's physical education curriculum guides (K-5 and 6-12) as my artifact for competency two, Curricular Knowledge.

Cherry Creek has always tried to be proactive across all academic areas. They have been making, updating, and maintaining curriculum guides for many years. The physical education curriculum guides are the result of physical education teachers from across the district, getting together, looking at standards (both state and national), and developing guides that allow physical education teachers to create authentic learning experiences. They articulate a clearly stated, coherent value system and communicate a

program rationale and theory base that consistently align with NASPE, state, and local standards.

The first thing one sees when looking through the guides are the mission and philosophy statements of the district's physical education program. Next, the guide has included goals that Cherry Creek hopes will support the physical education program. This is then followed by the standards, proficiency, and benchmarks section. In this section, examples of proficient students are included at various levels or grades. They have also done a nice job of including both the Colorado state standards for physical education and the NASPE standards are included in this section as well.

Further into the guides, they have included a general scope and sequence of skills, courses, and activities to assist physical education teachers in planning and developing lessons. This part is still school based, as they have given certain examples of what some different schools are teaching, and at what time of the year. This is helpful because it allows one to plan activities and units that are appropriate to the individual needs of their school and students. Following this section, are suggested activities, lessons, and directions that one could use with his or her students.

Having worked hard throughout this master's program, I know that I will be able to implement the curriculum that has been designed by our district using the various approaches that I have learned. The ability to use the resources available to me, while keeping in mind best practices and outcomes, have enabled me to reflect on my teaching in ways that make me a leader and master teacher. The curriculum is predicated on the national and state standards, and by incorporating this guide into my teaching practices, I will better serve the students, while ensuring that I am flexible enough to reach all them.