**Assessment 2**

**Required Physical Education PreK-Adult Coursework Course Grades/GPA**

**1. Description of Assessment**

This assessment of content knowledge is based on the required content coursework in the PreK through Adult Physical Education program. The program consists of 35 credit hours and is presented in the Physical Education PreK-Adult progression sheet. The courses in the attached chart have been identified because of the close correspondences between the content covered in these courses with three of the six NASPE standards:

1. Standard 1- Scientific and Theoretical Knowledge
2. Standard 6- Professionalism

Content matches between the courses and the standards are established by comparing course descriptions from the *Concord University Fall 2017 Academic Catalog* with executive summaries of the NASPE 2008 Standards. Catalog descriptions are a valid statement of course content because instructors are required to base course content upon these descriptions. Additionally, because these content courses are part of the Physical Education program, each course must align course objectives and course assignments to 2008 NASPE Standards and Praxis II Physical Education: Content Knowledge content. Because each course is aligned with its respective standard, final course grades are a valid assessment of candidates’ knowledge of the content covered. All candidates are required to complete the coursework with minimum Grade Point Average (GPA) of 2.5. Candidates whose overall GPA falls below the required 2.5 are not permitted to student teach. In most cases, it is recommended that the student retake the course(s).

NASPE standards addressed in this assessment:

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals (Elements 1.1, 1.2, 1.3, 1.4, 1.5).*

**2. Alignment of Required Courses to Appropriate Standards**

The tables attached are based on the required documentation for programs using course grades as defined by CAEP.

(<http://caepnet.org/accreditation/caep-accreditation/program-review-options/grade-policy>)

|  |  |  |
| --- | --- | --- |
| Course Name and Number | NASPE Standard(s) Addressed by Course | Brief description of course and how course meets desired standard(s). |
| PED 202  Foundations of PE and Sport (3 Credits) | 1.4 | A study of the on the history and philosophy of physical education and sport and their relationship to current trends in the field, and the psychological and sociological implications of physical education and sport. |
| PED 207  Human Anatomy and Physiology  (3 Credits) | 1.1 | An introduction to knowledge of the normal development, structure and function of man. |
| PED 238  Lifetime Physical Education (3 Credits) | 1.5 | Students will be introduced to and apply the basic concepts, instructional strategies, and performance techniques associated with participating in and teaching outdoor leisure, gymnastics, rhythms, and swimming activities. During this course, students will also be required to analyze and correct critical elements of skills specific to the content of the course. |
| PED 239  Physical Education Pedagogy (3 Credits) | 1.5 | This course examines the pedagogical teaching skills to be used in the PreK-Adult curricula, emphasizing the common content knowledge applied during the teaching process. |
| PED 241  Team Sports in Physical Education  (3 Credits) | 1.5 | Students will be introduced to and demonstrate the basic knowledge, skills, strategy, and safety procedures necessary to participate in and teach softball, soccer, flag football, basketball, volleyball, and other team sports that may be added at the instructor’s discretion. During this course, students will also be required to analyze and correct critical elements of skills specific to the content of the course. |
| PED 242  Individual Sports in Physical Education  (3 Credits) | 1.5 | Students will be introduced to and demonstrate the basic knowledge, skills, strategy, and safety procedures necessary to successfully participate in and teach, Archery, Badminton, Bowling, Golf, Frisbee Golf, Shuffle Board, Tennis, Weight Training, and Fitness, as well as other activities that may be added at the instructor’s discretion as a recreational lifetime activity. During this course, students will also be required to analyze and correct critical elements of skills specific to the content of the course. |
| PED 307  Assessment in Health and Physical Education  (3 Credits) |  | Designed to provide TCs the knowledge and skills necessary to create and implement a variety of assessment tools. An emphasis will be placed on utilizing a variety of instructional technologies in the assessment process. |
| PED 315  Kinesiology  (3 Credits) | 1.1 | Examines the principles of the mechanics of body movement in relation to anatomical structure, body development and muscular efficiency. |
| PED 329  Motor Learning and Development  (2 Credits) | 1.2, 1.3 | This course is designed to instruct students the cognitive and neuro-physiological processes underlying motor skill acquisition and performance. A special emphasis is placed on the application of this knowledge as it relates to the process of teaching motor skills. |
| PED 402  Curriculum and Instruction for Elementary Physical Education  (3 Credits) |  | Incorporates the pedagogical skills and common content knowledge learned in P ED 239 with content development and specialized content knowledge necessary for a successful physical education program for PreK-5 grade children. A 15-hour school-based field experience is required. |
| PED 403  Curriculum and Instruction in Middle and Adolescent Physical Education  (3 Credits) |  | In this course, emphasis is placed upon program planning procedures, teaching techniques, and methods of physical education activities suitable for grades 6-12. A 15-hour school-based field experience is required. |
| PED 407  Adapted Physical Education  (3 Credits) |  | A study of the prevalent disabilities in children and youth and methods of adapting the physical education program to meet the needs of each individual. A 15-hour school based field experience is required. |

**Overall Course GPA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2016** | | **2017** | | **2018** | |
|  | Average course grades and (range)\* | % of candidates meeting minimum expectation | Average course grades and (range)\* | % of candidates meeting minimum expectation | Average course grades and (range)\* | % of candidates meeting minimum expectation |
| PED 202 | 3.3  (2.75-3.9) | **83%** | 3.75  (2.75-3.9) | **88%** | 3.12  (2.75-3.9) | **83%** |
| PED 207 | 2.86  (2.75-3.9) | **71%** | 2.4  (2.75-3.9) | **75%** | 2.5  (2.75-3.9) | **100%** |
| PED 238 | 3.0  (2.75-3.9) | **88%** | 3.25  (2.75-3.9) | **92%** | NA\*\* |  |
| PED 239 | 3.3  (2.75-3.9) | **100%** | 3.4  (2.75-3.9) | **90%** | NA\*\* |  |
| PED 241 | 3.29  (2.75-3.9) | **100%** | 3.36  (2.75-3.9) | **100%** | 2.5  (2.75-3.9) | **50%** |
| PED 242 | 3.71  (2.75-3.9) | **100%** | 3.2  (2.75-3.9) | **100%** | 3.33  (2.75-3.9) | **100%** |
| PED 307 | 3.57  (2.75-3.9) | **100%** | 3.8  (2.75-3.9) | **100%** | 3.3 (2.75-3.9) | **100%** |
| PED 315 | 3.5  (2.75-3.9) | **100%** | 3.4  (2.75-3.9) | **100%** | 2.375 (2.75-3.9) | **38%** |
| PED 329 | 2.9  (2.75-3.9) | **80%** | 3.33  (2.75-3.9) | **83%** | 3.0  (2.75-3.9) | **100%** |
| PED 402 | 3.22  (2.75-3.9) | **89%** | 3.6  (2.75-3.9) | **100%** | 3.67  (2.75-3.9) | **100%** |
| PED 403 | 3.33  (2.75-3.9) | **89%** | 2.8  (2.75-3.9) | **80%** | 3.0  (2.75-3.9) | **89%** |
| PED 407 | 3.57  (2.75-3.9) | **100%** | 3.67  (2.75-3.9) | **100%** | 3.67  (2.75-3.9) | **100%** |

\*A = 4, B=3, C=2, D=1, F=0

\*\*These courses was not offered fall 2018.

**Grade Distribution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Course* | *A* | *B* | *C* | *D* | *F* |
| **PED 202** | | | | | |
| 2018 *(n=6)* | 2 | 3 | 1 |  |  |
| 2017 *(n=8)* | 7 |  | 1 |  |  |
| 2016 *(n=6)* | 3 | 2 | 1 |  |  |
| **PED 207** | | | | | |
| 2018 (*n=4*) |  | 2 | 2 |  |  |
| 2017 *(n=8)* |  | 3 | 5 |  |  |
| 2016 *(n=7)* | 1 | 4 | 2 |  |  |
| **PED 238** | | | | | |
| 2017 *(n=12)* | 4 | 7 | 1 |  |  |
| 2016 *(n=8)* | 3 | 2 | 3 |  |  |
| **PED 239** | | | | | |
| 2017 *(n=10)* | 5 | 4 | 1 |  |  |
| 2016 *(n=10)* | 3 | 7 |  |  |  |
| **PED 241** | | | | | |
| 2018 (*n=2*) | 1 |  |  | 1 |  |
| 2017 *(n=11)* | 4 | 7 |  |  |  |
| 2016 *(n=7)* | 2 | 5 |  |  |  |
| **PED 242** | | | | | |
| 2018 *(n=9)* | 3 | 6 |  |  |  |
| 2017 *(n=5)* | 2 | 3 |  |  |  |
| 2016 *(n=7)* | 5 | 2 |  |  |  |
| **PED 307** | | | | | |
| 2018 *(n=10)* | 5 | 3 | 2 |  |  |
| 2017 *(n=10)* | 8 | 2 |  |  |  |
| 2016 *(n=10)* | 4 | 3 |  |  |  |
| **PED 315** | | | | | |
| 2018 (*n*=8) |  | 3 | 5 |  |  |
| 2017 *(n=5)* | 2 | 3 |  |  |  |
| 2016 *(n=4)* | 2 | 2 |  |  |  |
| **PED 329** | | | | | |
| 2018 (*n=7*) | 3 | 1 | 3 |  |  |
| 2017 *(n=6)* | 3 | 2 | 1 |  |  |
| 2016 *(n=10)* | 4 | 2 | 3 | 1 |  |
| **PED 402** | | | | | |
| 2018 *(n=9)* | 6 | 3 |  |  |  |
| 2017 *(n=5)* | 3 | 2 |  |  |  |
| 2016 *(n=9)* | 4 | 3 | 2 |  |  |
| **PED 403** | | | | | |
| 2018 *(n=9)* | 1 | 6 | 2 |  |  |
| 2017 *(n=5)* | 1 | 2 | 2 |  |  |
| 2016 *(n=9)* | 5 | 3 |  | 1 |  |
| **PED 407** | | | | | |
| 2018 (*n=6*) | 4 | 2 |  |  |  |
| 2017 *(n=9)* | 6 | 3 |  |  |  |
| 2016 *(n=7)* | 4 | 3 |  |  |  |

**3. Analysis of Data Findings**

At the end of each semester, a copy of course grades are sent to the Physical Education department. These grades are recorded into the SPA assessment. Candidate numbers throughout each course and semester vary due to the fact that students do not go through the program as a cohort. A review of course grades indicate that all candidates passed each course within the program. Candidates are required to maintain at least a 2.5 GPA within the required coursework for physical education.

The overall mean for grades for each individual course are all above the 2.5 indicating that most students receive grades of “B” or above. PED 315 (Kinesiology) had unusually low grades during the spring 2018 semester. With this being the faculty member’s first time teaching the course, it is not unusual to see a change in course grades.

This data suggests that teacher candidates possess strong knowledge of their content and meet both program, institutional, and State requirements for completion of this endorsement area.

**4. Interpretation of How the Data Provides Evidence for Meeting Standards**

Final course grades are a suitable indicator of candidates’ knowledge of the content addressed in 2008 NASPE 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, and 6.5 due to the standards’ close correlation with the course catalog descriptions along with the course objectives and requirements. Concord University course grades carry the following connotations: A = Distinguished, B = Proficient, C = Basic, D and F = Unsatisfactory. Using these descriptions, the majority of candidates, at least 86%, completed courses at the distinguished and/or proficient levels. Only two students received unsatisfactory. However, those students elected to remove themselves from either the university or the Physical Education program. One course (PED 315) during the spring 2018 semester had only 38% of students meeting minimum expectations. This course was taught by an adjunct faculty member. We have met with the instructor as a department to identify remediation strategies for this course moving forward. These results indicate that candidates are mastering the content associated with the 2008 NASPE standards identified above.

**Assessment 3**

**Supplement Student Teaching Evaluation- Physical Education**

Brief Description and Use in the Program

All Physical Education teacher candidates are assessed using the Supplemental Student Teaching Evaluation Form during their student teaching experience. This form differs from the Student Teaching Evaluation. The teacher candidate’s public school cooperating teacher evaluates the field placement. The form is broken down into three sections: Instructional Planning, Instructional Presentation, and Student Learning. Under each section there are subcategories. For each section, teacher candidates are given a score between 1 (Unacceptable) and 3 (Target). The minimal level of acceptable performance for this assessment is at the “Acceptable” level. This assessment is conducted during the TC’s secondary and elementary placement.

NASPE Standards addressed in this assessment:

**Standard 3: Planning and Implementation**

*Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. (Elements: 1, 2, 3, 4, 5, 6, 7)*

**Standard 4: Instructional Delivery and Management**

*Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. (Elements: 2 & 3)*

**Standard 5: Impact on Student Learning**

*Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. (Element: 2)*

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. (Elements: 1, 3, 4)*

**Supplemental Evaluation for Physical Education Student Teachers**

**Concord University**

Teacher Candidate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **Score** |
| 1  ***NASPE 3.1*** | The TC creates lesson and unit plans but no consideration is given to student goals or student needs. | The TC creates lesson and unit plans with developmentally appropriate student goals. | The TC creates lesson and unit plans with developmentally appropriate student goals. The TC also considers student needs within the framework of the lesson/unit plans. |  |
| 2  ***NASPE 3.2*** | The TC’s instructional objectives are not measureable nor are they aligned with state standards. These objectives are not visible during instruction. | Some of the TC’s instructional objectives are measureable and aligned with state and national standards. These objectives are somewhat visible during instruction. | All of the TC’s instructional objectives are measureable, well-written, and aligned with state and national standards. These objectives are visible during instruction. |  |
| 3  ***NASPE 3.3*** | Both during planning and teaching, less than 50% of the lesson content is aligned with the instructional objectives. | Both during planning and teaching, between 50 and 80% of the lesson content is aligned with the instructional objectives. | Both during planning and teaching, more than 80% of the lesson content is aligned with the instructional objectives. |  |
| 4  ***NASPE 3.4*** | The TC does a poor job planning for the distribution and utilization of equipment during the instructional and planning process. | The TC does an adequate job planning for the distribution and utilization of equipment during the instructional and planning process. Equipment is distributed in a fair manner. | The TC does an exceptional job planning for the distribution and utilization of equipment during the instructional and planning process. Equipment is always distributed in a fair manner. |  |
| 5  ***NASPE 3.5*** | The TC does a poor job planning and adapting instruction to meet the needs of diverse learners in the classroom environment. Accommodations are never stated clearly in the TC’s plans. | The TC does an adequate job planning and adapting instruction to meet the needs of diverse learners in the classroom environment. Accommodations are almost always stated clearly in the TC’s plans. | The TC does an exceptional job planning and adapting instruction to meet the needs of diverse learners in the classroom environment. Accommodations are always stated clearly in the TC’s plans. |  |
| 6  ***NASPE 3.6*** | The TC’s learning tasks are not developmentally appropriate for the intended learners. There is not sequence to instruction either in the lesson plan or during instruction. | The TC’s learning tasks are somewhat developmentally appropriate for the intended learners, but few adjustments are made to the lesson to meet the needs of the individual students. | The TC’s learning tasks are developmentally appropriate for the intended learners. The TC makes adjustments when needed during the lesson. The sequence of the lesson is progressive with a variety of activities to meet the individual needs of different levels of students. |  |
| 7  ***NASPE 3.7*** | The TC does NOT require student use of technology during instruction. | During instruction, the TC requires students to appropriately use technology to meet at least one lesson objective for a portion of the class time. | During instruction, the TC requires students to appropriately use technology throughout the entirety of the class to meet numerous lesson objectives. |  |

**Instructional Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **Score** |
| 1  ***NASPE 4.2*** | The TC uses no formal demonstration or explanation of the activity or skill. No cues are provided during the lesson to prompt student learning. | The TC’s demonstrations and explanation of content are adequate. He/she introduces cues at the beginning of the lesson, but they are never mentioned again. | The TC’s demonstrations and explanation of content are exceptional. He/she uses creative cues to prompt student learning. These cues are constantly reviewed throughout the lesson to ensure that students understand the critical elements that are essential to perform the skills. |  |
| 2  ***NASPE 4.3*** | The TC provides no feedback during instruction. | The TC does an adequate job using specific, congruent feedback throughout instruction to promote student learning and motivation. Corrective feedback is given when appropriate, but not always in a positive manner. | The TC does an exceptional job using specific, congruent feedback throughout instruction to promote student learning and motivation. Corrective feedback is given when appropriate, but always in a positive manner. |  |

**Student Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **Score** |
| 1  ***NASPE 5.2*** | The TC uses no formal assessments before, during, or after instruction. | The TC plans for and utilizes a few assessments during and after instruction, but does not utilize any pre-assessments. Assessments are linked to instructional objectives, but he/she needs to do a better job organizing student records. | The TC plans for and utilizes a variety of assessments before, during, and after instruction to determine student learning. All assessments are linked to instructional objectives and are organized in a manner that is easily communicated to students and parents. |  |

**Professionalism**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **Score** |
| 1  ***NASPE 6.1*** | Behaviors exhibited by the TC are NOT consistent with the belief that all students can become physically educated individuals. | The TC demonstrates the behaviors that are consistent with the belief that all students can become physically educated individuals by providing feedback and encouragement to all students, adapting the activities to meet the needs of students, and provides equal opportunities for all students. | The TC demonstrates the behaviors that are consistent with the belief that all students can become physically educated individuals by providing feedback and encouragement to all students, adapting the activities to meet the needs of students, and provides equal opportunities for all students. Expectations for all students are set at a high, yet achievable, level. |  |
| 2  ***NASPE 6.3*** | Behaviors exhibited by the TC are NOT consistent with the professional ethics of highly qualified teachers. | The TC demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers by always adhering to school’s dress code policy, maintains student confidentiality, and exhibits professional relationships with both students and faculty. | The TC demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers by exceeding the school’s dress code policy, maintains student confidentiality, and exhibits professional relationship with students, parents, and faculty. At all times, the TC displays a professional demeanor. |  |
| 3  ***NASPE 6.4*** | The TC does NOT communicate in ways that convey respect and sensitivity. | The TC communicates in ways that convey respect and sensitivity during class time as it relates to gender, ethnicity and socioeconomic status. | The TC communicates in ways that convey respect and sensitivity during class time AND within other school contexts (i.e. parent/teacher meetings, faculty meetings) as it relates to gender, ethnicity and socioeconomic status. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Spring 2019** | | | |
| **N=3** | | | |
|  | Unacceptable (1) | Acceptable (2) | Target (3) |
| 1 NASPE (3.1) |  |  | 3 |
| 2 NASPE (3.2) |  |  | 3 |
| 3 NASPE (3.3) |  |  | 3 |
| 4 NASPE (3.4) |  | 1 | 2 |
| 5 NASPE (3.5) |  | 1 | 2 |
| 6 NASPE (3.6) |  |  | 3 |
| 7 NASPE (3.7) |  | 1 | 2 |
| 1 NASPE (4.2) |  |  | 3 |
| 2 NASPE (4.3) |  |  | 3 |
| 1 NASPE (5.2) |  |  | 3 |
| 1 NASPE (6.1) |  |  | 3 |
| 2 NASPE (6.3) |  | 1 | 2 |
| 3 NASPE (6.4) |  |  | 3 |

For this assessment, our goal, as a department, is to achieve *at least* 80 percent in the “**Acceptable**” or above categories. As you can see in the tables above, we have far exceeded our goal as a program. While this assessment is completed by the TCs cooperating teacher, a university supervisor (usually a tenure track, physical education professor) works closely with the CT to remediate any basic and/or unsatisfactory performances by the TC.

**Assessment 4: Student Teaching Evaluation**

**Brief Description and use in the program**

Candidates in the Physical Education PreK-Adult program must complete EDUC 456 Supervised Directed Teaching which requires 16 weeks of full-time field placement in local physical education PreK-adult public school classrooms. The 16-week period is typically divided into two eight-week placements, each in a different classroom appropriate for the candidate’s content and certification area.

A standardized final evaluation is used to evaluate all student teachers, including physical education 5-Adult candidates at Concord University. The Student Teaching Final Evaluation is aligned with the WV Professional Teaching Standards and InTASC standards. The Student Teaching Final Evaluation is also aligned with the EPP’s mission and helps the EPP document that our graduates are 21st Century Professionals who are competent, intentional, reflective, culturally responsive, leading, and empathetic. Physical Education PreK-Adult student teachers know their students and are committed to their learning; know their content and plan appropriately; deliver and manage instruction effectively; monitor student learning; and are reflective practitioners and members of learning communities.

The evaluation instrument uses four performance levels to assess the level to which the candidate has met each standard at the function level. Student Teaching Final Evaluations are completed by University supervisors in consultation with cooperating teachers at the end of each student teaching placement. Candidates earning an “Underdeveloped” on the Final Evaluation must repeat the student experience. **Minimal level of acceptable performance for the EPP is that all candidates exit the program at least at the “Proficient” (3 or better) level for a beginning teacher**.

**NASPE Standards addressed in this assessment includes**:

**Standard 3: Planning and Implementation**

*Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. (Elements: 1, 2, 5, 6, 7)*

**Standard 4: Instructional Delivery and Management**

*Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. (Elements: 1, 2, 3, 4, 5, 6)*

**Standard 5: Impact on Student Learning**

*Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. (Elements: 1, 2, 3)*

**Standard 6: Professionalism**

*Physical Education teacher candidates demonstrate dispositions essentials to becoming effective professionals. (Elements: 1, 2, 3, 4)*

**Analysis of Data Findings**

Spring 2019

N=3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element | Rubric Performance Level(s) | Distinguished | Proficient | Basic | Unsatisfactory |
| 3.1 | 4A, 7C | 4 (67%) | 2 (33%) |  |  |
| 3.2 | 7A |  | 3 (100%) |  |  |
| 3.5 | 1B, 2A, 4C | 4 (44%) | 5 (56%) |  |  |
| 3.6 | 1A | 2 (67%) | 1 (33%) |  |  |
| 3.7 | 3E, 8B | 3 (50%) | 3 (50%) |  |  |
| 4.1 | 3C, 8D | 1 (17%) | 5 (83%) |  |  |
| 4.2 | 4B | 2 (67%) | 1 (33%) |  |  |
| 4.3 | 6B | 1 (33%) | 2 (67%) |  |  |
| 4.4 | 8A, 8C | 1 (17%) | 5 (83%) |  |  |
| 4.5 | 3D |  | 3 (100%) |  |  |
| 4.6 | 5D | 2 (67%) | 1 (33%) |  |  |
| 5.1 | 6A |  | 3 (100%) |  |  |
| 5.2 | 6C | 1 (33%) | 2 (67%) |  |  |
| 5.3 | 7B | 3 (100%) |  |  |  |
| 6.1 | 6D | 1 (33%) | 2 (67%) |  |  |
| 6.2 | 7D, 9A, 9D, 10A, 10B | 7 (47%) | 8 (53%) |  |  |
| 6.3 | 9C |  | 3 (100%) |  |  |
| 6.4 | 3A | 2 (67%) | 1 (33%) |  |  |

This is the first semester this instrument has been used, so data has only been presented for the spring 2019 cycle. We feel as a department we are meeting our goal of the majority of students exiting the program at the “proficient” or above level. Students who score below the proficient level on any section of the evaluation must meet with his/her university supervisor (usually a tenure track, physical education professor) and complete a guided reflection with improvement plan before receiving his/her final grade for the semester. We feel this will allow students to identify methods for improvement in the area(s) that need improvement. As a department, we will continue to examine areas that need attention and identify ways to infuse these areas into our coursework prior to student teaching.

**ND Common Metrics-Student Teacher Observation Tool (STOT)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Semester Weeks Subject/Grade Taught

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School & Town Cooperating Teacher University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

**Directions:** For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. \**An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 1** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Supports student learning through developmentally appropriate instruction**  **NASPE 3.6** | implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas | In addition to rating“3” performance, partial success at rating of “4” | implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs | In addition to rating “2” performance, partial success at rating of “3” | implements grade-level appropriate instruction, but does not account for individual learners’ differences | With assistance, partial success at rating of “2” | implements instruction that exceeds or does not match a developmentally appropriate level for the students |  |
| **B) Accounts for differences in students’ prior knowledge**  **NASPE 3.5** | accesses student readiness for learning and expands on individual students’ prior knowledge | accounts for individual differences in students’ prior knowledge and readiness for learning | addresses students’ prior knowledge as a class, but individual differences are not considered | does not account for differences in students’ prior knowledge |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #1: Learner Development**. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | | | | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 2** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Uses knowledge of students’ socioeconomic, cultural and ethnic differences to meet learning needs**  **NASPE 3.5** | anticipates individual learning needs by proactively differentiating instruction using knowledge of learners’ socioeconomic, cultural and ethnic backgrounds | In addition to rating“3” performance, partial success at rating of “4” | demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance | In addition to rating “2” performance, partial success at rating of “3” | demonstrates a basic knowledge about learners’ backgrounds and how to meet their learning needs | With assistance, partial success at rating of “2” | demonstrates minimal knowledge about learners’ backgrounds and how to meet their learning needs |  |
| **B) Exhibits fairness and belief that all students can learn (or become physically educated)**  **NASPE 6.1** | exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners | exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners | communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners | communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #2: Learning Differences**. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. | | | | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 3** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Creates a safe and respectful environment for learners**  **NASPE 6.4** | Collaborates, through modeling and communication, with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community | In addition to rating“3” performance, partial success at rating of “4” | consistently models (and communicates) safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language | In addition to rating “2” performance, partial success at rating of “3” | models (and communicates) safety and respect to encourage a positive classroom learning community | With assistance, partial success at rating of “2” | ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community |  |
| needs assistance in developing a learning environment that is engaging for most students |  |
| develops a learning environment that is consistently engaging for most students | attempts to develop a learning environment that is engaging for most students |
| **B) Structures a classroom environment that promotes student engagement** | develops a highly engaging learning environment, taking into account student differences and learning needs |
| **C) Clearly communicates and/or demonstrates expectations for appropriate student behavior**  **NASPE 4.1** | Communicates and/or demonstrates standards of conduct that are clear and effective | Communicates and/or demonstrates clear standards of conduct | Communicates and/or demonstrates standards of conduct that may not be clear | has minimal standards of conduct in place |  |
| **D) Responds appropriately to student behavior**  **NASPE 4.5** | teacher candidate monitors student behavior and responds appropriately on a consistent basis | the teacher candidate monitors and responds to student behavior effectively | the teacher candidate inconsistently monitors and responds to student behavior | the teacher candidate needs assistance with monitoring student behavior or in responding consistently |  |
| **E) Guides learners in using technologies in appropriate, safe, and effective ways**  **NASPE 3.7** | plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively | uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively | attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively | needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #3: Learning Environments**. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. | | | | | | | |  |

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| **InTASC Standard 4** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Effectively teaches subject matter**  **NASPE 3.1** | displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners’ understanding | In addition to rating“3” performance, partial success at rating of “4” | instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content | In addition to rating “2” performance, partial success at rating of “3” | displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content | With assistance, partial success at rating of “2” | displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content |  |
| **B) Guides mastery of content through meaningful learning experiences**  **NASPE 4.2** | creates an interactive environment using appropriate strategies(i.e. demonstrations, explanations, instructional cues) where learners take the initiative to master content and engage in meaningful learning experiences to master the content | applies appropriate strategies (i.e. demonstrations, explanations, instructional cues) designed to engage learners in meaningful experiences and guide them toward mastery of content | attempts to apply appropriate strategies (i.e. demonstrations, explanations, instructional cues) in instructional practice to engage learners in mastery of content | applies inappropriate strategies (i.e. demonstrations, explanations, instructional cues) in instructional practice to engage learners in mastery of content |  |
| **C) Integrates culturally relevant content to build on learners’ background knowledge**  **NASPE 3.5** | flexibly designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | demonstrates minimal knowledge of learners’ cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners’ cultural backgrounds |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | | | | | |  |

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| **InTASC Standard 5** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Connects core content to relevant, real-life experiences and learning tasks** | designs and facilitates challenging learning experiences related to the students’ real-life experiences and relevant core content | In addition to rating“3” performance, partial success at rating of “4” | designs instruction related to the students’ real-life experiences and relevant core content | In addition to rating “2” performance, partial success at rating of “3” | designs instruction related to the core content but learning tasks have only superficial relationships to the students’ interests or life experiences | With assistance, partial success at rating of “2” | designs instruction related to the core content but learning tasks have no relevance to the students’ interests or life experiences |  |
| **B) Designs activities where students engage with subject matter from a variety of perspectives** | embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes | designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections | designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed | designs activities related to subject matter but does so from a singular perspective and discipline |  |
| **C) Accesses content resources to build global awareness** | seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues | uses content resources, including digital and interactive technologies, to build student awareness of local and global issues | accesses some content resources, including technologies, to build student awareness of local and global issues | needs regular guidance to determine where and how to access content resourcesto build student awareness of local and global issues |  |
| **D) Uses relevant content to engage learners in innovative thinking & collaborative problem solving**  **NASPE 4.6** | creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content | instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #5: Applications of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. | | | | | | | |  |

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| **InTASC Standard 6** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Uses multiple methods of assessment**  **NASPE 5.1** | designs and modifies multiple formative and summative assessments that align with learning goals and objectives AND assessments are differentiated to meet student needs | In addition to rating“3” performance, partial success at rating of “4” | uses multiple assessments that align with the learning goals and objectives | In addition to rating “2” performance, partial success at rating of “3” | uses multiple assessments, but not all are aligned with the learning goals and objectives | With assistance, partial success at rating of “2” | uses limited assessment methods and items that are not aligned with learning goals and objectives |  |
| **B) Provides students with meaningful feedback to guide next steps in learning**  **NASPE 4.3** | provides descriptive success and next-step feedback for skill acquisition, student learning, and motivation to individual learners and involves them in self-assessment to improve their own work | provides effective feedback for skill acquisition, student learning, and motivation to learners that aids in the improvement of the quality of their work | feedback for skill acquisition, student learning, and motivation provided to learners is actionable but does not necessarily improve the quality of the work | feedback for skill acquisition, student learning, and motivation provided to students is not actionable |  |
| **C) Uses appropriate data sources to identify student learning needs**  **NASPE 5.2** | documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction | documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs | uses assessment data to guide planning and identify student learning needs | uses assessments solely to determine a grade |  |
| **D) Engages students in self-assessment strategies**  **NASPE 5.3** | engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals | engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment | engages learners in understanding and identifying quality work | learners are not engaged in understanding and identifying quality work |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making. | | | | | | | |  |

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| **InTASC Standard 7** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Connects lesson goals with school curriculum and state standards**  **NASPE 3.2** | plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them | In addition to rating“3” performance, partial success at rating of “4” | plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs | In addition to rating “2” performance, partial success at rating of “3” | plans for learning experiences that are aligned with learning goals | With assistance, partial success at rating of “2” | lesson plans are not aligned with learning goals |  |
| **B) Uses assessment data to inform planning for instruction**  **NASPE 5.2** | assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets | uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning | pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning | pre-assessment and/or formative assessment data are not utilized to inform planning |  |
| **C) Adjusts instructional plans to meet students’ needs**  **NASPE 3.1** | uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs | uses information gained from assessment findings to customize instructional plans to meet students’ needs | uses assessment findings to modify instructional plans to meet students’ needs | plans are not adjusted to meet student learning differences or needs |  |
| **D) Collaboratively designs instruction**  **NASPE 6.2** | proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists | plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning | plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information | plans instruction individually |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #7: Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | | | | | | |  |

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| **InTASC Standard 8** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Varies instructional strategies to engage learners**  **NASPE 4.4** | recognizes the changing dynamics of the environment and integrates a variety of instructional approaches for all members of the classroom; considers learners’ needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers | In addition to rating“3” performance, partial success at rating of “4” | recognizes the changing dynamics of the environment and varies role between instructor, facilitator, guide, and audience; considers learners’ needs, interests, and goals in determining instructional strategies to engage learners | In addition to rating “2” performance, partial success at rating of “3” | recognizes the changing dynamics of the environment and uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals | With assistance, partial success at rating of “2” | utilizes only one instructional approach |  |
| **B) Uses technology appropriately to enhance instruction**  **NASPE 3.7** | engages learners in evaluation and selection of media and technology resources; uses technology appropriately (both student and teacher use) to engage learners and enhance instruction | uses technology effectively (both student and teacher use) to enhance instruction | uses limited instructional strategies that involve technology | identifies instructional strategies without involving technology |  |
| **C) Differentiates instruction for a variety of learning needs**  **NASPE 4.4** | recognizes the changing dynamics of the environment and differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students | recognizes the changing dynamics of the environment and varies instruction for individuals or small groups to create learning experiences that are well matched to student needs | recognizes the changing dynamics of the environment and varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs | teaches individual or small group learning experiences without differentiating instruction |  |
| **D) Instructional practices reflect effective communication skills**  **NASPE 4.1** | articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning | listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction | articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others | makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | | | | | |  |

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| **InTASC Standard 9** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Uses feedback to improve teaching effectiveness**  **NASPE 6.2** | seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest | In addition to rating“3” performance, partial success at rating of “4” | accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness | In addition to rating “2” performance, partial success at rating of “3” | accepts feedback to improve teaching effectiveness | With assistance, partial success at rating of “2” | resists feedback to improve teaching effectiveness |  |
| **B) Uses self-reflection to improve teaching effectiveness** | reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice | reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction | reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement |  |
| **C) Upholds legal responsibilities as a professional educator**  **NASPE 6.3** | demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities | acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities | acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies | does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies |  |
| **D) Demonstrates commitment to the profession**  **NASPE 6.2** | takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community | participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects | participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects | purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. | | | | | | | |  |

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| **InTASC Standard 10** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Collaborates with colleagues to improve student performance**  **NASPE 6.2** | initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance | In addition to rating“3” performance, partial success at rating of “4” | develops supportive and collaborative relationships with colleagues that improve student performance | In addition to rating “2” performance, partial success at rating of “3” | develops cordial relationships with colleagues; attempts to improve student performance | With assistance, partial success at rating of “2” | develops relationships with colleagues that are characterized by negativity or combativeness |  |
| **B) Collaborates with parent/guardian/advocate to improve student performance**  **NASPE 6.2** | guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms | collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms | maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms | makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. | | | | | | | |  |

**Assessment 5: West Virginia Teacher Performance Assessment**

**Brief Description and use in the program**

**West Virginia Teacher Performance Assessment (Implemented Fall 2016)**

Physical Education PreK-Adult candidates must successfully complete the West Virginia Teacher Performance Assessment (WVTPA) as a culminating project completed during EDUC 456-Directed Student Teaching.

The West Virginia Teacher Performance Assessment (WV TPA) is the result of collaboration between university-based educators and school-based educators within the state to meet the requirements of WV State Board Policy 5100, the West Virginia Professional Teaching Standards, the Council for Accreditation of Educator Preparation (CAEP) standards, and Specialized Professional Associations (SPA) standards. Several education preparation programs (EPP) within the state determined that while nationally-normed instruments of teacher performance were available, these instruments did not assess the candidate impact on student learning to the extent that was required by CAEP. **The collaborative development of a TPA enabled EPPs to share/compare data within the state. For these reasons, the WV TPA was created.**

The WV TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each candidates’ strengths, needs, and prior experiences. The WV TPA also requires that teacher candidates videotape and analyze their performance in the classroom. Through this performance assessment, teacher candidates provide credible evidence of their impact on student learning.

**Structure and Format of the Assessment**

The WV TPA includes seven performance tasks that have been identified by research and best practice as fundamental to improving student learning.

TASK 1:  Contextual Factors

TASK 2:  Standards and Goals

TASK 3:  Assessment Plan

TASK 4:  Design for Instruction

TASK 5:  Implementation and Reflection on Daily Instruction

TASK 6:  Impact on Student Learning

TASK 7:  Reflection and Self-Evaluation

The candidate will plan and apply a unit of instruction during student teaching. **Candidates must achieve a rating of** **“2” or “Emerging” or higher on every indicator to pass the WV TPA**. Candidates who score less than a “2” or “Emerging” must remediate deficiencies in consultation with the university supervisor and the institution’s director of teacher education.

**NASPE Standards Addressed in this assessment includes**:

**Standard 3: Planning and Implementation**

*Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. (Elements: 2, 3, 5, 6)*

**Standard 4: Instructional Delivery and Management**

*Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. (Elements: 1, 4, 5, 6)*

**Standard 5: Impact on Student Learning**

*Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. (Elements: 1, 2, 3)*

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. (Element: 2)*

**Analysis of Data Findings**

Fall 2018

N=3

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| --- | --- | --- | --- | --- | --- |
| **Element Met** | **Rubric Performance Level** | **Distinguished**  **4** | **Accomplished**  **3** | **Emerging**  **2\*** | **Unsatisfactory**  **1** |
| *3.2* | | | | | |
|  | 2A |  | 1 (33%) | 2 (67%) |  |
| *3.3* | | | | | |
|  | 2B |  |  | 3 (100%) |  |
| *3.5* | | | | | |
|  | 1C |  |  | 3 (100%) |  |
|  | 2C |  |  | 3 (100%) |  |
|  | 4B |  | 1 (33%) | 2 (67%) |  |
|  | 4E |  | 1 (33%) | 2 (67%) |  |
| *3.6* | | | | | |
|  | 1A |  |  | 3 (100%) |  |
|  | 1B |  |  | 3 (100%) |  |
|  | 4A |  |  | 3 (100%) |  |
|  | 4C |  | 1 (33%) | 2 (67%) |  |
| *4.1* | | | | | |
|  | 5D |  |  | 3 (100%) |  |
| *4.4* | | | | | |
|  | 5C |  |  | 3 (100%) |  |
| *4.5* | | | | | |
|  | 5A |  |  | 3 (100%) |  |
|  | 5B |  | 1 (33%) | 2 (67%) |  |
| *4.6* | | | | | |
|  | 5E |  | 1 (33%) | 2 (67%) |  |
| *5.1* | | | | | |
|  | 3B |  |  | 3 (100%) |  |
|  | 3C |  |  | 3 (100%) |  |
| *5.2* | | | | | |
|  | 3A |  |  | 3 (100%) |  |
|  | 6A |  |  | 3 (100%) |  |
|  | 6B |  |  | 3 (100%) |  |
|  | 6C |  |  | 3 (100%) |  |
| *5.3* | | | | | |
|  | 7A |  |  | 3 (100%) |  |
|  | 7C |  |  | 3 (100%) |  |
| *6.2* | | | | | |
|  | 7B |  |  | 3 (100%) |  |
|  | 7D |  |  | 3 (100%) |  |

\*TCs must be at “Emerging” or above to meet standard.

Overall (Spring 2017-Spring 2018)

N=4

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| --- | --- | --- | --- | --- | --- |
| **Element Met** | **Rubric Performance Level** | **Distinguished**  **4** | **Accomplished**  **3** | **Emerging**  **2\*** | **Unsatisfactory**  **1** |
| *3.2* | | | | | |
|  | 2A |  |  | 4 (100%) |  |
| *3.3* | | | | | |
|  | 2B |  |  | 4 (100%) |  |
| *3.5* | | | | | |
|  | 1C |  |  | 4 (100%) |  |
|  | 2C |  |  | 4 (100%) |  |
|  | 4B |  | 1 (25%) | 3 (75%) |  |
|  | 4E |  |  | 4 (100%) |  |
| *3.6* | | | | | |
|  | 1A |  | 1 (25%) | 3 (75%) |  |
|  | 1B |  | 1 (25%) | 3 (75%) |  |
|  | 4A |  |  | 4 (100%) |  |
|  | 4C |  | 2 (50%) | 2 (50%) |  |
| *4.1* | | | | | |
|  | 5D |  |  | 4 (100%) |  |
| *4.4* | | | | | |
|  | 5C |  | 1 (25%) | 3 (75%) |  |
| *4.5* | | | | | |
|  | 5A |  | 3 | 1 (25%) |  |
|  | 5B |  | 1 (25%) | 3 (75%) |  |
| *4.6* | | | | | |
|  | 5E |  | 1 (25%) | 3 (75%) |  |
| *5.1* | | | | | |
|  | 3B |  | 1 (25%) | 3 (75%) |  |
|  | 3C |  |  | 4 (100%) |  |
| *5.2* | | | | | |
|  | 3A |  | 1 (25%) | 3 (75%) |  |
|  | 6A |  | 1 (25%) | 3 (75%) |  |
|  | 6B |  |  | 4 (100%) |  |
|  | 6C |  | 1 (25%) | 3 (75%) |  |
| *5.3* | | | | | |
|  | 7A |  | 1 (25%) | 3 (75%) |  |
|  | 7C |  |  | 4 (100%) |  |
| *6.2* | | | | | |
|  | 7B |  |  | 4 (100%) |  |
|  | 7D |  |  | 4 (100%) |  |

\*TCs must be at “Emerging” or above to meet standard.

Spring 2018

N=1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Element Met** | **Rubric Performance Level** | **Distinguished**  **4** | **Accomplished**  **3** | **Emerging**  **2\*** | **Unsatisfactory**  **1** |
| *3.2* | | | | | |
|  | 2A |  |  | 1 (100%) |  |
| *3.3* | | | | | |
|  | 2B |  |  | 1 (100%) |  |
| *3.5* | | | | | |
|  | 1C |  |  | 1 (100%) |  |
|  | 2C |  |  | 1 (100%) |  |
|  | 4B |  |  | 1 (100%) |  |
|  | 4E |  |  | 1 (100%) |  |
| *3.6* | | | | | |
|  | 1A |  |  | 1 (100%) |  |
|  | 1B |  |  | 1 (100%) |  |
|  | 4A |  |  | 1 (100%) |  |
|  | 4C |  |  | 1 (100%) |  |
| *4.1* | | | | | |
|  | 5D |  |  | 1 (100%) |  |
| *4.4* | | | | | |
|  | 5C |  | 1 (100%) |  |  |
| *4.5* | | | | | |
|  | 5A |  | 1 (100%) |  |  |
|  | 5B |  |  | 1 (100%) |  |
| *4.6* | | | | | |
|  | 5E |  |  | 1 (100%) |  |
| *5.1* | | | | | |
|  | 3B |  | 1 (100%) |  |  |
|  | 3C |  |  | 1 (100%) |  |
| *5.2* | | | | | |
|  | 3A |  | 1 (100%) |  |  |
|  | 6A |  | 1 (100%) |  |  |
|  | 6B |  |  | 1 (100%) |  |
|  | 6C |  | 1 (100%) |  |  |
| *5.3* | | | | | |
|  | 7A |  | 1 (100%) |  |  |
|  | 7C |  |  | 1 (100%) |  |
| *6.2* | | | | | |
|  | 7B |  |  | 1 (100%) |  |
|  | 7D |  |  | 1 (100%) |  |

**Summary**

With the new implementation of the WVTPA, the program goal for the TC is to score *at least* two on each item. If a student scores below a two on any item, he/she will be required to remediate and/or re-do that section of the TPA. Candidates demonstrated evidence of meeting listed standards. **ALL** candidates are meeting scoring at the “Emerging” or better. Therefore, it can be surmised that physical education PreK-Adult candidates meet NASPE standards and program requirements.

**West Virginia Teacher Performance Assessment**

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. You are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before you begin to teach the unit, you will identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, you will videotape and analyze teaching episodes. After teaching the unit, you will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate your teaching as related to student learning.

The TPA will be evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. You must score “Emerging” or “2 points” on each descriptor in each rubric in order to satisfactorily complete the TPA. Candidates who score an “Unsatisfactory” or “1 point” on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

You will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person’s ideas or material in your narrative must include a citation for each source at the end of each task. You may use any standard form for references; however, the American Psychological Association (APA) style is recommended.

Please do not include any student names or means of identification for students participating in your lessons in any part of your TPA. While you should hide students’ names on all examples of student work submitted as part of the TPA, you will need to make sure that you have a method such as numbering for each student’s data/work.

The outline for your Teacher Performance Assessment is as follows:

TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

TASK 5: Implementation and Reflection on Daily Instruction

TASK 6: Impact on Student Learning

TASK 7: Reflection and Self-Evaluation

The TPA is aligned with the Council on Accreditation for Educator Preparation (CAEP) Standard 1.1, the West Virginia Professional Teaching Standards (WVPTS), and the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

**TASK 1: CONTEXTUAL FACTORS**

This task requires that you provide a clear description and analysis of the factors that influence teaching and learning. The TPA should include a description of all the contextual factors that could impact your instructional decision making. In a narrative, you will discuss and analyze how each of these factors (the community, family, school, classroom and individual characteristics) will impact what you plan and teach during the unit. The Contextual Factors Template will be included in this section of your TPA and it should help you collect, describe and analyze information.

|  |  |  |
| --- | --- | --- |
| **TASK 1** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:**  **1. Community, School, and Family Factors** – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural  composition, etc. School factors to consider are school’s mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.  **2. Classroom Factors** – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.  **3. Student Factors** – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students’ interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk. | 1. In the Contextual Factors Template, list factors from each category that you think are impacting instructional decisions in your classroom.  a. community, school, and family factors,  b. classroom factors,  c. student factors.  2. In the narrative, analyze and discuss how each of the three areas of contextual factors you chose impact the planning, delivery and assessment of your unit. |  Contextual Factors Template   Contextual Factors Narrative   References (e.g., for the data points) |

**TASK 1: Contextual Factors Template**

This template is designed to ***help you organize and understand*** the many factors that affect teaching and learning. The subcategories listed in each factor are just suggestions. Select subcategories (listed or not) that help you determine the instructional strategies and approaches that will support your students’ learning. In this chart,  **list** the distinctive factors as they relate to your teaching.

|  |  |
| --- | --- |
| **Types of Factors** | **Contextual Factors** |
| **Community**  *(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community’s school support)*  **School**  (*e.g., enrollment; percent of students receiving free or reduced lunch; AYP data; ethnicities; percent of students with IEPs; percent of ELL students; teacher-student ratio; schedule)*  **Family**  (e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile) |  |
| **Classroom Factors**  *(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology; content specific materials)* |  |
| **Student Factors (In terms of the whole class and individual students)**  *(e.g., identify the cognitive, social, emotional characteristics such as grade level, age, gender; language needs; special needs; race/ethnicity; achievement/developmental levels; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest; learning styles; students’ skill levels)* |  |

**TASK 1 RUBRIC: Contextual Factors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 Points)** | **Emerging**  **(2 Points)** | **Unsatisfactory**  **(1 point)** |
| **1A**  **Implications of Community, School, & Family Factors**  WVPTS 2A, InTASC 2, CAEP 1.1  NASPE 3.6 | The candidate   demonstrates an understanding of the community, school, and family factors and   their potential impact on teaching and learning for the whole class and individual students.   considers these factors  **combined with other**  **contextual factors** to create a classroom where all learners’ **differences are respected and valued.** | The candidate   identifies community, school, and family factors that influence teaching and learning and   their potential impact on teaching and learning for  the **whole class** and  **individual students**. | The candidate   identifies community, school, and family factors and   their potential impact on **student learning**. | The candidate   identifies community, school, and family factors that may impact teaching and learning, but is unable to use contextual  information in meaningful ways to create a classroom environment where all students can learn. |
| **1B**  **Implications of the Classroom Factors**  WVPTS 2F, InTASC 3, CAEP 1.1  NASPE 3.6 | The candidate   demonstrates an understanding of the classroom factors and   their potential impact on teaching and learning  for the whole class and individual students.   considers these factors **combined with other** **contextual factors** to create a classroom where all learners’ **differences are respected and valued.** | The candidate   identifies the classroom factors and   their potential impact on teaching and learning for  the **whole class** and  **individual students**. | The candidate   identifies the classroom factors and   their potential impact on **student learning** | The candidate   identifies classroom factors that may impact teaching and learning, but is unable to use  contextual information in meaningful ways to create a classroom environment where all students can learn. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 Points)** | **Emerging**  **(2 Points)** | **Unsatisfactory**  **(1 point)** |
| **1C**  **Implications of Individual Student Factors**  WVPTS 2A, InTASC 1, CAEP 1.1  NASPE 3.5 | The candidate   demonstrates an understanding of the individual student factors and their potential impact on teaching and learning for the whole class and individual students.   considers these factors **combined with other contextual factors** to  create a classroom where all learners’ **differences are respected and valued.** | The candidate   identifies the individual student factors and   their potential impact on teaching and learning for the **whole class** and **individual students**. | The candidate   identifies individual factors and   their potential impact on **student learning** | The candidate   identifies individual factors that may impact teaching and learning, but is unable to use  contextual information in meaningful ways to create a classroom  environment where all students can learn. |

**TASK 2: STANDARDS AND GOALS**

This task allows you to begin to structure a unit plan by identifying the big idea, standards, and learning goals. You will analyze measurable goals to ensure the inclusion of multiple domains and that higher order thinking skills are used appropriately. Use the Unit Framework Template to begin creating your unit and write a narrative using the prompts below.

|  |  |  |
| --- | --- | --- |
| **TASK 2** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **YOU WILL COMPLETE THE TEMPLATE TO CREATE A FRAMEWORK FOR YOUR UNIT. YOU WILL PROVIDE AND JUSTIFY GOALS THAT ARE LOGICALLY ORGANIZED AND THAT MOVE STUDENTS TOWARD ACHIEVING THE BIG IDEA. USE THE FOLLOWING PROMPTS TO GUIDE WHAT THE FRAMEWORK MUST INCLUDE:**  1. **Big Idea -** Identify a broad concept or principle central to the unit. It anchors or connects all of the smaller ideas in a lesson. Big Ideas are transferrable to other contexts.  2. **Standards** – Cite the state and/or national standard(s)/objective(s) used as a basis for the unit goal with all reference numbers and complete wording.  3. **Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.)**  A. Identify at least three goals that move students toward achieving the big idea. The goals should identify what students are expected to know and be able to do in order to demonstrate mastery. Number each goal so you can reference them later in the Assessment Plan and Unit Outline.  B. Identify the level of higher order thinking skills for each goal (e.g.,  Bloom’s Taxonomy, Anderson, Marzano)  4. **Anticipated Student Challenges** – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal. | 1. In the Unit Framework Template,  a. identify the big idea.  b. COPY and PASTE into the template, the complete state and/or national standard(s), including number and complete wording. Provide references for standards(e.g., NCTM, WV Content Standards).  c. list and number the goals you have created that correspond to each of the standards.  d. identify the appropriate level for  each goal (e.g., Bloom’s – analysis).  2. In the narrative,  a. explain how the goals you created for the lesson deepen student understanding.  b. discuss and analyze in more detail anticipated student challenges related to the content of each goal. | ● Unit Framework Template  ● Narrative  ● References |

**TASK 2: UNIT FRAMEWORK TEMPLATE** (Expand table as necessary)

1. **BIG IDEA:**
2. **STANDARDS**

**3A. LEARNING GOALS**

**3B. LEVEL OF GOALS**

(e.g., Bloom’s – analysis)

1.

2.

**TASK 2 Rubric: Standards and Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **2A**  **Alignment of Standards and Learning Goals**  WVPTS 1C, InTASC 7, CAEP 1.1  NASPE 3.2  NASPE  AAHE 3C  a | The candidate   writes appropriate learning goals based on state and **national standards** and the needs of  **each** student. | The candidate   writes learning goals based on state standards and the **needs of the**  **students**. | The candidate   **writes learning goals based on state**  **standards**. | The candidate   is unable to write learning goals based  on state standards and the needs of the  students |
| **2B**  **Learning**  **Goals**  WVPTS 1C, InTASC 7, CAEP 1.1  NASPE 3.2 | The candidate   writes learning goals that are measurable, **relevant**, rigorous\*,  and developmentally appropriate.   **Goals promote higher order thinking skills that result in a deeper understanding of content**  **and provides varied options to**  **support individual learning goals.** | The candidate   writes learning goals that are measurable,  **rigorous\***,  developmentally appropriate, and address higher and lower order thinking skills. | The candidate   **writes learning goals that are measurable,**  **developmentally appropriate and**  **address, both, higher and lower order thinking skills.** | The candidate   writes learning goals that may or may not  be measurable and only address lower  order thinking skills. |
| **2C**  **Anticipated Student Challenges**  WVPTS 2A, InTASC 1, CAEP 1.1  NASPE 3.5 | The candidate   identifies student challenges that focus on aspects of content and skill needs, and   articulates how those challenges will impact whole class learning, and   addresses challenges of individual students and  **articulates the types ofsupport/accommodations needed for all students to**  **achieve mastery**. | The candidate   identifies student challenges that focus on aspects of content and skill needs, and   articulates how those challenges will impact whole class learning, and   **addresses challenges of individual students.** | The candidate   identifies student challenges that  **focus on aspects of** **content and skill needs,** and   **articulates** how those challenges will impact whole class learning. | The candidate   identifies student challenges but is unable to articulate how those challenges will impact student learning. |

**TASK 3: ASSESSMENT PLAN**

Using the Assessment Plan Template, you must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. Your design should include  ***multiple assessment methods*** that may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay, performance assessment (i.e., reading aloud, performance event, communicating conversationally in a second language, carrying out a specific motor activity in physical education), and personal communications (i.e., questions posed and answered during instruction). In addition, this task requires you to write a narrative that provides evidence of your overall assessment plan.

|  |  |  |
| --- | --- | --- |
| **TASK 3** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **YOU WILL DESIGN A DEVELOPMENTALLY APPROPRIATE ASSESSMENT PLAN TO MONITOR STUDENT PROGRESS BASED ON THE GOALS FROM TASK 2. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:**  1. **Review Learning Goals** – See Task 2.  2. **Assessment Plan**  a. **Alignment with Learning Goals –** Identify the learning goal  alignment to the pre-, formative, and summative assessments.  b. **Assessment Criteria –** Identify the scoring procedures and the  instructions for the student to complete the assignment. These criteria would include identification of a level of mastery (the level or score achieved by the student that indicates mastery of the goal for the pre-, formative, and post-assessments).  c. **Balance of Assessments -** Your instructional sequence should  include a variety of assessment methods and strategies (modes of assessment) suited for the interest/developmental level of  the students and the learning goals. These assessments include:  1. Before Instruction (pre-assessments)  2. During Instruction (formative or interim assessment),  3. After Instruction (post or summative assessments).  3. **Rationale –** Justify your selection of your pre-, formative, and summative (post) assessments to show that the student has met the learning goal in the Assessment Plan Template. | You will fill in the Assessment Plan Template and write a narrative explaining your overall assessment plan.  1. Copy and paste the learning goals from your ***Task 2,*** ***3A*** into the Assessment Plan Template, column #1.  2. In the Assessment Plan Template use the correct labeled column to:  a. indicate the assessments used to evaluate student performance relative to each learning goal. Include a variety of methods and strategies to ensure you have a balance of assessments.  b. indicate the level of mastery for each learning goal on each assessment.  3. In the narrative, explain your overall assessment plan, including your rationale for choosing each assessment. Use the template to frame the narrative. |  Assessment Plan  Template   Narrative   Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable)   Student and teacher directions for each assessment   Criteria for scoring student performance (i.e., scoring rubrics, observation checklists, rating scales, answer keys) |

**TASK 3: ASSESSMENT PLAN TEMPLATE** (Expand template as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| **LEARNING GOAL**  **(from Task 2, 3A)** | **ASSESSMENTS**  **(Methods matched to outcome types and content area. For each goal include one or more assessment where appropriate. The same assessment can provide evidence of learning for multiple goals, provided that the parts of the assessment are aligned with the appropriate goal.)** | | **LEVEL OF MASTERY**  **(e.g., 75%, 9 out of 10)** |
| 1. | Pre-Assessment |  |  |
| Formative |  |  |
| Post-Assessment |  |  |
| 2. | Pre-Assessment |  |  |
| Formative |  |  |
| Post-Assessment |  |  |
| 3. | Pre-Assessment |  |  |
| Formative |  |  |
| Post-Assessment |  |  |

**TASK 3 RUBRIC: Assessment Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **3A**  **Alignment with Learning Goals**  WVPTS 1E, InTASC 6, CAEP 1.1  NASPE 5.2 | The candidate   has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains  pre-, formative and post-  assessments and   can articulate the reason for the selection of  **each** assessment. | The candidate   has an assessment plan that is developmentally appropriate, **congruent** with  the cognitive level of learning goals, and contains pre-, formative and post- assessments and   **can holistically articulate the reason for the selection of the assessment(s).** | The candidate   **has an assessment plan that is developmentally appropriate, mostly congruent with the**  **cognitive level of learning**  **goals, and contains pre-, formative, and post- assessments** | The candidate   has an assessment plan that lacks  congruence  with learning goals |
| **3B**  **Assessment Criteria/ Technical Soundness**  WVPTS 1E, InTASC 6, CAEP 1.1  NASPE 5.1 | The candidate   described all assessments and their scoring procedures are explained and accurate.   has clearly written directions and assessment items for students to understand and the level of  mastery is identified for each assessment.   **justifies how their assessment accurately measures what it is**  **supposed to measure (content**  **validity).** | The candidate   described all assessments and their scoring procedures are explained and accurate.   has clearly written directions and assessment items for students to understand and  the level of mastery is identified for **each**  **assessment.** | The candidate   described all assessments and their scoring procedures are explained  and accurate.   **has clearly written directions and**  **assessment items for students to understand**  **and the level of mastery is identified for all**  **summative assessments.** | The candidate   described an assessment plan with an  inaccurate  explanation of directions, assessment items, or scoring**.** |
| **3C**  **Balance of**  **Assessments**  WVPTS 3E, InTASC 6, CAEP 1.1  NASPE 5.1 | The candidate   **designs** and plans multiple modes of assessment to assess  and evaluate student learning for each learning goal.   Uses assessments that enable the teacher, student, and other to identify patterns or gaps in each student’s learning. | The candidate   plans multiple modes of assessment to assess and evaluate  **student learning** **for each learning goal.**   **Uses assessments that enable identification of patterns or gaps in each** **student’s learning .** | The candidate   plans  **multiple modes of assessment to assess and evaluate student** **learning.** | The candidate   plans for assessment but does not  utilize multiple  modes of  assessment |

**TASK 4: DESIGN FOR INSTRUCTION**

This task assesses your ability to use contextual and student information gathered in Task 1 to design high quality instruction and assessment that will meet the needs of the students in the target class. In addition, this task will require you to identify two focus students with diverse learning needs for whom you will design differentiated instruction. You will create a minimum of 3-5 daily lesson plans as part of your unit, fill out the Focus Students Template and write a narrative that provides evidence of your plan for instructional design.

|  |  |  |
| --- | --- | --- |
| **TASK 4** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **IN THIS TASK, YOU WILL DESIGN LESSON PLANS AFTER DETERMINING CURRENT LEVEL OF STUDENT PERFORMANCE (PRE- ASSESSMENT & OTHER FACTORS) RELATIVE TO THE LEARNING GOALS. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:**  **1. Factors in Planning** -- Plan and include the lessons in your unit based on standards and goals, students’ characteristics, interests, and learning context. Pre-assessment data must be used to guide the development of your unit.  **2. Consultation** – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12- school-based individuals, including classroom teachers, who assess, support, and develop a candidate’s knowledge, skills, or professional dispositions at some stage in the clinical experiences).  **3. Instructional Strategies** -- Plan for and design for a variety of instructional strategies to be used for student learning that are evidence based and developmentally appropriate.  **4. Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit.  **5. Learning Resources** – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.)  **6. Differentiated Instruction** - Choose and describe two Focus Students who reflect diverse learning needs and any other students for whom you will need to differentiate instruction including those with IEPs. | 1. Create a minimum of 3-5 daily lesson plans as part of your unit. (NOTE: Follow your institution’s  specific requirements regarding the unit plan and the number of daily lesson plans required).  2. Use the Focus Students Template to identify 2 focus students and outline what you will do to differentiate instruction to meet the learning needs of each student that you identified.  3. In the narrative:  a. Describe how pre-assessment data influenced the design of your unit.  b. Describe how the various factors that you identified in previous tasks guided your planning of the unit and daily lessons.  c. Describe how you consulted / collaborated with your teacher and/or other school personnel to determine what to teach.  d. Identify and describe at least one instructional strategy for each learning goal that you will use when delivering your unit.  e. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence.  f. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each.  g. Describe how you will differentiate instruction to meet the learning needs of the 2 focus students and other students who would benefit from differentiation. Pay attention to differentiation needs that might be indicated for specific goals. | ● Focus Students Template  ● Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.)  ● Narrative  ● References |

**TASK 4: Focus Students Template**

Identify two focus students with diverse learning needs. Provide your reasoning for choosing the 2 students.

Rationale for Focus Student 1:

Rationale for Focus Student 2:

Describe what you will do to differentiate instruction for each focus student.

Focus Student 1:

Focus Student 2:

**Task 4 RUBRIC: Design for Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **4A**  **Factors in Planning**  WVPTS 1A, InTASC 4, CAEP 1.1  NASPE 3.6 | The candidate   identifies contextual factors, uses pre-assessment data and  **other student**  **performance data** to plan lessons based on students’ prior knowledge and **individual student needs, learning styles, and** differences that maximize **learning for each individual.**   **provides evidence of integration of these**  **factors in lesson plans**  **throughout the unit.** | The candidate   identifies contextual factors and uses pre-assessment data to plan lessons based on students’ prior  knowledge and **individual**  **differences.**   **provides evidence of integration of these**  **factors in lesson plans throughout the unit.** | The candidate   identifies contextual factors and **uses pre- assessment data to**  **plan lessons based** **on students’ prior**  **knowledge.** | The candidate   identifies contextual factors and students’ prior learning, but is unable to use this  knowledge to  design lessons that facilitate learning for each individual. |
| **4B**  **Consultation**  WVPTS 4B, InTASC 10, CAEP 1.1  NASPE 3.5 | The candidate   documents consultation with multiple clinical educators for lesson  planning and  **describes**  **the consultation**  **/collaboration process**. | The candidate   documents consultation with **multiple clinical educators for lesson**  **planning**. | The candidate   documents consultation with **one clinical educator for**  **lesson planning.** | The candidate   does not document consultation with a clinical educator for  planning. |
| **4C**  **Instructional**  **Strategies**  WVPTS 1D, InTASC 5, CAEP 1.1  NASPE 3.6 | The candidate   designs diverse, evidence- based instructional strategies for each learning  goal that is student- centered and  **progressively moves**  **each student toward independent learning.** | The candidates   designs  **diverse, evidence-based**  instructional strategies for each learning goal that is **student-centered** and may  result in student learning. | The candidate   **designs evidence- based instructional strategies for each** **learning goal that may result in student learning.** | The candidate   designs instructional strategies that do  not scaffold learning or are not evidence-based. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **4D**  **Rationale for Instructional Strategies**  WVPTS 1C, InTASC 8, CAEP 1.1 | The candidate   provides a meaningful rationale for instructional strategies that facilitates learning for the whole class and  **each individual** based on all contextual factors. | The candidate   provides a meaningful rationale for instructional strategies that facilitates  learning for the **whole** **class** based on **all** contextual factors. | The candidate   **provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual** **Factors.** | The candidate   provides a rationale that is not based on contextual factors. |
| **4E**  **Learning Resources (including technology)**  WVPTS 2D, InTASC 3, CAEP 1.1  NASPE 3.5 | The candidate   integrates a variety of instructional resources and materials, including technology, into instruction  **that are appropriate for**  **the whole class and differentiated for individual learners.**   uses technology to **enhance teacher/student learning** and to track/manage student performance data. | The candidate   **integrates a variety** of instructional resources and  materials, including technology,  **into**  **instruction** to facilitate  students’ **and** teacher learning and manage/track student data. | The candidate   **uses resources and materials, including technology, to facilitate learning for**  **self or students (not both), as well as to track and manage**  **student data.** | The candidate   includes little integration of technology to expand learners’  experiences or facilitate learning.   does not use technology to track and/or manage student  performance data. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **4F**  **Differentiated**  **Instruction**  WVPTS 3F, InTASC 2, CAEP 1.1  NASPE 3.5 | The candidate   considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender,  environment) of  **all** students and   plans strategies that are **fair, flexible, challenging, and** **engage all** students in meaningful learning. | The candidate   considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of  **the two focus students, any student with an IEP, and other groups of learners.**   plans strategies that differentiate learning for multiple groups of students. | The candidate   considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment)  **of the two focus students and any student with an IEP**.   plans strategies that differentiates for some but not all students. | The candidate   articulates the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender,  environment) of  students, but is unable to use this knowledge to plan strategies that lead to individual learning. |

**TASK 5: IMPLEMENTATION AND REFLECTION ON DAILY INSTRUCTION**

This task requires that candidates refer to previous tasks (2, 3, and 4), videotape lessons, and submit a narrative of the video. Implementation of the unit includes creating a positive learning environment that engages and motivates students. Exhibiting effective communic ation skills and modeling verbal and nonverbal behaviors are also an important part of delivering your unit. You will reflect on each lesson after you teach it; reflections may be submitted with Task 4 or 5. You will also include a narrative to accompany the video in this task that will provide an opportunity for you to review and analyze your teaching.

It is important that candidates obtain required permission for videotaping. Before recording make sure that you have the appropriate permissions from the parents/guardians of your students and from the adults who appear in the video. Adjust the camera angle to exclude students for whom you lack permission. Make sure the video(s) you submit includes all the required elements listed in the Task 5 “WHAT TO DO” column.

Provide two or more video clips totaling a maximum of 15 minutes. The video clips should illustrate how you deliver content and actively engage students. **You may want to videotape several lessons to ensure you have the evidence you need to justify your responses.** Verify the video quality and video sound quality. If only a portion of the clip is inaudible you should provide a transcript with a timestamp or insert captions in the video. Use first names only for the individuals included in the clip. If you inadvertently captured images of individuals who have not provided permission for the taping, you may use software to blur the individual’s face. Other portions of the clip should remain undistorted.

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| **TASK 5** | **WHAT TO DO** | **REQUIRED**  **ARTIFACTS** |
| **TEACH AND VIDEOTAPE YOUR UNIT. COMPLETE A** **DAILY REFLECTION OF EACH LESSON THAT YOU TEACH, SELECT TWO OR MORE VIDEO CLIPS TOTALING A MAXIMUM OF 15 MINUTES THAT DOCUMENT YOUR ABILITY TO DELIVER CONTENT AND ACTIVELY ENGAGE STUDENTS.**  **1. Daily Reflection—**Include a daily reflection to each lesson plan after teaching (NOTE: Daily reflections may be included in Task 4 or 5)  **2. Teaching Video**  **3. Narrative Explaining Video Clip(s)—**Provide a narrative explaining why you chose the video clip(s) and provide a description of what the reviewer is watching and how this video provides evidence of your ability to deliver content and actively engage students. You may refer to the video, prior daily reflections and other sections of the TPA to construct the narrative. The reviewer should also have some idea of how you organize and manage a classroom including a statement regarding materials used in the classroom, classroom and behavior management strategies, and use of questioning strategies. | 1. Following the delivery of each lesson in your unit, write a daily reflection how the lesson went. The reflection should succinctly summarize your perceptions of teaching the lesson. You should identify strengths and weaknesses as well as what you need to change in the following lesson(s). NOTE: Be sure that the daily reflections are included in Task 4 or 5.  2. Provide two or more video clips totaling a maximum of 15 minutes.  3. In the narrative, analyze how the video clip(s) documents your ability to effectively a. organize the classroom,  b. deliver content,  c. actively engage students (ability to use questioning strategies),  d. manage classroom behavior,  e. make adjustments to instruction (flexibility). |  Teaching video   Daily reflections on each lesson taught as part of your unit (will be included in Task 4 or 5)   Verification of permission to video   Narrative describing and analyzing the video clips. |

**TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **5A**  **Classroom Set-up and Organization**  WVPTS 2B, InTASC 3, CAEP 1.1  NASPE 4.5 | In the video, the candidate   has the classroom and materials prepared in advance of lesson execution.   organizes the classroom to support lesson goals, instructional activities and the **needs of each student.** | In the video, the candidate   has the  **classroom and materials prepared in advance of lesson**  **execution.**   **organizes the classroom to support lesson goals, instructional activities and the needs of the class in general.** | In the video, the candidate   has the  **classroom materials readily**  **available.**   **may not efficiently organize the**  **classroom for optimal learning.** | In the video, the candidate   does not have the classroom organized or materials readily available. |
| **5B**  **Classroom and Behavior Management**  WVPTS 2E, InTASC 3, CAEP 1.1  NASPE 4.5 | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions that are used during instruction  to minimize disruptions, and    **is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all**  **students.** | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions that are used during instruction  to minimize disruptions.   utilizes behavior management strategies for problems and deals  **with disruptions as they occur so that teaching and**  **learning are not interrupted.** | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions that **are**  **used during instruction to minimize disruptions.**   **utilizes behavior management strategies for problems after they**  **occur**. | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions but they are inconsistently applied and reinforced during instruction.   often relies on punishment strategies that interfere with student learning. |
| **5C**  **Flexibility**  WVPTS 3F, InTASC 2, CAEP 1.1  NASPE 4.4 | In the video and narrative, the candidate   adapts instruction, according to student responses and questions, **frequently** checks for understanding and **capitalizes on teachable moments throughout the lesson.** | In the video and narrative, the candidate   adapts instruction according to student  responses and questions,  **checks for**  **understanding and may utilize teachable moments.** | In the video and narrative, the candidate   **adapts instruction according to student responses and** **questions, but may not attempt to check for understanding until the end of the lesson.** | In the video and narrative, the candidate   delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students’ responses. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **5D**  **Questioning**  **Strategies**  WVPTS 3C, InTASC 5, CAEP 1.1  NASPE 4.1 | In the video, the candidate   uses a combination of questioning strategies that **promote higher order thinking and challenge assumptions of real world problems,** | In the video, the candidate   uses a **combination** of questioning strategies that elicit lower-level and  **higher-order responses.** | In the video, the candidate   **uses questioning strategies that are lower-level and may**  **elicit narrow responses.** | In the video, the candidate   rarely uses questioning strategies during instruction. |
| **5E**  **Student**  **Engagement**  WVPTS 2C, InTASC 5, CAEP 1.1  NASPE 4.6 | In the video and narrative, the candidate   provides relevant and challenging activities and assignments that **encourage collaboration between all learners to understand, question, and analyze ideas in order to facilitate mastery of the content leading to independent learning.** | In the video and narrative, the candidate   provides relevant and **challenging** activities and assignments that **encourage engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content.** | In the video and narrative, the candidate   provides  **relevant**  activities and  assignments that are **developmentally appropriate and engage students towards mastery of the content.** | In the video and narrative, the candidate   provides activities and assignments but students are not intellectually engaged. |

**TASK 6: IMPACT ON STUDENT LEARNING**

The ultimate success of instruction is determined by whether or not instruction led to student success in meeting the identified goals and the extent to which meeting these will prepare students to use their new learning in the future. In this task, you will graphically represent assessment data from your unit and analyze students’ progress and achievement of the goals. You will fill out the Impact on Student Learning Template and will use this template to guide your narrative describing your data analysis on impact to student learning.

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| **TASK 6** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **REPORT THE RESULTS OF YOUR PRE- AND POST- ASSESSMENTS USING GRAPHS AND A NARRATIVE TO IDENTIFY THE PERFORMANCE OF THE WHOLE CLASS AND TWO FOCUS STUDENTS.**  1. **WHOLE CLASS –** Graph and analyze performance for each student and whole  class on pre- and post- assessments on each learning goal. Use the Impact on Student Learning  Template to show every student and his/her performance on pre- and post-assessments on each learning goal.  2. **TWO FOCUS STUDENTS –** Analyze the performance of the two students you selected in Task 4 (refer to the Impact on Student  Learning Template). Analyze the degree of success or failure for each student. | **WHOLE CLASS AND TWO FOCUS STUDENTS**  **Rubric addresses whole class, individual, and focus students.**  1. Create a bar graph for each learning goal that shows:  a. Individual student performance on pre- and post-assessments, and b. Whole class performance on pre- and post-assessments.  2. Complete the Impact on Student Learning Template. In the comments column, note any unusual circumstances that might have affected student performance (e.g., fire drill during post-assessment, death in family causing multiple absences, excessive absence due to an illness). Indicate which students are the focus students.  3. In the narrative:  a. Analyze the performance of the whole class on the *pre*-assessment on each  learning goal.  b. Analyze the performance of the whole class on the *post*-assessment on each learning goal.  c. Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre- assessment to the post-assessment?  d. Describe and analyze the circumstances/conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class.  e. Discuss the next steps that will provide targeted support to individuals and groups  of learners who did not meet mastery.  f. Describe differentiation specific to each focus student on the pre- and post- assessments.  g. Analyze and reflect on focus students’ performance from pre- to post- assessment.  h. Describe and analyze the circumstances / conditions that contributed to the successful or unsuccessful achievement of the focus students. | ● Graphs for pre- and post- assessment (individual and whole class)  ● Impact on Student Learning Template  ● Narrative |

**TASK 6: Impact on Student Learning Template** (example below)

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| **Students** | **Pre- Assessment** | **Post-Assessment** | **Gain**  **+ or -** | **GOALS MET?**  **(Learning goals from Task 2,3A)** | | | | | | **Comments**  **(See #2)** |
| **#1** | | **#2** | | **#3** | |
| **Y** | **N** | **Y** | **N** | **Y** | **N** |
| **1. B1** | 7/21 | 20/21 | +13 | X |  | X |  | X |  |  |
| 2. G1 | 7/21 | 10/21 | +3 |  | X |  | X |  | X | Shows little effort |
| 3. G2 | 13/21 | 21/21 | +8 |  |  |  |  |  |  |  |

**TASK 6 RUBRIC: Impact on Student Learning**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **6A**  **Clarity and Representation of Evidence**  WVPTS 1E, InTASC 6, CAEP 1.1  NASPE 5.2 | The candidate   provides clear graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class.   **provides complete data.**   includes charts and graphs that are clear, concise, and presented in a way that does not interfere with the  reader’s ability to  understand. | The candidate   provides  **clear** graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class**.**   **provides complete data or, if incomplete, addresses why** **it is incomplete.**   includes charts and graphs that are **clear, concise, and presented in a way that does not interfere with the**  **reader’s ability to**  **understand.** | The candidate   provides graphic representation of  evidence **for each**  **learning goal to determine the level of**  **mastery of each student and the whole class.**   **includes charts and graphs that are easily understood.** | The candidate   provides graphs that are not representative  of the whole class and are not easily  understood.   provides incomplete data. |
| **6B**  **Interpretation of Data**  WVPTS 3E, InTASC 6, CAEP 1.1  NASPE 5.2 | The candidate   analyzes formative and summative data to evaluate learning for  **each** **student.**   **Interprets and documents comprehensive next steps.**   **Derives meaningful and appropriate conclusions regarding student gains** **from the data.** | The candidate   analyzes  **formative and summative data** to evaluate learning **related to the whole class and/or groups of** **learners.**   **Identifies next steps based on the data.**   **Interprets meaningful and appropriate conclusions.** | The candidate   **analyzes evidence of student learning.**   **provides technically accurate interpretations, but conclusions are missing or not fully supported by data.** | The candidate   analyzes evidence of student learning for students from whom data was collected.   is unable to evaluate learning progress for all students or  interpretation is inaccurate, and  conclusions are missing. |

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| **6C**  **Evidence of**  **Impact**  WVPTS 3E, InTASC 6, CAEP 1.1  NASPE 5.2 | The candidate   provides evidence, including data, of impact on **patterns of learning** for the whole class and each individual learner (including the two focus students)  **for each learning goal**.   **factors contributing to these patterns are well-described and conclusions are**  **supported with clear evidence.** | The candidate   provides evidence,  **including data**, of impact on learning for the whole class and **each individual learner** (including  the two focus students).   uses  **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal. | The candidate   provides evidence of impact on learning for the **two focus students**  **and the whole class**.   **highlights patterns of learning for the class as a whole relative to**  **each learning goal.** | The candidate   attempts to provide evidence of impact on student learning, but does not provide  appropriate evidence of student growth and learning. |

**TASK 7: REFLECTION AND SELF-EVALUATION**

This task requires that you provide a clear description and analysis of your student teaching experience. Throughout the teaching experience, effective teachers analyze their teaching practices to improve future instruction. Effective teachers must demonstrate a deep understanding of content, effective methodologies, quality assessment strategies, critical thinking skills, and professional dispositions. Ref lection and honest self- evaluation are critical for effective teachers. You will include a reflection narrative in this task.

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| **TASK 7** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY, ANALYZE, AND REFLECT UPON YOUR TEACHING EXPERIENCE. USE THESE CATEGORIES TO ORGANIZE YOUR REFLECTIONS:**  1. **Insights on Teaching and Learning**--Identify and analyze the most and least successful experiences while teaching this unit.  2. **Professional Collaborative Practice**--Reflect on the collaboration that occurred in the student teaching experience.  3. **Implications for Future Teaching--**  Identify the personal and professional knowledge (what you know), skills (what you do), and dispositions (what you value and feel) that you believe are critical for effective teaching.  4. **Professional Growth**--Reflect on your performance and identify future professional goals that could improve your teaching and guide your professional growth in the next several years. | **1. Use the prompts to reflect on the implementation of your unit.**  a. Identify and explain the most successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on specific experiences. Examples include successful experiences with planning, assessment, a teaching method, and/or engagement of students.  b. Identify and explain the least successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management.  **2. Using the prompts, reflect on the collaborative practice in which you engaged during the student teaching experience.**  a. Personalize your reflection by describing the collaboration between you and other clinical educators that occurred throughout student teaching thus far in your experience.  b. Explain how you used the ideas and feedback from others, and how others used your insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data).  **3. Using the prompts, write an in-depth reflection on your personal and professional knowledge, skills and dispositions as a beginning teacher.**  a. Reflect on what your experiences reveal with respect to your need to improve professional knowledge, skills and/or dispositions. Examples include consideration of the depth of your content knowledge to effectively disseminate information to a diverse set of students, consideration of your skills to engage learners, management of classroom behaviors, and/or consideration of your dispositions that align or do not align to personal bias.  4. Using the prompts, reflect on your professional growth.  a. Identify and justify the professional development goals that emerged from your insights on teaching and learning. This narrative may include the justification of the goals as needed to improve student achievement deficits or teacher deficits in knowledge, skills or dispositions identified in teaching the unit.  b. Identify and describe professional development opportunities attended during your student teaching experience or potential opportunities, that may improve teaching and learning or facilitate professional growth. | ● Narrative |

**TASK 7 RUBRIC: Reflection and Self-Evaluation**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **7A**  **Insights on Teaching and Learning**  WVPTS 4D, InTASC 10, CAEP 1.1  NASPE 5.3 | The candidate   identifies strengths and weaknesses from his/her  practice and reflects holistically on the entire  student teaching experience.   makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified and   **directly relates these insights to the educational literature and opportunities for professional**  **development**. | The candidate   **identifies** strengths and weaknesses from his/her  practice, and **reflects**  **holistically on the entire student teaching** **experience.**   **makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified.** | The candidate   is **able** to identify strengths and  weaknesses from his/her practice **while teaching**  **the lessons and unit**. | The candidate   is unable to identify strengths and  weaknesses from his/her practice. |
| **7B**  **Professional Collaborative Practice**  WVPTS 4B, InTASC 10, CAEP 1.1  NASPE 6.2 | The candidate   documents collaboration with multiple clinical educators on teaching and learning.   consistently contributes to group learning, utilizes the knowledge and skills gained  and **provides evidence of** **other clinical educators implementing their**  **suggestions or ideas**. | The candidate   documents collaboration with **multiple** clinical  educators on teaching and learning.   **consistently contributes to group learning, and utilizes the knowledge and skills gained.** | The candidate   documents collaboration with **one** clinical  educator on teaching and learning. | The candidate   does not document collaboration with a clinical educator on teaching and learning. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **7C**  **Implications for Future Teaching**  WVPTS 4C, InTASC 9, CAEP 1.1  NASPE 5.3 | The candidate   analyzes feedback related to his/her professional knowledge, skills, and/or  dispositions  **to improve the**  **practice of teaching for self and others.** | The candidate   analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to **implement** **specific changes to improve classroom practice**. | The candidate   **analyzes** feedback related to his/her  professional knowledge,  skills, and/or dispositions to **indicate a general change and need for improvement of classroom practice** | The candidate   identifies feedback, but is unable to make connections with his/her knowledge, skills, and dispositions to improve classroom practice. |
| **7D**  **Professional**  **Growth**  WVPTS 4A, InTASC 9, CAEP 1.1  NASPE 6.2 | The candidate   **engages in critical self- examination of professional practice to design and justify a multi- year, continuous professional growth plan**. | The candidate   identifies and justifies  **Multiple** professional  development goals based on lessons learned from this student teaching experience **that will improve teaching and learning.** | The candidate   **identifies and justifies** a professional development **goal based on lessons learned from this student teaching experience.** | The candidate   has generic professional development plans based on convenience and availability that may or may not impact  professional growth. |

**Assessment 6**

In PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports TCs are tested on their abilities to perform certain skillful motor movements and movement performance concepts. In addition to completing skillful movements TCs are required to analyze and correct the critical elements of motor skills while applying physiological and biomechanical concepts, and motor development theory and principles.

**Rational for course selections:** The three courses PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports used for assessment 6 were selected based in the nature and content of each course. TCs have the opportunity in each course to demonstrate their motor skill and skill analysis abilities. In addition TCs are required to demonstrate how well they can apply motor theory and biomechanical principles. All three courses are a requirement for all physical education majors.

**Motor Skill Performance**

Three motor skills are assessed in three content courses (i.e., PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports) to determine the TCs’ personal competence in completing motor skills and performance concepts in a variety of activities. Rubrics are designed to assess the nine different motor skills and performance concepts from five physical activities.

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| PED 238 Lifetime Physical Activity | Forward Role |
| Cartwheel |
| Dance Step |
| PED 241 Team Sports | Basketball Shot |
| Volleyball Pass |
| Soccer Push Pass |
| PED 242 Individual Sports | Golf Swing |
| Badminton Serve |
| Archery Shot |

In PED 238 students will perform a dance routine where they will have a minimum of three (3) attempts within the routine to perform the dance step correctly. Students will also perform a gymnastics routine where they will have a minimum of three (3) attempts within the routine to perform the cartwheel and forward role appropriately. Students will have received instructions and ample practice time to develop these skills before they are required to perform the skills for a grade.

In PED 241 and 242 Students will receive no less than three (3) attempts in an application settings to perform the skills correctly. Students will have received instructions and ample practice time to develop these skills before they are required to perform the skills for a grade.

Each skill rubric is used to provide evidence of meeting **Standards (2.1 Demonstrate personal competences in motor skill performance for a variety of physical activities)**

All TCs must receive a score of acceptable or target on all rubric categories**.** Our programmatic goal is to have 90% or more of TCs reach the acceptable or target level with a majority of students reaching the target level in their first attempts.

If a TC misses a testing date the TC will have to make-up the test on a later date. This date will be determined on each individual bases.

In the event that a TC receives a score lower than acceptable a remediation plan will be developed to help this TC improve. The course instructor, the TC, and the TC’s advisor will develop an appropriate plan of action to help this person improve on the deficient area(s). After completing the plan of action the TC will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.

TCs were evaluated and data was collected in each of these courses during the 2017 Fall semester through the 2018 spring semester.

**PED 238 Motor Skill Assessment**

Assignment Description:

You are required to perform three motor skills in a game like/application setting in PED 238 – Lifetime Physical Activities. The assignments and rubrics are aligned and designed to assess your capabilities of performing motor skills in a variety of activities. The students’ rubric scores associated with this assignment provide evidence of meeting **Standards (2.1 Demonstrate personal competences in motor skill performance for a variety of physical activities)**

1. You must successfully complete three motor skills in a game like/application setting.

|  |  |
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| PED 238 Lifetime Physical Activity | Forward Role |
| Cartwheel |
| Dance Step |

1. You will complete these skills during the respective units and be assessed after ample instruction and practice time as been given.
2. You will be given at least three opportunities to perform the skill in an application setting. The dance step will be performed during a dance routine. The forward role and cart wheel will be performed during a gymnastics routine.
3. You must perform the skill at the “Acceptable” level or above as indicated by the rubric for each skill.
4. In the event that you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. Each motor skill performance is worth **25 points for a total of 75 points**.

**PED 241 Motor Skill Assessment**

Assignment Description:

You are required to perform three motor skills in a game like/application setting in PED 241 Team Sports. The assignments and rubrics are aligned and designed to assess your capabilities of performing motor skills in a variety of activities. The students’ rubric scores associated with this assignment provide evidence of meeting **Standards (2.1 Demonstrate personal competences in motor skill performance for a variety of physical activities)**

1. You must successfully complete three motor skills in a game like/application setting.

|  |  |
| --- | --- |
| PED 241 Team Sports | Basketball Shot |
| Volleyball Pass |
| Soccer Push Pass |

1. You will complete these skills during the respective units and be assessed after ample instruction and practice time as been given.
2. You will be given at least three opportunities to perform the skills in a basketball, volleyball, and soccer game like/application setting.
3. You must perform the skill at the “Acceptable” level or above as indicated by the rubric for each skill.
4. In the event that you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. Each motor skill performance is worth **25 points for a total of 75 points.**

**PED 242 Motor Skill Assessment**

Assignment Description:

You are required to perform three motor skills in a game like/application setting in PED 242 Individual Sports. The assignments and rubrics are aligned and designed to assess your capabilities of performing motor skills in a variety of activities. The students’ rubric scores associated with this assignment provide evidence of meeting **Standards (2.1 Demonstrate personal competences in motor skill performance for a variety of physical activities)**

1. You must successfully complete three motor skills in a game like/application setting.

|  |  |
| --- | --- |
| PED 242 Individual Sports | Golf Swing |
| Badminton Serve |
| Archery Shot |

1. You will complete these skills during the respective units and be assessed after ample instruction and practice time as been given.
2. You will be given at least three opportunities to perform the skill in a game like/application setting.
3. You must perform the skill at the “Acceptable” level or above as indicated by the rubric for each skill.
4. In the event that you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. Each motor skill performance is worth **25 points for a total of 75 points.**

*Motor Skill Performance Rubric Data*

**No data available for the Fall 2018 semester due to the course not being offered.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-12) PED 238** | | | | | | |
| **Forward Roll** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Crouch** | 12 | 100 | 0 | 0 | 0 | 0 |
| **Head** | 12 | 100 | 0 | 0 | 0 | 0 |
| **Hands/Arms/Legs** | 10 | 83 | 2 | 17 | 0 | 0 |
| **Roll** | 10 | 83 | 2 | 17 | 0 | 0 |
| **Standup** | 10 | 83 | 2 | 17 | 0 | 0 |
| **Totals** | **54** | **90** | **6** | **10** | **0** | **0** |
| **NOTE:** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-12) PED 238** | | | | | | |
| **Cartwheel** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Hand/Feet Placement** | 6 | 50 | 6 | 50 | 0 | 0 |
| **Eyes** | 10 | 83 | 2 | 17 | 0 | 0 |
| **Weight Transfer** | 11 | 92 | 1 | 8 | 0 | 0 |
| **Arm/Leg Extension** | 4 | 33 | 8 | 67 | 0 | 0 |
| **Totals** | **31** | **65** | **17** | **35** | **0** | **0** |
| **NOTE:** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-12) PED 238** | | | | | | |
| **Dance Step** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Foot placement** | 11 | 92 | 1 | 8 | 0 | 0 |
| **Sequence** | 10 | 83 | 2 | 17 | 0 | 0 |
| **Timing** | 9 | 75 | 3 | 25 | 0 | 0 |
| **Spacing** | 12 | 100 | 0 | 0 | 0 | 0 |
| **Totals** | **42** | **88** | **6** | **12** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2018, (n-2) PED 241** | | | | | | |
| **Soccer**  **Push Pass** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Plant Foot** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Kicking Foot** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Backswing** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Forward Swing** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Follow Through** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Totals** | **7** | **70** | **3** | **30** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2018, (n-2) PED 241** | | | | | | |
| **Volleyball**  **Bump/Pass** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Positioning** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Stance** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Platform** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Contact** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Extension** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Eyes** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Totals** | **75** | **86** | **3** | **25** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2018, (n-11) PED 241** | | | | | | |
| **Basketball**  **Foul Shot** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Stance** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Eyes** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Hands/arms** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Extension** | 2 | 91 | 0 | 0 | 0 | 0 |
| **Follow through** | 2 | 91 | 0 | 0 | 0 | 0 |
| **Routine** | 2 | 82 | 0 | 0 | 0 | 0 |
| **Totals** | **12** | **100** | **0** | **0** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-11) PED 241** | | | | | | |
| **Soccer**  **Push Pass** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Plant Foot** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Kicking Foot** | 8 | 73 | 3 | 27 | 0 | 0 |
| **Backswing** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Forward Swing** | 9 | 82 | 2 | 18 | 0 | 0 |
| **Follow Through** | 9 | 82 | 2 | 18 | 0 | 0 |
| **Totals** | **48** | **87** | **7** | **13** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-11) PED 241** | | | | | | |
| **Volleyball**  **Bump/Pass** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Positioning** | 9 | 81 | 2 | 18 | 0 | 0 |
| **Stance** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Platform** | 10 | 91 | 1 | 9 | 0 | 0 |
| **Contact** | 9 | 82 | 2 | 18 | 0 | 0 |
| **Extension** | 8 | 73 | 3 | 27 | 0 | 0 |
| **Eyes** | 10 | 1 | 1 | 9 | 0 | 0 |
| **Totals** | **57** | **86** | **9** | **14** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-11) PED 241** | | | | | | |
| **Basketball**  **Foul Shot** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Stance** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Eyes** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Hands/arms** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Extension** | 10 | 91 | 1 | 9 | 0 | 0 |
| **Follow through** | 10 | 91 | 1 | 9 | 0 | 0 |
| **Routine** | 8 | 82 | 2 | 18 | 0 | 0 |
| **Totals** | **62** | **94** | **4** | **6** | **0** | **0** |

**Assessment has not been conducted for the following skills at this point in the semester (2019).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018, (n-11) PED 242** | | | | | | |
| **Shooting an Arrow** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Stance** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Nock the Arrow** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Finger Placement** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Anchor** | 9 | 82 | 2 | 18 | 0 | 0 |
| **Aim** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Release** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Follow Through** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Totals** | **75** | **97** | **2** | **3** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018, (n-11) PED 242** | | | | | | |
| **Badminton Serve** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Stance** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Grip** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Back Swing** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Forward Swing** | 7 | 64 | 4 | 36 | 0 | 0 |
| **Follow Through** | 10 | 91 | 1 | 9 | 0 | 0 |
| **Totals** | **50** | **91** | **5** | **9** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018, (n-11) PED 242** | | | | | | |
| **Nine iron Swing** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Grip** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Stance** | 11 | 100 | 0 | 0 | 0 | 0 |
| **Backswing** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Forward Swing** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Follow Through** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Totals** | **37** | **67** | **18** | **33** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Total Skill Analysis by Year** | | | | | | |
| **Totals** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill Analysis** | **456** | **86** | **74** | **14** | **0** | **0** |

**Analysis of Findings for TCs Performing Motor Skills**

**After analyzing the data we are easily meeting our programmatic goals of having 90% or more students scoring at the acceptable level or above with a majority of the students reaching the target performance level. Based on the data we will continue teaching the courses in the same manner moving forward.**

**Performance Concepts Rubrics**

Performance concepts are assessed in each class (i.e., PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports) to determine the TCs’ personal competence in performance concepts in a variety of activities. Rubrics are designed to assess the five different performance concepts from five physical activities. Each of the performance concept rubrics are used to provide evidence of meeting Standard 2.3. All TCs must receive a score of acceptable or target on all rubric categories. Our programmatic goal is to have 90% of TCs reach the acceptable or target level with a majority of the TCs reaching the target levels on their first attempts.

**Performance Concepts Assessed**

|  |  |
| --- | --- |
| PED 238 Lifetime Physical Activity | Gymnastics Routine |
| PED 241 Team Sports | Basketball |
| Volleyball |
| PED 242 Individual Sports | Golf |
| Tennis |

If a TC misses a testing date the TC will have to make-up the test on a later date. This date will be determined on each individual bases.

In the event that a TC receives a score lower than acceptable a remediation plan will be developed to help this TC improve. The course instructor, the TC, and the TC’s advisor will develop an appropriate plan of action to help this person improve on the deficient area(s). After completing the plan of action the TC will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.

TCs were evaluated and data was collected in each of these courses during the 2017 Fall semester through the 2018 Spring semester.

**PED 238 Performance Concept**

Assignment Description:

You are required to perform/apply concepts/strategies affectively in PED 238 – Lifetime Physical Activities. The assignments and rubrics are aligned and designed to assess your capabilities of performing and applying concepts/strategies in a variety of activities. Your rubric scores associated with this assignment provide evidence of meeting **Standard 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.**

1. You must choose the appropriate performance strategy/concept and use it correctly during a game like setting.

|  |  |
| --- | --- |
| PED 238 Lifetime Physical Activity | Gymnastics Routine |

1. You will practice the performance concepts during the respective units and be assessed after ample instruction and practice time as been given.
2. You will be given at least three opportunities to perform the concept/strategy during a dance routine.
3. You must perform the performance strategy/concept at the “Acceptable” level or above as indicated by the rubric for each performance concept.
4. In the event you receives a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. Each performance concept will be worth **25 points.**

**PED 241 Performance Concept**

Assignment Description:

You are required to perform/apply concepts/strategies affectively in PED 241 Team Sports. The assignments and rubrics are aligned and designed to assess your capabilities of performing and applying concepts/strategies in a variety of activities. Your rubric scores associated with this assignment provide evidence of meeting **Standard 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.**

1. You must choose the appropriate performance strategy/concept and use it correctly during a game like setting.

|  |  |
| --- | --- |
| PED 241 Team Sports | Basketball |
| Volleyball |

1. You will practice the performance concepts during the respective units and be assessed after ample instruction and practice time as been given.
2. You will be given at least three opportunities to perform the concept/strategy in a basketball and volleyball game like/application setting.
3. You must perform the performance strategy/concept at the “Acceptable” level or above as indicated by the rubric for each performance concept.
4. In the event you receives a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. Each performance concept will be worth **25 points.**

**PED 242 Performance Concept**

Assignment Description:

You are required to perform/apply concepts/strategies affectively in PED 242 Individual Sports. The assignments and rubrics are aligned and designed to assess your capabilities of performing and applying concepts/strategies in a variety of activities. Your rubric scores associated with this assignment provide evidence of meeting **Standard 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.**

1. You must choose the appropriate performance strategy/concept and use it correctly during a game like setting.

|  |  |
| --- | --- |
| PED 242 Individual Sports | Golf |
| Tennis |

1. You will practice the performance concepts during the respective units and be assessed after ample instruction and practice time as been given.
2. You will be given at least three opportunities to perform the concept/strategy in a golf and tennis game like/application setting.
3. You must perform the performance strategy/concept at the “Acceptable” level or above as indicated by the rubric for each performance concept.
4. In the event you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. Each performance concept will be worth **25 points.**

*Performance Concept Rubric Data*

**No data available for the Fall 2018 semester due to the course not being offered.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-12) PED 238** | | | | | | |
| **Gymnastics** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 6 | 50 | 6 | 50 | 0 | 0 |
| **Strategy** | 8 | 66 | 4 | 33 | 0 | 0 |
| **Totals** | 14 | 58 | 10 | 42 | 0 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2018, (n-2) PED 241** | | | | | | |
| **Basketball** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Strategy** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Totals** | 2 | 50 | 2 | 50 | 0 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2018, (n-2) PED 241** | | | | | | |
| **Volleyball** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 0 | 0 | 2 | 100 | 0 | 0 |
| **Strategy** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Totals** | 1 | 50 | 1 | 50 | 0 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-11) PED 241** | | | | | | |
| **Basketball** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 7 | 64 | 4 | 36 | 0 | 0 |
| **Strategy** | 8 | 73 | 3 | 27 | 0 | 0 |
| **Totals** | 15 | 68 | 7 | 32 | 0 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-11) PED 241** | | | | | | |
| **Volleyball** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Strategy** | 7 | 64 | 4 | 36 | 0 | 0 |
| **Totals** | 12 | 55 | 10 | 45 | 0 | 0 |

**Assessment has not been conducted for the following skills at this point in the semester (2019).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018, (n-11) PED 242** | | | | | | |
| **Golf** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 4 | 36 | 7 | 64 | 0 | 0 |
| **Strategy** | 6 | 55 | 5 | 45 | 0 | 0 |
| **Totals** | 10 | 45 | 12 | 55 | 0 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018, (n-) PED 242** | | | | | | |
| **Tennis** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Strategy** | 7 | 64 | 4 | 36 | 0 | 0 |
| **Totals** | 12 | 55 | 10 | 45 | 0 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Total Performance Concept Analysis by Year** | | | | | | |
| **Totals** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Skill** | **27** | **48** | **29** | **52** | **0** | **0** |
| **Strategy** | **36** | **64** | **20** | **36** | **0** | **0** |
| **Performance Concept Analysis** | **63** | **56** | **49** | **44** | **0** | **0** |

**\*Note:** Data does NOT include remediation.

**Analysis of Findings for TCs Performance Concept Abilities**

**After analyzing the data we are meeting our programmatic goals of having 90% or more students scoring at the acceptable level or above with a majority of the students reaching the target performance level. While we are meeting our programmatic goals more time could be spent teaching and practicing when to use specific skills in game play. More practice could help more students reach the target performance level instead of just the target level.**

**Skill Analysis and Correction Rubrics**

TCs are required to show acceptable or target skill analysis and correction capabilities in each three courses; PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports. The rubric is designed to assess the TCs’ capabilities of analyzing and correcting the critical elements and performance concepts of motor skills while applying physiological and biomechanical concepts, and motor development theory and principles.

This rubric provides evidence of meeting Standards (1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness; 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness; 1.5 Analyze and correct critical elements of motor skills and performance concepts). All TCs must meet the acceptable or target level. Our programmatic goal is to have 90% of TCs reach the acceptable or target level with a majority of the TCs reaching the target levels on their first attempts.

If a TC misses a testing date the TC will have to make-up the test on a later date. This date will be determined on each individual bases.

In the event that a TC receives a score lower than acceptable a remediation plan will be developed to help this TC improve. The course instructor, the TC, and the TC’s advisor will develop an appropriate plan of action to help this person improve on the deficient area(s). After completing the plan of action the TC will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.

TCs were evaluated and data was collected in each of these courses during the 2017 fall semester through 2018 Spring semester.

**PED 238 Skill Analysis and Correction**

Assignment Description:

You are required to demonstrate skill analysis and correction capabilities in PED 238 – Lifetime Physical Activities. The assignment and rubric are aligned and designed to assess your capabilities of analyzing and correcting the critical elements and performance concepts of motor skills while applying physiological and biomechanical concepts, and motor development theory and principles. Your rubric scores associated with this assignment will provide evidence of meeting **Standards (1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness; 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness; 1.5 Analyze and correct critical elements of motor skills and performance concepts).**

1. You must successfully complete one skill analysis assessments as specified below.

|  |  |
| --- | --- |
| PED 238 Lifetime Physical Activity | Dance |

1. You will complete this assessment at the end of the respective unit. You will watch a prerecorded video of a student completing one of the skills within an application/game setting.
   1. You will assess whether the person in the video completed the skill and strategy of when and where to complete the skill correctly.
   2. You will identify why the skill was completed correctly or incorrectly noting physiological and biomechanical principles.
   3. You will write corrective feedback statements regarding the improvement of the skill.
   4. You will describe a drill that will help improve one or multiple deficiencies of the performance of the skill.
2. You will have multiple practice opportunities before completing the final graded opportunity to perform the skill analysis in each class.
3. You must perform the assessment at the “Acceptable” level or above as indicated by the rubric for each skill analysis performance being assessed.
4. In the event that you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. This assignment is worth **50 points.**

**PED 241 Skill Analysis and Correction**

Assignment Description:

You are required to demonstrate skill analysis and correction capabilities in PED 241 – Team Sports. The assignment and rubric are aligned and designed to assess your capabilities of analyzing and correcting the critical elements and performance concepts of motor skills while applying physiological and biomechanical concepts, and motor development theory and principles. Your rubric scores associated with this assignment will provide evidence of meeting **Standards (1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness; 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness; 1.5 Analyze and correct critical elements of motor skills and performance concepts).**

1. You must successfully complete one skill analysis assessments as specified below.

|  |  |
| --- | --- |
| PED 241 Team Sports | Volleyball Set |

1. You will complete this assessment at the end of the respective unit. You will watch a prerecorded video of a student completing one of the skills within an application/game setting.
   1. You will assess whether the person in the video completed the skill and strategy of when and where to complete the skill correctly.
   2. You will identify why the skill was completed correctly or incorrectly noting physiological and biomechanical principles.
   3. You will write corrective feedback statements regarding the improvement of the skill.
   4. You will describe a drill that will help improve one or multiple deficiencies of the performance of the skill.
2. You will have multiple practice opportunities before completing the final graded opportunity.
3. You must perform the assessment at the “Acceptable” level or above as indicated by the rubric for the skill analysis performance being assessed.
4. In the event that you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. This assignment is worth **50 points.**

**PED 242 Skill Analysis and Correction**

Assignment Description:

You are required to demonstrate skill analysis and correction capabilities in PED 242 – Individual Sports. The assignment and rubric are aligned and designed to assess your capabilities of analyzing and correcting the critical elements and performance concepts of motor skills while applying physiological and biomechanical concepts, and motor development theory and principles. Your rubric scores associated with this assignment will provide evidence of meeting **Standards (1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness; 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness; 1.5 Analyze and correct critical elements of motor skills and performance concepts).**

1. You must successfully complete one skill analysis assessments as specified below.

|  |  |
| --- | --- |
| PED 242 Individual Sports | Tennis Smash |

1. You will complete this assessment at the end of the respective unit. You will watch a prerecorded video of a student completing one of the skills within an application/game setting.
   1. You will assess whether the person in the video completed the skill and strategy of when and where to complete the skill correctly.
   2. You will identify why the skill was completed correctly or incorrectly noting physiological and biomechanical principles.
   3. You will write corrective feedback statements regarding the improvement of the skill.
   4. You will describe a drill that will help improve one or multiple deficiencies of the performance of the skill.
2. You will have multiple practice opportunities before completing the final graded opportunity.
3. You must perform the assessment at the “Acceptable” level or above as indicated by the rubric for the skill analysis performance being assessed.
4. In the event that you receive a score lower than acceptable a remediation plan will be developed to help you improve. The course instructor, you, and your advisor will develop an appropriate plan of action to help you improve on the deficient area(s). After completing the plan of action you will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.
5. This assignment is worth **50 points.**

*Skill Analysis and Correction Rubric Data*

**No data available for the Fall 2018 semester due to the course not being offered.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2017, (n-12) PED 238** | | | | | | |
| **Dance Step** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Critical Elements** | 11 | 92 | 1 | 8 | 0 | 0 |
| **Physiological and Biomechanical Principles** | 6 | 50 | 6 | 50 | 0 | 0 |
| **Motor Development Principles** | 5 | 42 | 7 | 58 | 0 | 0 |
| **Feedback** | 7 | 58 | 5 | 42 | 0 | 0 |
| **Totals** | **29** | **60** | **19** | **40** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2018, (n-1) PED 241** | | | | | | |
| **Volleyball Setting** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Critical Elements** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Physiological and Biomechanical Principles** | 1 | 50 | 1 | 50 | 0 | 0 |
| **Motor Development Principles** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Feedback** | 2 | 100 | 0 | 0 | 0 | 0 |
| **Totals** | **7** | **88** | **1** | **12** | **0** | **0** |
| **Fall 2017, (n-11) PED 241** | | | | | | |
| **Volleyball Setting** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Critical Elements** | 10 | 91 | 1 | 9 | 0 | 0 |
| **Physiological and Biomechanical Principles** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Motor Development Principles** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Feedback** | 8 | 73 | 3 | 27 | 0 | 0 |
| **Totals** | **28** | **64** | **16** | **36** | **0** | **0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018, (n-11) PED 242** | | | | | | |
| **Tennis Smash** | **Target** | **%** | **Acceptable** | **%** | **Unacceptable** | **%** |
| **Critical Elements** | 10 | 91 | 1 | 9 | 0 | 0 |
| **Physiological and Biomechanical Principles** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Motor Development Principles** | 5 | 45 | 6 | 55 | 0 | 0 |
| **Feedback** | 8 | 73 | 3 | 27 | 0 | 0 |
| **Totals** | **28** | **64** | **16** | **36** | **0** | **0** |

**9. Collect and interpret data from at least one administration of all new and/or revised assessment instruments.**

After analyzing the data we are meeting our programmatic goals of having 90% or more students scoring at the acceptable level or above with a majority of the students reaching the target performance level. While we are meeting our programmatic goals more time could be spent discussing the biomechanical and motor development principles. Students know the critical elements and when someone performs the skill incorrectly but they struggle describing why the skill was performed incorrectly or if the students are performing at a developmentally appropriate level.

**Motor Skill Rubrics: PED 238 Lifetime Physical Activities**

**Evidence for Standard 2.1 and 2.3**

**Skill Rubric: Forward Roll**

|  |  |  |  |
| --- | --- | --- | --- |
| **Forward Roll** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Crouch**  **Score:** | When crouching down the TC doesn’t keeps their feet and knees together and stays back on his/her heels | When crouching down the TC doesn’t keep their feet and knees together but does come up on his/her toes | When crouching down the TC keeps their feet and knees together and comes up on their toes |
| **Head**  **Score:** | The TC doesn’t keep his/her head tucked. | The TC partially keeps his/her head tucked | The TC keeps his/her head fully tucked |
| **Hands/Arms/Legs**  **Score:** | The TC doesn’t uses his/her hands, arms, and legs to push over onto his/her shoulders | The TC partially extends his/her hands, arms, and legs to push over onto his/her shoulders | The TC fully extends his/her hands, arms, and legs to push over onto his/her shoulders |
| **Roll**  **Score:** | The TC doesn’t keep his/her head from hitting the mat and becomes untucked too soon | The TC keeps his/her head from hitting the mat and but becomes untucked too soon | The TC keeps his/her head from hitting the mat and stays tucked the entire roll |
| **Standup**  **Score:** | The TC transfers his/her weight forward in a straight line causing him/her to stand up while pushing off with both hand. | The TC partially transfers his/her weight forward in a straight line causing him/her to stand up while pushing off with one hand. | The TC transfers his/her weight forward in a straight line allowing him/her to stand up without pushing off with his/her hands. |
|  |  |  | **Total:** |

**Skill Rubric: Cartwheel**

|  |  |  |  |
| --- | --- | --- | --- |
| **Cartwheel** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Hand/Feet Placement**  **Score:** | The TC doesn’t place his/her hands in the correct positions and correct sequence (i.e., foot, hand, hand, foot, foot) | The TC places his/her hands in the correct sequence (i.e., foot, hand, hand, foot, foot) but not in the correct positions | The TC places his/her hands in the correct positions (Straight line) and correct sequence (i.e., foot, hand, hand, foot, foot) |
| **Eyes**  **Score:** | The TC doesn’t look when placing his/her hands on the floor and when returning to a standing position | The TC looks when placing his/her hands on the floor or when returning to a standing position. | The TC looks when placing his/her hands on the floor and when returning to a standing position. |
| **Weight Transfer**  **Score:** | The TC doesn’t transfers his/her weight successfully from feet to hands to feet and doesn’t stay in a straight line. | The TC transfers his/her weight successfully from feet to hands to feet or but does not stay in a straight line | The TC transfers his/her weight successfully from feet to hands to feet and in a straight line. |
| **Arms/Leg Extension**  **Score:** | The TC doesn’t extend his/her arms or legs fully when completing the. | The TC extends his/her arms or legs fully when completing the cartwheel | The TC extends his/her arms and legs fully when completing the cartwheel |
|  |  |  | **Total:** |

**Skill Rubric: Dance Steps**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dance Steps** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Foot placement**  **Score:** | The TC doesn’t performs the correct steps when completing the dance at the appropriate speed and timing during the routine | The TC performs the correct steps when completing the dance but at an inappropriate speed or improper timing during the routine | The TC performs the correct steps at the appropriate speed and timing during the routine |
| **Sequence**  **Score:** | The TC doesn’t perform the correct sequence of steps at the appropriate speed and timing during the routine | The TC performs the correct sequence of steps but at an inappropriate speed or improper timing during the routine | The TC performs the correct sequence of steps at the appropriate speed and timing during the routine |
| **Timing**  **Score:** | The TC doesn’t keep the proper rhythm and timing during practice and competitions | The TC keeps the proper rhythm or timing during the routine | The TC keeps the proper rhythm and timing during the routine |
| **Spacing**  **Score:** | The TC doesn’t keep proper spacing in relations to partners and other dancers during the routine | The TC keeps proper spacing in relations to partners or other dancers during the routine | The TC keeps proper spacing in relations to partners and other dancers during the routine |
|  |  |  | **Total:** |

**Skill Rubrics: PED 241 Team Sports**

**Evidence for Standard 2.1 and 2.3**

**Skill Rubric: Basketball Foul Shot**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foul Shot** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Stance**  **Score:** | The TC doesn’t line up with the basket with his/her feet staggered, the dominate foot slightly forward, and maintaining balance during application tasks | The TC lines their shoulders up with the basket with his/her feet shoulder width apart, but their dominate foot is not in the proper position causing inappropriate balance. | The TC always lines up with the basket his/her feet staggered, the dominate foot slightly forward, and maintaining balance during application tasks |
| **Eyes**  **Score:** | The TC doesn’t look at the correct position when shooting the during application tasks | The TC sometimes looks at the correct position when shooting the basketball during application tasks | The TC always looks at the correct position when shooting the basketball during application tasks |
| **Hands/arms**  **Score:** | The TC doesn’t have the elbow in the “L” position and the ball rests in the fingers of his/her hands during practice and games. | The TC always has the elbow in the “L” position or ball rests in the fingers of his/her hands during application tasks | The TC always has the elbow in the “L” position and the ball rests in the fingers of his/her hands during application tasks |
| **Extension**  **Score:** | The TC doesn’t extend from the floor up using all body parts in cohesion and shoots using one hand releasing the ball above his/her head during practice or games. | The TC extends from the floor up using all body parts in cohesion or shoots using one hand releasing the ball above his/her head during application tasks | The TC always extends from the floor up using all body parts in cohesion and shoots using one hand releasing the ball above his/her head during application tasks |
| **Follow through**  **Score:** | The TC’s shooting hand doesn’t stay in the follow through position during application tasks | The TC’s shooting hand sometimes stays in the follow through position during application tasks | The TC’s shooting hand always stays in the follow through position during application tasks |
| **Routine**  **Score:** | The TC doesn’t keep the same routine when shooting a free throw during application tasks | The TC sometimes keeps the same routine when shooting a free throw during application tasks | The TC always keeps the same routine when shooting a free throw during application tasks |
|  |  |  | **Total:** |

**Skill Rubric: Soccer Push Pass**

|  |  |  |  |
| --- | --- | --- | --- |
| **Push Pass** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Plant Foot**  **Score:** | The TC’s foot isn’t beside the ball, 6-9 inches away and pointing towards the target during application tasks | The TC’s foot is sometimes beside the ball, 6-9 inches away and pointing towards the target during application tasks | The TC’s foot is always beside the ball, 6-9 inches away and pointing towards the target during application tasks |
| **Kicking Foot**  **Score:** | The TC’s toes of the kicking foot are not pointed away and up from the ball and the ankle isn’t locked during application tasks | The TC’s toes of the kicking foot point away and up from the ball or the ankle is locked during application tasks | The TC’s toes of the kicking foot point away and up from the ball and the ankle is locked during application tasks |
| **Backswing**  **Score:** | The TC’s knee of the kicking leg isn’t bent or over the ball and the plant foot is moving during application tasks | The TC’s knee of the kicking leg is bent or over the ball and the plant foot doesn’t move during application tasks | The TC’s knee of the kicking leg is bent and over the ball and the plant foot doesn’t move during application tasks. |
| **Forward Swing**  **Score:** | The TC’s kicking foot doesn’t come down and through the ball. The kicking foot doesn’t forms a right angle with the plant foot during application tasks. | The TC’s kicking foot comes down and through the ball or the kicking foot forms a right angle with the plant foot during application tasks | The TC’s kicking foot comes down and through the ball and kicking foot forms a right angle with the plant foot during application tasks |
| **Follow Through**  **Score:** | The TC’s kicking leg doesn’t follows through towards the target during application tasks | The TC’s kicking leg partially follows through towards the target during application tasks | The TC’s kicking leg completely follows through towards the target during application tasks |
|  |  |  | **Total:** |

**Skill Rubric: Volleyball Pass**

|  |  |  |  |
| --- | --- | --- | --- |
| **Bump/Pass** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Positioning**  **Score:** | The TC doesn’t move their feet to get into the appropriate position under the ball during application tasks | The TC partially moves their feet to get into the appropriate position under the ball during application tasks | The TC completely moves their feet to get into the appropriate position under the ball during application tasks |
| **Stance**  **Score:** | The TC doesn’t gets into an athletic position, bends his/her knees, and stands on the balls of his/her feet during application tasks | The TC partially gets into an athletic position, bends his/her knees, and stands on the balls of his/her feet during application tasks | The TC completely gets into an athletic position, bends his/her knees, and stands on the balls of his/her feet during application tasks |
| **Platform**  **Score:** | The TC never uses the appropriate hand positioning (never inter locking fingers or overlapping thumbs) and keeps his/her elbows locked during application tasks | The TC sometimes uses the appropriate hand positioning (never inter locking fingers or overlapping thumbs) and keeps his/her elbows locked during application tasks | The TC always uses the appropriate hand positioning (never inter locking fingers or overlapping thumbs) and keeps his/her elbows locked during application tasks |
| **Contact** | The TC doesn’t make contact with the ball on their forearms during application tasks | The TC sometimes makes contact with the ball on their forearms during application tasks | The TC always makes contact with the ball on their forearms during application tasks |
| **Extension**  **Score:** | The TC doesn’t use their body and arms by extending up from the floor and using proper arm angles to direct the ball during application tasks | The TC uses their body and arms by extending up from the floor or using proper arm angles to direct the ball during application tasks | The TC uses their body and arms by extending up from the floor and using proper arm angles to direct the ball during application tasks |
| **Eyes**  **Score:** | The TC doesn’t keep their eyes on the ball during application tasks | The TC sometimes keeps their eyes on the ball during application tasks. | The TC always keeps their eyes on the ball during application tasks |
|  |  |  | **Total:** |

**Skill Rubrics: PED 242 Individual Sports**

**Evidence for Standard 2.1 and 2.3**

**Skill Rubric: Shooting an Arrow**

|  |  |  |  |
| --- | --- | --- | --- |
| **Shooting an Arrow** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Stance**  **Score:** | The TC’s feet aren’t shoulder width apart and at the appropriate angle to the shooting line during application tasks | The TC’s feet are shoulder width apart or at the appropriate angle to the shooting line during application tasks | The TC’s feet are shoulder width apart and at the appropriate angle to the shooting line during application tasks |
| **Nock the Arrow**  **Score:** | The index fletching doesn’t face away from the bow and the nock arrow isn’t placed below the nock locator during application tasks | The index fletching faces away from the bow or the nock arrow is placed below the nock locator during application tasks | The index fletching faces away from the bow and the nock arrow is placed below the nock locator during application tasks |
| **Finger Placement**  **Score:** | The string isn’t placed in the first finger joints and doesn’t use three fingers below the nock locator during application tasks | The string is placed in the first finger joints or uses three fingers below the nock locator during application tasks | The string is placed in the first finger joints and uses three fingers below the nock locator during application tasks |
| **Anchor**  **Score:** | After drawing the TC doesn’t place the pointer finger in the corner of the mouth during application tasks | After drawing TC sometimes places the pointer finger in the corner of the mouth during application tasks | After drawing TC always places the pointer finger in the corner of the mouth during application tasks |
| **Aim**  **Score:** | The TC doesn’t close the non-dominate eye when aiming and doesn’t looks down the shaft of the arrow aligning it with the target during application tasks | The TC closes the non-dominate eye when aiming or looks down the shaft of the arrow aligning it with the target during application tasks | The TC closes the non-dominate eye when aiming and looks down the shaft of the arrow aligning it with the target during application tasks |
| **Release**  **Score:** | The TC doesn’t use a relaxed grip and releases the arrow by straightening the fingers during application tasks | The TC uses a relaxed grip and releases the arrow by straightening the fingers during application tasks | The TC uses a relaxed grip and releases the arrow by straightening the fingers during application tasks |
| **Follow Through**  **Score:** | The TC doesn’t keep their arms up until the arrow has hit the target during application tasks | The TC keeps their arms up until the arrow has hit the target or allows the bow to drop directly down during application tasks | The TC keeps their arms up until the arrow has hit the target and allows the bow to drop directly down during application tasks |
|  |  |  | **Total:** |

**Skill Rubric: Badminton Serve**

|  |  |  |  |
| --- | --- | --- | --- |
| **Badminton Serve** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Stance**  **Score:** | The TC’s feet aren’t staggered and shoulder width apart with the non-dominate side pointing towards the target during application tasks | The TC’s feet are staggered and shoulder width apart but the non-dominate side isn’t pointing towards the target during application tasks | The TC’s feet are staggered and shoulder width apart with the non-dominate side pointing towards the target during application tasks |
| **Grip**  **Score:** | The TC doesn’t use the handshake grip when holding the racquet during application tasks | The TC sometimes uses the handshake grip when holding the racquet during application tasks | The TC always uses the handshake grip when holding the racquet during application tasks games |
| **Back Swing**  **Score:** | The TC doesn’t cock the wrist and bring the racquet back when the shuttle is dropped during application tasks | The TC cocks the wrist or brings the racquet back when the shuttle is during application tasks | The TC cocks the wrist and brings the racquet back when the shuttle is during application tasks and games |
| **Forward Swing**  **Score:** | The TC doesn’t bring the racquet forward and snaps his/her wrist at contact during application tasks | The TC brings the racquet forward or snaps his/her wrist at contact during application tasks | The TC brings the racquet forward and snaps his/her wrist at contact during application tasks |
| **Follow Through**  **Score:** | The TC doesn’t follow through after contact bringing the racquet up and over the shoulder during application tasks | The TC partially follows through after contact during application tasks | The TC fully follows through after contact bringing the racquet up and over the shoulder during application tasks |
|  |  |  | **Total:** |

**Skill Rubric: Hitting a 9 Iron Golf Club**

|  |  |  |  |
| --- | --- | --- | --- |
| **Nine Iron Swing** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Grip**  **Score:** | The TC doesn’t use one of the three grips (interlocking, overlapping, ten finger) appropriately during application tasks | The TC sometimes uses one of the three grips (interlocking, overlapping, ten finger) appropriately during application tasks | The TC always uses one of the three grips (interlocking, overlapping, ten finger) appropriately during practice and competitions |
| **Stance**  **Score:** | The TC doesn’t bend their knees, have their feet shoulder width apart, keep their arms straight, and/or place the ball near the front/center of their stance during application tasks | The TC sometimes bends their knees, has their feet shoulder width apart, keeps their arms straight, and places the ball near the front/center of their stance during application tasks | The TC always bends their knees, has their feet shoulder width apart, keeps their arms straight, and places the ball near the front/center of their stance during application tasks |
| **Backswing**  **Score:** | The TC moves their head, doesn’t rotates his/her hips, and/or keep their non-dominate arm straight during application tasks | The TC never moves their head, but rotates his/her hips, or keeps their non-dominate arm straight during application tasks | The TC never moves their head, always rotates his/her hips, and always keeps their non-dominate arm straight during application tasks |
| **Forward Swing**  **Score:** | The TC doesn’t keep their head down, takes his/her eye off the ball, doesn’t transfers weight from front to back, and doesn’t make contact directly behind the ball during application tasks | The TC keeps their head down not taking his/her eye off the ball, transfers weight from back to front, or makes contact directly behind the ball during application tasks | The TC keeps their head down not taking his/her eye off the ball, transfers weight from front to back, and makes contact directly behind the ball during application tasks |
| **Follow Through**  **Score:** | The TC doesn’t transfer his/her weight to the front foot and doesn’t finish with the club high over their opposite shoulder during application tasks | The TC transfers his/her weight to the front foot or finishes with the club high over their opposite shoulder during application tasks | The TC transfers his/her weight to the front foot and finishes with the club high over their opposite shoulder during application tasks |
|  |  |  | **Total:** |

**Performance Concepts**

Performance concepts are assessed in each class (i.e., PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports) to determine the TCs’ personal competence in performance concepts in a variety of activities. Rubrics are designed to assess the five different performance concepts from five physical activities. Each of the performance concept rubrics are used to provide evidence of meeting Standard 2.3. All TCs must receive a score of acceptable or target on all rubric categories. Our programmatic goal is to have 90% of TCs reach the acceptable or target level with a majority of the TCs reaching the target levels on their first attempts.

If a TC misses a testing date the TC will have to make-up the test on a later date. This date will be determined on each individual bases.

In the event that a TC receives a score lower than acceptable a remediation plan will be developed to help this TC improve. The course instructor, the TC, and the TC’s advisor will develop an appropriate plan of action to help this person improve on the deficient area(s). After completing the plan of action the TC will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.

TCs were evaluated and data was collected in each of these courses during the 2011 fall semester and the 2012 spring semester.

**Performance Concept Assessed**

|  |  |
| --- | --- |
| PED 238 Lifetime Physical Activity | Gymnastics Routine |
| PED 241 Team Sports | Basketball |
| Volleyball |
| PED 242 Individual Sports | Golf |
| Tennis |

**Performance Concept Rubric:**

**Evidence for Standard 2.3**

**PED 238 Lifetime Physical Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Concepts** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Gymnastics**  **Skill:** | TC doesn’t choose appropriate skill/s (i.e., tumbling, cartwheels, and balancing) and executes those skills appropriately during application tasks. | TC sometimes chooses appropriate skill/s (i.e., tumbling, cartwheels, and balancing) and executes those skills appropriately during practice. | TC always chooses appropriate skill/s (i.e., tumbling, cartwheels, and balancing) and executes those skills appropriately during practice. |
| **Strategy:** | TC doesn’t anticipate situations and applies appropriate strategies that give the TC significant advantages when transitioning from skill to skill during application tasks. | TC sometimes anticipates situations and applies appropriate strategies that give the TC significant advantages when transitioning from skill to skill during application tasks. | TC always anticipates situations and applies appropriate strategies that give the TC significant advantages when transitioning from skill to skill during application tasks. |
|  |  |  | **Total:** |

**Performance Concept Rubric:**

**Evidence for Standard 2.3**

**PED 241 Team Sports**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Concepts** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Basketball**  **Skill:** | TC doesn’t choose appropriate skill/s (i.e., dribbling, passing, shooting, and defending) and executes those skills appropriately during application tasks. | TC sometimes chooses appropriate skill/s (i.e., dribbling, passing, shooting, and defending) and executes those skills appropriately during application tasks. | TC always chooses appropriate skill/s (i.e., dribbling, passing, shooting, and defending) and executes those skills appropriately during application tasks. |
| **Strategy:** | TC doesn’t anticipate situations and applies appropriate strategies that give the TC significant advantages when attempting to create open space on offense, close space when on defense, and score the basketball during application tasks. | TC sometimes anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to create open space on offense, close space when on defense, and score the basketball during application tasks. | TC always anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to create open space on offense, close space when on defense, and score the basketball during application tasks. |
|  |  |  | **Total:** |
| **Volleyball**  **Skill:** | TC doesn’t choose appropriate skill/s (i.e., passing, setting, attacking) and executes those skills appropriately during application tasks. | TC chooses appropriate skill/s (i.e., passing, setting, attacking) and executes those skills appropriately during application tasks. | TC chooses appropriate skill/s (i.e., passing, setting, attacking) and executes those skills appropriately during application tasks. |
| Strategy: | TC doesn’t anticipate situations and applies appropriate strategies that give the TC significant advantages when attempting to set other team members up for offensive hits, spiking a set ball, or trying to defend opposing team’s attacks during application tasks. | TC sometimes anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to set other team members up for offensive hits, spiking a set ball, or trying to defend opposing team’s attacks during application tasks. | TC always anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to set other team members up for offensive hits, spiking a set ball, or trying to defend opposing team’s attacks during application tasks. |
|  |  |  | **Total:** |

**Performance Concept Rubric:**

**Evidence for Standard 2.3**

**PED 242 Individual Sports**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Concepts** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Golf**  **Skill:** | TC doesn’t choose appropriate club or skill/s (i.e., iron play, chipping, putting, and driving) and executes those skills appropriately during application tasks. | TC sometimes chooses appropriate club or skill/s (i.e., iron play, chipping, putting, and driving) and executes those skills appropriately during application tasks. | TC always chooses appropriate club or skill/s (i.e., iron play, chipping, putting, and driving) and executes those skills appropriately during application tasks. |
| **Strategy:** | TC doesn’t anticipate situations and applies appropriate strategies that give the TC significant advantages when attempting to tee off, recover from bad positions, and play around hazards during application tasks. | TC sometimes anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to tee off, recover from bad positions, and play around hazards during application tasks. | TC always anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to tee off, recover from bad positions, and play around hazards during application tasks. |
|  |  |  | **Total:** |
| **Tennis**  **Skill** | TC doesn’t choose appropriate skill/s (i.e., serving, backhand, forehand, smash, drop, and lob) and executes those skills appropriately during application tasks. | TC sometimes chooses appropriate skill/s (i.e., serving, backhand, forehand, smash, drop, and lob) and executes those skills appropriately during application tasks. | TC always chooses appropriate skill/s (i.e., serving, backhand, forehand, smash, drop, and lob) and executes those skills appropriately during application tasks. |
| **Strategy** | TC doesn’t anticipate situations and applies appropriate strategies that give the TC significant advantages when attempting to move the opponent around the court, recover to the center of their own court, and win the point during application tasks. | TC sometimes anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to move the opponent around the court, recover to the center of their own court, and win the point during application tasks. | TC always anticipates situations and applies appropriate strategies that give the TC significant advantages when attempting to move the opponent around the court, recover to the center of their own court, and win the point during application tasks. |
|  |  |  | **Total:** |

**Skill Analysis and Correction**

TCs are required to show acceptable or target skill analysis and correction capabilities in each three courses; PED 238 – Lifetime Physical Activities, PED 241 – Team Sports, and PED 242 – Individual Sports. The rubric is designed to assess the TCs’ capabilities of analyzing and correcting the critical elements and performance concepts of motor skills while applying physiological and biomechanical concepts, and motor development theory and principles.

This rubric provides evidence of meeting **Standards (1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness; 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness; 1.5 Analyze and correct critical elements of motor skills and performance concepts).** All TCs must meet the acceptable or target level. Our programmatic goal is to have 90% of TCs reach the acceptable or target level with a majority of the TCs reaching the target levels on their first attempts.

If a TC misses a testing date the TC will have to make-up the test on a later date. This date will be determined on each individual bases.

In the event that a TC receives a score lower than acceptable a remediation plan will be developed to help this TC improve. The course instructor, the TC, and the TC’s advisor will develop an appropriate plan of action to help this person improve on the deficient area(s). After completing the plan of action the TC will receive the opportunity to retest in the deficient area(s). This retesting date will be determined on each individual bases.

TCs were evaluated and data was collected in each of these courses during the 2012 spring semester.

**Skill Analysis and Correction Rubric**

**Evidence for Standard 1.1, 1.3, & 1.5**

**PED 238-Lifetime Physical Activities: PED 241-Team Sports: PED 242-Indvidual Sports**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill Analysis** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| **Critical Elements**  **1.5**  **Score:** | The TC inappropriately analyzes, detects and corrects the deficient critical elements of students’ motor skills during a written assessment. | The TC appropriately analyzes, detects and corrects the main deficient critical elements of students’ motor skills during a written assessment. | The TC appropriately analyzes, detects and corrects all the deficient critical elements of students’ motor skills during a written assessment. |
| **Physiological and Biomechanical Principles**  **1.1**  **Score:** | The TC doesn’t demonstrate an understanding of the physical and mechanical aspects associated with motor skills and how to apply them during a written assessment. | The TC demonstrates an understanding of the main physical and mechanical aspects associated with motor skills and how to apply them during a written assessment. | The TC demonstrates an understanding of all physical and mechanical aspects associated with motor skills and how to apply them during a written assessment. |
| **Motor Development Principles**  **1.3**  **Score:** | The TC doesn’t demonstrate an understanding motor development principles and how they apply to the students’ abilities and performance potential during a written assessment. | The TC demonstrates an understanding of the main motor development principles and how they apply to the students’ abilities and performance potential during a written assessment. | The TC demonstrates an understanding of all motor development principles and how they apply to the students’ abilities and performance potential during a written assessment. |
| **Feedback**  **1.5**  **Score:** | The TC doesn’t provide clear, specific, and corrective feedback highlighting the deficient critical element/s or performance concept of motor skills during a written assessment. The TC also doesn’t provide clear, specific, and concise feedback to students on their effective and ineffective use strategies and tactics and how they can continue to improve during a written assessment. | The TC provides clear, specific, and corrective feedback highlighting the main deficient critical element and or performance concept of motor skills during a written assessment. The TC also provides clear, specific, and concise feedback to students on their effective and ineffective use strategies and tactics and how they can continue to improve during a written assessment. | The TC provides clear, specific, and corrective feedback highlighting all the deficient critical element or performance concept of motor skills during a written assessment. The TC also provides clear, specific, and concise feedback to students on their effective and ineffective use strategies and tactics and how they can continue to improve on tests during a written assessment. |
|  |  |  | **Total:** |

**Assessment 7**

**Fitness Assessment**

Beginning in the fall 2009, teacher candidates’ levels of fitness were assessed in specific courses. Candidates were tested using the Cooper’s Institute FITNESSGRAM model that measures aerobic capacity, body composition, muscular strength and endurance, and flexibility. These assessments were conducted by the course instructor. Teacher candidates are strongly encouraged to maintain a level of fitness throughout the duration of the program. The on campus fitness facility contains a full array of equipment with flexible hours at no cost to the candidate.

The following tests, along with their applicable fitness components, are administered:

|  |  |  |  |
| --- | --- | --- | --- |
| **Test** | **Fitness Component Measured** | **Passing Score for Males** | **Passing Scores for Females** |
| PACER | Aerobic Capacity | 44.3 | 38.6 |
| Skinfold | Body Composition | 18.6-24.9 | 17.8-24.9 |
| Curl up | Muscular Strength and Endurance | 24 | 18 |
| Push-up | Muscular Strength and Endurance | 18 | 7 |
| Backsaver Sit and Reach | Flexibility | 8 | 12 |

Teacher Candidates are tested in the following courses:

PED 239- Introduction to Teaching Physical Education

PED 402- Curriculum and Instruction for Middle and Adolescent Physical Education

**Note:** During the 2011-2012 academic years, fitness testing was conducted every semester. However, the difficulty in scheduling the fitness test around class and athletic practice schedules made this attempt futile. Due to staggered scheduling of the PED 239 and PED 402 courses, the program is able to assess student fitness levels during the TCs sophomore year (fall) and senior year (spring).

NASPE standards addressed in this assessment:

**Standard 2: Skill and Fitness Based Competence**

*Physical Education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards (Elements: 2)*

Data Findings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2014** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 10 | 8 | 80% |
| BMI | Body Composition | 10 | 7 | 70% |
| Curl up | Muscular Strength and Endurance | 10 | 10 | 100% |
| Push-up | Muscular Strength and Endurance | 10 | 10 | 100% |
| Backsaver Sit and Reach | Flexibility | 10 | 8 | 80% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall 2014** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 12 | 9 | 75% |
| BMI | Body Composition | 12 | 10 | 83% |
| Curl up | Muscular Strength and Endurance | 12 | 12 | 100% |
| Push-up | Muscular Strength and Endurance | 12 | 12 | 100% |
| Backsaver Sit and Reach | Flexibility | 12 | 11 | 92% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2015** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 9 | 2 | 22% |
| BMI | Body Composition | 9 | 3 | 33% |
| Curl up | Muscular Strength and Endurance | 9 | 8 | 89% |
| Push-up | Muscular Strength and Endurance | 9 | 7 | 78% |
| Backsaver Sit and Reach | Flexibility | 9 | 6 | 67% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall 2015** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 9 | 5 | 56% |
| BMI | Body Composition | 9 | 5 | 56% |
| Curl up | Muscular Strength and Endurance | 9 | 9 | 100% |
| Push-up | Muscular Strength and Endurance | 9 | 8 | 89% |
| Backsaver Sit and Reach | Flexibility | 9 | 9 | 100% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2016** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 9 | 7 | 78% |
| BMI | Body Composition | 9 | 6 | 67% |
| Curl up | Muscular Strength and Endurance | 9 | 8 | 89% |
| Push-up | Muscular Strength and Endurance | 9 | 8 | 89% |
| Backsaver Sit and Reach | Flexibility | 9 | 8 | 89% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall 2016** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 10 | 8 | 80% |
| BMI | Body Composition | 10 | 8 | 80% |
| Curl up | Muscular Strength and Endurance | 10 | 10 | 100% |
| Push-up | Muscular Strength and Endurance | 10 | 9 | 90% |
| Backsaver Sit and Reach | Flexibility | 10 | 9 | 90% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2017** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 4 | 2 | 50% |
| BMI | Body Composition | 4 | 1 | 25% |
| Curl up | Muscular Strength and Endurance | 4 | 4 | 100% |
| Push-up | Muscular Strength and Endurance | 4 | 3 | 75% |
| Backsaver Sit and Reach | Flexibility | 4 | 4 | 100% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall 2017** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 10 | 7 | 70% |
| BMI | Body Composition | 10 | 8 | 80% |
| Curl up | Muscular Strength and Endurance | 10 | 8 | 80% |
| Push-up | Muscular Strength and Endurance | 10 | 9 | 90% |
| Backsaver Sit and Reach | Flexibility | 10 | 9 | 90% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2018** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 9 | 8 | 89% |
| BMI | Body Composition | 9 | 7 | 78% |
| Curl up | Muscular Strength and Endurance | 9 | 7 | 78% |
| Push-up | Muscular Strength and Endurance | 9 | 7 | 78% |
| Backsaver Sit and Reach | Flexibility | 9 | 9 | 100% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall 2018** | | | |  |
| **Test** | **Fitness Component Measured** | **# of Candidates Tested** | **# of Candidates Passing** | **% Passing in Zone** |
| PACER | Aerobic Capacity | 5 | 4 | 80% |
| BMI | Body Composition | 5 | 4 | 80% |
| Curl up | Muscular Strength and Endurance | 5 | 5 | 100% |
| Push-up | Muscular Strength and Endurance | 5 | 5 | 100% |
| Backsaver Sit and Reach | Flexibility | 5 | 4 | 80% |

Outside of one semester (Spring 2015) our scores are acceptable in all areas of the fitness assessment. Of all the test items, aerobic capacity is the one that needs the most focus. Some of these scores could be attributed to a lack of effort on the students’ part during this portion of the testing session. Moving forward, we will continue to encourage active fitness participation by all students and incentivize maximum effort during each testing session.

The following pages represent the guidelines for testing administration and data collection derived from the 4th edition FITNESSGRAM and ACTIVITYGRAM Test Administration Manual.

**PACER**

**Description**

The PACER (Progressive Aerobic Cardiovascular Endurance Run) is the default aerobic capacity test in *FITNESSGRAM.*

**Test Objective**

To run as long as possible back and forth across a 20-meter space at a specified pace that gets faster each minute.

**Equipment and Facilities**

Administering the PACER requires a flat, nonslip surface at least 20 meters long, CD or cassette player with adequate volume, CD or audiocassette, measur­ing tape, marker cones, pencil, and copies of a score sheet.

**Scoring**

In the PACER test, a lap is one 20-meter distance (from one end to the other). Have the scorer record the lap number (crossing off each lap number) on a PACER score sheet. The recorded score is the total number of laps com­pleted by the student. For ease in administration, it is permissible to count the first miss (not making the line by the beep).

**Body Mass Index**

**Test Objective**

The BMI provides an indication of the appropriateness of a child’s weight relative to height.

**Equipment and Facilities**

A scale and tape measure

**Scoring**

Height, weight, and age are entered into an online BMI calculator. The general values defining overweight in adults is a value less than 25 (for both males and females).

**Curl Up**

**Test Objective**

To complete as many curl-ups as possible up to a maximum of 75 at a specified pace.

**Equipment and Facilities**

Gym mats and a measuring strip for every two students are needed. The measuring strip may be made of cardboard, rubber, smooth wood, or any similar thin, flat material and should be 30 to 35 inches long.

**Scoring**

The score is the number of curl-ups performed.

**Push Up**

**Test Objective**

To complete as many 90° push-ups as possible at a rhythmic pace.

**Equipment and Facilities**

The only equipment necessary is an audiotape with the recorded cadence.

**Scoring**

The score is the number of 90° push-ups performed.

**Backsaver Sit and Reach**

**Test Objective**

To be able to reach the specified distance on the right and left sides of the body.

**Equipment and Facilities**

This assessment requires a sturdy box approxi­mately 12 inches high. A measuring scale is placed on top of the box with the 9-inch mark parallel to the face of the box against which the student’s foot will rest. The “zero” end of the ruler is nearest the student.

**Scoring**

Record the number of inches on each side to the nearest 1/2 inch reached, to a maximum score of 12 inches.

**Assessment #1 Praxis II: Content Knowledge in Physical Education (5091)**

1. **(a)**

The Physical Education Content Knowledge Exam (5091) offered by the Educational Testing Service (ETS) is required by the state of West Virginia for state licensure for physical education. The two-hour test consists of 120 multiple-choice questions. The minimum passing score for this test is 150. Data presented below is for program completers (graduates) during their respective semesters.

**(b)**

|  |  |
| --- | --- |
| **NASPE Standards and PRAXIS II (5091) Content Alignment** | |
| **NASPE Standard/Element** | **PRAXIS II Topics Covered** |
| 1.1 | Content Knowledge & Student Growth and Development |
| 1.2 | Content Knowledge & Student Growth and Development AND Planning, Instruction and Student Assessment |
| 1.3 | Content Knowledge & Student Growth and Development AND Collaboration, Reflection and Technology AND Management, Motivation and Communication |
| 1.4 | Content Knowledge & Student Growth and Development (Core Concepts & Student Growth and Development AND Planning, Instruction, and Student Assessment |
| 1.5 | Content Knowledge & Student Growth AND Planning, Instruction and Student Assessment |

|  |  |
| --- | --- |
| **NASPE Standards and PRAXIS II (5857) Content Alignment** | |
| **NASPE Standard/Element** | **PRAXIS II Topics Covered** |
| 1.1 | Content Knowledge & Student Growth and Development |
| 1.2 | Content Knowledge & Student Growth and Development AND Planning, Instruction and Student Assessment |
| 1.3 | Content Knowledge & Student Growth and Development AND Management, Motivation and Communication, Collaboration, Reflection and Technology |
| 1.4 | Content Knowledge & Student Growth and Development (Core Concepts & Student Growth and Development AND Planning, Instruction, and Student Assessment |
| 1.5 | Content Knowledge & Student Growth AND Planning, Instruction and Student Assessment |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Term | Completer | Score | Pass/Fail | Section 1  Content Knowledge and Student Growth & Development | Section 2  Management, Motivation, Communication | Section 3  Planning, Instruction, Student Assessment | Section 4  Collaboration, Reflection, Technology |
| Spring  2016 |  | | | | | | |
| 1 | 160 | P | 22/33 | 21/24 | 19/30 | 18/22 |
| 2 | 156 | P | 21/33 | 16/24 | 21/30 | 18/22 |
| 3 | 167 | P | 23/33 | 20/24 | 25/30 | 20/22 |
| Fall  2016 |  |  |  |  |  |  |  |
|  | 4 | 166 | P | 26/33 | 19/24 | 24/30 | 18/22 |
|  | 5 | 152 | P | 20/33 | 21/27 | 20/28 | 14/22 |
|  |  | | | | | | |
| Spring  2017 |  | | | | | | |
| 6 | 163 | P | 22/30 | 20/25 | 22/25 | 16/20 |
| 7 | 151 | P | 22/30 | 20/25 | 16/25 | 10/20 |
| Fall  2017 | No candidates during this time | | | | | | |
| Spring 2018 |  | | | | | | |
|  | 8 | 151 | P | 21/30 | 18/25 | 16/25 | 12/20 |
|  | 9 | 158 | P | 23/30 | 19/25 | 19/25 | 15/20 |
|  | 10 | 159 | P | 20/30 | 19/25 | 22/25 | 15/20 |
|  |  |  |  |  |  |  |  |
| **Health and Physical Education: 5857** | | | | | | | |
|  |  |  |  | Section 3  Content Knowledge and Student Growth & Development | Section 4  Management, Motivation, Communication, Collaboration, Reflection, Technology | Section 5  Planning, Instruction, Student Assessment |  |
| Fall 2018 |  | | | | | | |
|  | 11 |  |  | 11/18 | 21/25 | 16/17 |  |
|  | 12 |  |  | 15/18 | 20/23 | 16/17 |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Mean Score (Range) | Pass Rate | Section 1  Content Knowledge and Student Growth & Development  Mean Score (Range) | Section 2  Management, Motivation, Communication  Mean Score (Range) | Section 3  Planning, Instruction, Student Assessment  Mean Score (Range) | Section 4  Collaboration, Reflection, Technology  Mean Score (Range) |
| Spring 2016  N=3 | 161 (156-167) | 100% | 22 (21-23) | 19 (16-21) | 21.7 (19-25) | 19.3 (18-20) |
| Fall 2016  N=2 | 159 (152-166) | 100% | 23 (20-26) | 20 (19-21) | 22 (20-24) | 16 (14-18) |
| Spring 2017  N=2 | 157 (151-163) | 100% | 22 (22) | 20 (20) | 19 (16-22) | 13 (10-16) |
| Fall 2017 | No candidates tested during this semester | | | | | |
| Spring 2018 | 156 | 100% | 21.3 (20-23) | 18.6 (18-19) | 19 (16-22) | 14 (12-15) |
| Health and Physical Education 5857 | | | | | | |
| Fall 2018 | 176 (167-184) | 100% | 13 (11-15) | 20.5 (20-21) | 16 (16) |  |

**3. Analysis of Data Findings**

As indicated in the following data chart, the physical education PreK-Adult program has a 100% pass rate on the PRAXIS II Physical Education: Content Knowledge subject assessment. It is important to note that physical education PreK-Adult candidates must take and pass the PRAXIS II subject assessment prior to admission to student teaching. Physical education PreK-Adult candidates who successfully complete student teaching and meet all other specified graduation criteria are recommended for PreK-Adult physical education licensure in West Virginia.

The physical education PreK-Adult program has always required that candidates pass PRAXIS II prior to graduation. In other words, it is impossible to earn a Bachelor of Science in Education degree at Concord University without achieving the minimum qualifying scores as specified by the West Virginia Department of Education on PRAXIS II. Currently, physical education PreK-Adult candidates are encouraged to take PRAXIS II one or two semesters prior to the semester in which they plan to student teach. This enables candidates who are not successful on the PRAXIS II- Physical Education: Content Knowledge assessment to remediate, re-take, and pass the exam prior to the beginning of student teaching.

Data presented for analysis is of Praxis II content assessment scores for completers from spring 2016, fall 2016, spring 2017, and spring 2018. Analysis of the data indicates that physical education candidates had the following mean scores over the last three semesters on the Physical: Content Knowledge test: spring 2016 – 161; fall 2016 – 159; spring 2017 – 157; spring 2018 – 156; and fall 2018 - 176 . The overall mean score was 161.8, well above the required minimum score of 150. All physical education 5-Adult candidates during this time period passed the PRAXIS II physical education content knowledge assessment on the first attempt.

Program faculty review the PRAXIS II scores each semester and across academic years. Low scores below the state required minimum pass rate are tracked to identify potential causes or problems. Analysis of the sub-scores from multiple semesters of data indicates that candidates score highest in Management, Motivation, and Communication. Faculty in the program will continue to ensure that physical education PreK-Adult candidates have the content knowledge needed for mastery by triangulating the data from PRAXIS II with other assessments that measure content knowledge.

**4. Interpretation of How the Data Provides Evidence that the NCSS Standards Have Been Met**

Concord University uses the PRAXIS II Physical Education: Content Knowledge test as a requirement for admission to student teaching in the physical education PreK-Adult program. The West Virginia Department of Education requires that Physical Education PreK-Adult teachers attain a minimum overall score of 150 on the test (possible test scores range from 100 to 200). Therefore, Concord University requires that candidates in the Physical Education PreK-Adult program score 150 or above to enter student teaching.

From the four semesters of completer data reported. 100% of Concord University physical education PreK-Adult candidates passed the PRAXIS II physical education content assessment with a mean score of 158.25 on the first attempt, surpassing the minimum required score of 150. All candidates must pass the PRAXIS II test before being admitted to student teaching. Therefore, the pass rate for all candidates admitted to student teaching is 100%.

The physical education PreK-Adult program’s pass rate suggests that all candidates have mastered the NASPE Standards aligned with the four test categories by the time they enter the student teaching semester. Program faculty will continue to ensure that all candidates are properly prepared before taking the PRAXIS II test.