

Section IV: Evidence for Meeting Assessment 7
Final Evaluation Report for PED 414 Practicum Teaching
Fall 2010

1. Description of the Assessment

- a. The supervising teacher final evaluation assessment provides a record of how a Teacher Candidate (TC) demonstrates planning and implementing content that is aligned with lesson objectives, implementing demonstrations, explanations and cues, appropriate instructional feedback, adjusting to the dynamics of the class and implementing personal and social behavior in a productive environment. The TC enrolls in the last physical education practicum class, PED 414 Individual and Dual Practicum during their second semester junior year at Rhode Island College. During this practical experience TC plan two individual or dual units, one at the elementary level and one at the secondary level (the content of the unit is chosen by the cooperating teacher). The college supervisor observes each TC a minimum of two times at each placement throughout the semester (for a minimum of four observations). Each of the four lessons the college supervisor observes s/he completes a daily evaluation sheet. The same evaluation sheet is filled out daily by the cooperating teacher. At the end of each placement the supervising teacher will compile the cooperating teachers and supervising teacher's daily evaluations and complete one assessment for the final evaluation. The TC must earn no more than six "developing" (1-2) on the assessment and the rest must be "target" (3-4) or "exceeds" (5-6) in order to move to the next placement or to student teaching. Only portions of the rubric will be utilized to illustrate the TC is improving in the following areas: 1. Implementation of effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences; 2. Provides effective instructional feedback for skill acquisition, student learning and motivation; 3. Implementation of strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
- b. Alignment with the NASPE Standards:
- NASPE 3.3 Design and implement content that is aligned with lesson objectives by creating lesson plans that are specific to the class the TC is teaching and utilizing effective teaching methods to implement each lesson.
 - NASPE 3.6 Plan and implement progressive sequential instruction that addresses the diverse needs of the students by utilizing extensions and a logical progression to challenge students at their stage of learning.
 - NASPE 4.1 Demonstrate effective verbal and non verbal communication skills across a variety of instructional formats by ensuring that all communication is appropriate for the lesson being taught (stations verses a modified game).
 - NASPE 4.2 Implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences by effectively using cues, demonstrations and modeling throughout each lesson.
 - NASPE 4.3 Provides effective instructional feedback for skill acquisition, student learning and motivation by providing specific, individual corrective feedback to each student.
 - NASPE 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses by making student responses part of the lesson.
 - NASPE 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment by practicing command of the class keeping physical and emotional safety as well as students listening as top priorities.

- NASPE 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals by adapting and improving the lesson to help students understanding of content (and/or his/her skill level if possible).
- c. Brief Analysis of the Data Findings: A total of 13 of the 15 TC averaged at least a 3.0 or better (target) on the final evaluation report for PED 414: Individual and Dual Practicum. No TC earned more than six “developing” scores on the final evaluation report therefore all TC passed the practicum with a B- or better. The B- or better is a program requirement for this course. The TC earned an average of 4.4 (target) on verbal and non verbal communication that is appropriate for the lesson. The TC also earned a 4.3 (target) on the indicator “Provide specific, individual, and corrective feedback”. Both of these high averages indicate the TC comprehends the importance of feedback and constant communication with students that is stressed throughout the practicum. The faculty determined that more work is needed to assist TC in identifying “teachable moments” by better utilizing student responses throughout the semester as can be seen in the mean of 3.1 for this indicator. The faculty also determined that more practice is needed in areas of adapting to improve student understanding and/or skill level as well as use of extensions to challenge students’ at their stage of learning since the means were 3.8 and 3.9 respectively and these are two main focal points of the practicum.
- d. Evidence of Meeting the Standards: The Final evaluation report is given to the TC and discussed after each teaching experience to assist each individual with specific areas s/he needs to work on to become a quality teacher. The faculty interpreted the data and determined that most TC are competent in NASPE standards 3.3 design and implement content that is aligned with lesson objectives; 3.6 plan and implement progressive sequential instruction that addresses the diverse needs of students; 4.1 demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives; 4.2 implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences; 4.3 provide effective instructional feedback for skill acquisition, student learning, and motivation; 4.4 recognizing the changing dynamics of the environment and adjust instructional tasks based on student responses; 4.5 utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment; 6.1 demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. Since the TC will have at least one more opportunity to improve his/her scores through more hands on teaching the faculty is confident each individual will make the necessary changes to become a more proficient educator.

2. Assessment Documentation

e. Assessment Documentation:

PED 414: Individual and Dual Practicum Teaching Assessment

Purpose: Quality instruction is based on a solid plan, basic pedagogical skills and effective reflection to become a better teacher. The teaching assessment is simply a way to assess your daily teaching during the individual and dual practicum. This practicum focuses on honing your teaching skills related to: 1. Station work, so you can better individualize instruction based on students' stage of learning (beginner, intermediate, advanced); 2. Feedback that is positive, corrective and individualized; 3. Administrative techniques to allow you to focus on your objectives; 4. The ability to identify when you need to modify your unit, block and lesson plans to teach the students in the class skills, tactics and/or strategies, at their developmental level, that they can use for a lifetime.

Process: You will be given two opportunities to show proficiency in these areas, one at the elementary level and one at the secondary level. You will teach six lessons at each placement. The lessons you teach at the elementary level will be set up in a teach/re-teach format providing you with the opportunity to modify your lesson based on the first of each lesson you teach. This experience will allow you to practice identifying what worked with a specific population and what needed to be modified in your lesson.

At the secondary level you will teach six lessons to the same class. This six lesson unit will provide you the experience of modifying a lesson, based on the stage of learning of students within the class. Additional lessons may be necessary based on your ability to show proficiency in the areas listed above.

The cooperating teacher is responsible for choosing the content. It is your responsibility to observe/assist the class and meet with the teacher prior to the start of your unit. The observations and assisting will provide you with opportunities to not only get to know the class you will be teaching but also to gain necessary baseline information regarding the stage of learning of students in the class. After your observations you will be responsible for planning lessons utilizing the lesson plan format (see Blackboard for the format). The lesson includes but is not limited to:

1. Stage of learning of the majority of students in the class;
2. Student and teacher objectives
3. Safety considerations
4. Set induction including scaffolding
5. Warm up
6. Skill, drill or activity explanation (bullet style)
7. Questions to check for understanding
8. Three ways to make the skill, drill or activity easier and three ways to make it harder
9. Cues for each new skill; diagrams for each drill or activity
10. Estimated time for each drill or activity
11. Closing activity; closing questions.

You will be expected to teach based on the indicators in the lesson you planned and that the professor has approved. With that said, remember you are there to **teach** the students. To teach someone something is a PERMANENT change in behavior resulting from experience and training (Rink, 2005). Your lesson plan includes ways to challenge students at their individual skill level. It is imperative you take the time to observe students during activity so you can choose which course of action best suits individual students needs.

Product: During each lesson you teach the cooperating teacher will complete a daily evaluation form on your teaching performance. The supervising teacher will be out to observe you at least two times during each placement and will complete the same daily evaluation form. After you have finished your last teaching at the placement the supervising teacher will compile all the daily evaluations from the cooperating and supervising teachers and complete a final evaluation report. You will have one final evaluation report for the elementary level and one for the secondary level. You must earn no more than six developing and the rest must be target or exceeds on the final evaluation for each placement in order to move to the next placement or to student teaching. You are required to earn a B- or better in the teaching portion of each placement in order to move on to the next placement or to student teaching. The exceeds, target, developing and weakness scoring sections below are fully described for each NASPE standard on the rubrics attached. For a full description of your level of performance for each indicator simply match the NASPE standard on the indicator with the NASPE standard on the rubric.

RHODE ISLAND COLLEGE

Final Evaluation Report for Teaching 1st 7 weeks/2nd seven Weeks (please circle one)

PED 414: Practicum in Individual and Dual Sports

Student _____ Professor _____ Semester _____

Supervising Teacher(s) #1 _____ Grade _____
 #2 _____ Grade _____
 (If needed) #3 _____ Grade _____

A. KNOWLEDGE OF SUBJECT MATTER:	<u>Weakness (0)</u>	<u>Developing (1-2)</u>	<u>Target (3-4)</u>	<u>Exceeds (5-6)</u>
1. Examinations	_____	_____	_____	_____
2. Unit plans	_____	_____	_____	_____
3. Lesson plans	_____	_____	_____	_____
4. In class application	_____	_____	_____	_____

B. PRACTICUM TEACHING EVALUATION:	<u>Weakness (0)</u>	<u>Developing (1-2)</u>	<u>Target (3-4)</u>	<u>Exceeds (5-6)</u>
1. Professional appearance NASPE 6.3	_____	_____	_____	_____
2. Organization & punctuality (RE.: obs., LP, equipment etc.) NASPE 6.3	_____	_____	_____	_____
3. Speech (diction, speed, volume) NASPE 4.1	_____	_____	_____	_____
4. Verbal & non comm. app. for lesson NASPE 4.1	_____	_____	_____	_____
5. Grammar (clarity & usage) NASPE 4.1	_____	_____	_____	_____
6. Degree of Skill in Presentation:				
> Command of the class (safety) NASPE 4.5	_____	_____	_____	_____
> Utilization of student's responses NASPE 4.4	_____	_____	_____	_____
> Obj. appropriate and achieved NASPE 3.3	_____	_____	_____	_____
> Productive learning environment NASPE 4.5	_____	_____	_____	_____
> Effective Use of teaching methods NASPE 3.3	_____	_____	_____	_____
> Adapt & improve Ss understanding and/or skill level (process) NASPE 6.1	_____	_____	_____	_____
> Effective use of teaching hints (cues) NASPE 4.2	_____	_____	_____	_____
> Pace and dynamics (rules/trans.) NASPE 4.5	_____	_____	_____	_____
> Teachers use of questions (Set induction, CFU's & closure) NASPE 4.2	_____	_____	_____	_____
> Class management NASPE 4.5	_____	_____	_____	_____
> Response to atypical behavior NASPE 4.4	_____	_____	_____	_____
> Provide specific, Ind., + & Corrective feedback NASPE 4.3	_____	_____	_____	_____
> Ability to monitor stations NASPE 4.5	_____	_____	_____	_____
> Use of logical progression NASPE 3.6	_____	_____	_____	_____
> Demonstrates & models NASPE 4.2	_____	_____	_____	_____
> Use of extensions to challenge Ss at their stage of learning NASPE 3.6	_____	_____	_____	_____

C. OVERALL ASSESSMENT: CLASS AVERAGE: _____ TEACHING: _____ FINAL GRADE: _____

D. RECOMMENDATION FOR STUDENT TEACHING:

_____ I RECOMMEND _____ for Student Teaching.
 _____ I DO NOT RECOMMEND _____ for Student Teaching.

(Please make all comments on the back)

Signature _____ Date _____

f. Scoring Guide:

PED 414: Individual and Dual Practicum
Final Teaching Report Rubric

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Planning NASPE 3.3, 3.6	The TC always selects teaching methods that complement the objectives of the lesson and always master the implementation. The teaching method always allows for differentiated instruction based on the developmental needs of each student (beginner, intermediate or advanced learner). The TC utilizes daily formative assessment to modify future lessons. The activities allow students to accomplish the objectives, at their stage of learning, with ease.	Most of the time the TC selects teaching methods that complement the objectives of the lesson and master the implementation. The teaching method allows for differentiated instruction based on the developmental needs of each student most of the time (beginner, intermediate or advanced learner). The TC utilizes daily formative assessment to modify future lessons. The activities allow students to accomplish the objectives, at their stage of learning.	Sometimes the TC selects teaching methods that complement the objectives of the lesson and master the implementation. The teaching method allows for differentiated instruction based on the developmental needs of each student some of the time (beginner, intermediate or advanced learner). Sometimes the TC utilizes daily formative assessment to modify future lessons. The activities allow students to accomplish the objectives some of the time. Other times the activities are too difficult or confusing for the student.	The TC does not select teaching methods that complement the objectives of the lesson and are inconsistent with the implementation. The teaching method does not allow for differentiated instruction based on the developmental needs of each student (beginner, intermediate or advanced learner). The TC does not utilize daily progress by students to modify future lessons. The activities do not allow students to accomplish the objectives because the activities are too difficult and confusing for the student.

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p>Demonstration cues, scaffolding, check for understanding, feedback and dynamics of the class.</p> <p>NASPE 4.1, 4.2, 4.3, 4.4</p>	<p>The TC always provides useful demonstrations, cues, scaffolding and checking for understanding during the lesson. Verbal and non verbal feedback is always positive, corrective and individual. The TC is proficient when delivering verbal and non verbal feedback throughout the class demonstrating his/her ability to provide the appropriate feedback at the appropriate time. Group feedback is only given when necessary. The TC is flexible enough to successfully utilize student responses to modify the lesson appropriately. Using teachable moments are a major part of the TC skill base.</p>	<p>The TC provides demonstrations, cues, scaffolding and checking for understanding during the lesson. Verbal and non verbal feedback is positive, corrective and individual. The TC delivers verbal and non verbal feedback throughout the class. Group feedback is only given when necessary. The TC is flexible enough to utilize student responses to modify the lesson appropriately most of the time. The TC is able to catch most teachable moments and integrate them into the lesson.</p>	<p>Sometimes the TC provides demonstrations, cues, scaffolding and/or checking for understanding during the lesson. Sometimes verbal and non verbal feedback is positive and corrective to individuals but other times it is general and product based. Sometimes the feedback is given too early or too late indicating the TC does not know when to provide feedback. Group feedback is given most of the time. The TC has a hard time reading student responses therefore have a hard time integrating them into the lesson. TC is only able to identify a few teachable moments and integrate them into the lesson.</p>	<p>The TC rarely provides demonstrations, cues, scaffolding or checking for understanding during the lesson. Feedback is mostly verbal and is vague and product based. Only group feedback is given and often too late to be effective. The TC does not attempt to integrate student responses into the lesson. TC is not able to identify teachable moments therefore does not integrate them into the lesson.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p>Administrative aspects of teaching</p> <p>NASPE 4.5</p>	<p>The TC always creates a physical and emotional atmosphere that is supportive of all students. The TC administrative techniques (start/stop, rules and consequences developmentally appropriate and are clear and concise, pictures/list of rules for the activity are always posted, the space is always set up for safety first and then maximum participation).</p>	<p>Most of the time the TC creates a physical and emotional atmosphere that is supportive of all students. The TC utilizes administrative techniques well most of the time (start/stop, rules and consequences that are developmentally appropriate, clear and concise, pictures/list of rules for the activity are always posted, the space is always set up for safety first and then maximum participation).</p>	<p>The TC attempts to create a physical and/or emotional atmosphere that is supportive of all students but tends to get wrapped up in this aspect above all others. The TC is able to utilize some of administrative techniques (start/stop, rules and consequences that are developmentally appropriate, clear and concise, pictures/list of rules for the activity are always posted, the space is always set up for safety first and then maximum participation) while others fall by the wayside.</p>	<p>The TC does not attempt to create a physical and/or emotional atmosphere that is supportive of all students. The TC is able to utilize few, if any, administrative techniques (start/stop, rules and consequences that are developmentally appropriate, clear and concise, pictures/list of rules for the activity are always posted, the space is always set up for safety first and then maximum participation) while most fall by the wayside causing loss of control.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
<p>All students can become physically educated individuals</p> <p>NASPE 6.1</p>	<p>The TC always provides equal opportunities for all students to practice at their own developmental level. The TC always plans and utilizes extensions to challenge each student at his/her stage of learning. Adaptations are always made for individual students.</p>	<p>The TC provides equal opportunities for all students to practice at their own developmental level. Most of the time the TC s utilizes extensions to challenge each student at his/her stage of learning. Adaptations are made for individual students most of the time.</p>	<p>The TC provides opportunities for some students to practice while others are waiting and it is not always at their own level. Sometime the practice is generic and too easy or too hard to the students. The TC struggles with when to use extensions to challenge each student at his/her stage of learning. Half the time adaptations are made for individual students, the other half modifications are made to the whole class, regardless of student's stage of learning.</p>	<p>The TC provides opportunities for a few students to practice at one time while most of the class is waiting. Practice is generic and too easy or too hard to the students. The TC never utilizes extensions to challenge each student at his/her stage of learning; all instruction is uniform regardless of skill level. Adaptations are made for the class based on game circumstances not developmental level of individual students.</p>

References:

Rink, J. (2005). *Teaching physical education for learning*. (4th Ed). (pp. 23). Boston: McGraw-Hill Publishing.

g. Data Chart

Data Charts Assessment 7
Final Evaluation Report for PED 414: Individual and Dual Practicum
NASPE 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1

Final Evaluation Indicators for PED 414	Teacher Candidate															
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	MEAN
Verbal and non verbal communication that is appropriate for the lesson (NASPE 4.1)	4	4	4	6	4	4	6	6	6	4	2	2	4	4	6	4.4
Command of the class (safety) (NASPE 4.5)	4	4	6	2	4	2	6	4	4	4	4	3	3	3	4	3.8
Utilization of student's responses (NASPE 4.4)	3	4	3	4	3	1	6	6	4	2	2	3	3	3	3	3.1
Objectives appropriate and achieved (NASPE 3.3)	6	4	5	4	2	4	6	6	4	4	3	3	2	3	5	4.1
Effective use of teaching methods (NASPE 3.3)	2	6	2	4	3	3	6	6	4	3	2	2	4	2	5	3.6
Adapt and improve student understanding and/or skill level (process) (NASPE 6.1)	4	3	4	6	2	2	5	6	5	4	4	2	3	2	5	3.8
Effective use of teaching hints (cues) (NASPE 4.2)	4	5	4	3	3	4	6	6	4	4	4	4	4	3	4	4.1
Pace and dynamics (rules and transitions) (NASPE 4.5)	4	6	3	4	3	3	6	6	4	4	3	3	4	4	4	4.1
Provide specific, individual, and corrective feedback (NASPE 4.3)	6	6	4	6	2	4	6	6	4	4	4	3	3	3	4	4.3
Use of a logical progression (NASPE 3.6)	4	4	4	4	4	4	6	6	2	4	3	3	4	3	5	4.0
Demonstrates and models appropriate skill and/or task (NASPE 4.2)	4	4	4	3	4	4	6	6	6	3	3	3	4	3	6	4.2
Use of extensions to challenge students' at their stage of learning (NASPE 3.6)	5	5	4	4	3	3	6	6	6	3	2	3	2	2	5	3.9
MEAN	4.2	4.6	3.9	4.2	3.1	3.2	5.9	5.8	4.4	3.6	3.0	2.8	3.3	2.9	4.7	

- Exceeds = 5-6, Target = 3-4, Developing = 1-2, Weakness = 0