

Teacher Candidate Work Sample

5/17/10
S 110

Task 1- Contextual Factors

Vero Beach Elementary is a school in the blank school district and has an enrollment of about four hundred students. According to the Salt survey in 2007-2008 over half (55%) either had a free or reduced lunch from the school. While eighty-five percent of the respondents from the same SALT survey were white. Among other types of ethnicity in the school, are African American, Hispanic and ten percent had multiple ethnicities. Whereas compared to the blank school district ninety-one percent of the students responded to white (Infoworks, 2007). In the district, the stability index is eighty nine percent which happens to be three percent higher than the state average (Infoworks, 2007). I have heard some negative things from outside people about Vero Beach and their students, but after seeing the chart and reading about the schools accountability, all of their target indicators have been met and it has been determined that adequate progress has been made over the past year at the school. Recently I sat in on a faculty meeting and it was divulged that Vero Beach School has been placed on caution due to NECAP scores.

The class that I chose to do this work sample on was Mr. Brady's sixth grade class. In this class, there are a few students who you have to look out for. The class is very "cliquey" and sometimes do not want to participate. Along with that, there is a student who does not get along with anybody in the class. Therefore, when making groups I have to make sure that it is random at all times and they are in the groups they are assigned no questions asked. The class has more boys than it does girls, which can cause a bit of a slow down while giving directions.

At this age, girls are more mature than boys and when you have to talk to a girl they understand why they were talked to and they stop what they are doing. However, when you discipline a sixth grade boy they keep doing little things to see what they can get away with before they have to be talked to again by the teacher. The class is diverse in terms of race and ethnicity with a mix of white and African Americans. However, that does not change how I approach teaching the class or the development of the students. Although when talking about the healthy snack of the week at the beginning of class some of the students might have a better idea about a certain snack some weeks because they have it at home more often because of the culture practiced at the household. All of the students in the class speak fluent English and each student understands the directions that are given to them.

The students in this class are well versed with many different skills that were taught in physical education. They have a fantastic jump rope for heart program, which raises a lot of money each year. This year the school finished 2nd in the district in terms of money earned. ✓

In the class, there are four students in the class that have a disability however there are no aids ^{DS} in the class. The most prominent disability in the class is autism and each student is at a different end of the spectrum. There is one boy who is almost completely non-verbal but will do exactly what he is asked and there is another boy who is pretty well spoken and at times does not follow directions. Another one of the inclusion students chooses not to do some of the activities because they do not interest him although after the first few weeks he started to participate more and got more into the lessons that I taught. To modify activities for these

students I would allow many rules slip during activities. For instance, one of the cooperative activities was trying to get through a hula-hoop without touching it. I allowed the students with ✓ disabilities to touch it as long as they made it through cleanly. This did not put the students on display because the touching of the hula-hoop was not obvious and you would only notice it if you were paying real close attention.

One student that will have an implication to how I teach will be a student named Dom. He has autism and is functional but gets off task easy. To keep him on task I am going to use ✓ quick activities that he can do so he won't get bored of doing the same thing. This also helps him not get lost in the class. In a previous class, we were playing an activity of sideline soccer and he got lost during it. Switching activities quickly and keeping them simple for him will benefit his inclusion greatly.

Another student that will dictate how I teach the unit is a student who gets along with ^{no one?} ~~nobody~~. In a cooperative games unit you have to work with other students. The problem is that nobody ever wants to be with this student. Even when it is done randomly there is complaining and the student says I do not work well with him. That is part of the objective with sportsmanship and if I see that then they will be checked of on the check sheet. The point of this unit is to gain relationships and if the children work with someone that they do not usually, work with perhaps they will have a relationship with that person in the future.

Task 2- Learning Goals and Unit Objectives

Part I - Learning Goals		
Learning Goals <ul style="list-style-type: none"> As a result of the unit the students will gain the knowledge, attitude and skills to improve teamwork to accomplish different challenges. As a result of the unit the students will gain the attitudes to participate in activities without acting inappropriately with each other. As a result of the unit, the students will gain the skills to participate in challenging activities safely. 		
Part II: Unit Objectives		
	Related Content Standards	Domain/Level/Classification
Objective 1: As a result of this unit, the students will be able to demonstrate two types of communication verbal and non-verbal to complete challenges.	NASPE One	Cognitive/Three/Application
Objective 2: As a result of this unit, students will be able to show		Affective/Five/Internalize or characterize values

self-control during challenges by practicing taking turns with their teammates and listening to the teacher.	NASPE Five	
Objective 3: As a result of this unit the students will be able demonstrate proper sportsmanship throughout the challenges presented in class.	NASPE Five	Affective/Five/Internalize or characterize values

Part III: Rationale/Purpose

A cooperative games unit in the primary grades is extremely important for growth in social interaction inside of the school. It will make the students more comfortable in the classroom and if the unit is successful, that comfort level will increase student participation inside of the classroom as well.

The objectives of this unit are appropriate for where the students are developmentally because from the first few weeks of teaching this class and others in the school I saw that competition and winning was extremely important to each of the students. However, when asked after any activity done in class why they were arguing it was evident that the students knew what they were doing but they were ignoring the bigger picture. In this unit, the students will be able to bring out class unity without realizing that they are doing so. As I stated earlier the students realize that teamwork and safety are important, but winning and coming in first always come first and teamwork and safety come in a distant second.

The basic goals in this unit are teamwork and sportsmanship while participating in physical education. However even though these topics are being covered in physical education

the success in these goals will be seen by the classroom teacher and out on the recess field as well.

The three different objectives help bring out the goals by digging deeper into the components to each goal. To work successfully as a team you need to have two main components communication and self-control. There are two different types of communication that I would like the students to know which are verbal and non-verbal. Self-control includes taking turns inside of the group and using the proper tone inside of a group. Having a grasp on both components will increase the student's ability to become a leader in the group and increase social interaction within the class outside of physical education.

The other goal of the unit is to instill safety in the physical education environment, which will lead to increased safety in activities done outside of class. To achieve this goal the students, will be forced to listen to directions and actually follow through with those directions. The purpose of giving directions from the teacher is partially to keep the students safe. When students do not follow directions than activities will become unsafe to participate in. Other ways that safety will be addressed is with blindfolds and trying to flip over mats. Both activities could lead to an unsafe environment if not done correctly.

Day 1 Focus- Teamwork: Communication	Day 2 Focus of the lesson: Self Control	Day 3 Focus of the lesson: Sportsmanship
<p>Unit Objective Covered: As a result of this unit the students will be able to demonstrate two types of communication verbal and non verbal to complete challenges.</p> <p>Activities 1.Math Munchers - In groups students will run to a hula hoop and solve multiplication problems. 2. Verbal communication - Line up by first name - Group up by favorite music 3. Non- Verbal - Line up by birthdays - Group up by favorite sport Group up by favorite color 4. Farm Animals - Each student has a farm animal. - The will act out the noise of that animal and try to get with other students who have the same animal. (Eyes Closed) 5. Radio Active River - Using poly spots try to get to the other side of the river without touching the floor. 6. Frantic - Try to keep as many balls rolling as a class as possible</p>	<p>Unit Objective Covered: As a result of this unit students will be able to show self control during challenges by practicing taking turns with their teammates and listening to the teacher.</p> <p>Activities: Warm-Up Jump Rope Around the World - Perform 20 jumps at each continent to travel the world</p> <p>Oakland Beach Challenge 1. Jewels in the crown - In small groups collect as many jewels from other groups as possible 2. Roll Playing - Get the ball around the circle without it touching the ground or your hands 3. Group Juggle - How fast can you get a ball around the circle in the same order? While talking? While without talking? 4. Hula Hoop Pass - Groups holding hands while passing a hula hoop around the circle. 5. Helium Hula Hoop - Try to get the hula hoop down as a group only using your fingers 6. Magic Carpet - Class is on a mat and they have to turn the mat over without touching the ground.</p>	<p>Unit Objective Covered: As a result of this unit the students will be able demonstrate proper sportsmanship throughout the challenges presented in class.</p> <p>Activities Warm-Up Baton Pass Relay - Passing off a baton in groups of 3</p> <p>Oakland Beach Challenge 7. Partner Tag - Tag game only tagging your partner 8. Blob Tag - Tag game where as the blobs tag other students they become part of the blob 9. Minefield - Work through a course with cones with a partner who is blindfolded 10. Missile Silo - Move across the gym or field while avoiding mines and incoming missiles from the sideline while helping your partner who is blindfolded.</p>

Task 3- Assessment Plan

For the first objective which has to do with using different types of communication I gave a pre quiz. One of the questions had to do with naming the two different types of communication. I got a variety of answers from students and only three students answered the question completely. However, students hovered around the answer, giving answers like talking, quiet, whispering etc. When designing the lessons around this objective I made sure that I had activities that used just verbal or non-verbal communication along with activities that used both at the same time.

For the second objective, which has to do with keeping self-control, I observed how the students reacted with one another. Watching how the students reacted was fascinating because the cliques that have been formed at such a young age were surprising. There were girls that were holding hands and that would not separate. There were boys who argued about everything and each one of them wanted to play a different sport that day in class. At the end of activities, those same boys were sore losers and taunted classmates when they completed challenges first. The way teach this unit is going to change because in the future I am going to use more full class challenges instead of smaller group challenges. This will help the students achieve this objective because it takes the opportunity for the boys to brag.

not clear

The third unit objective has to do with how the well the students use sportsmanship during challenges. The pre assessment used was a check sheet that the teacher used when he saw the students using poor sportsmanship. The class as a whole did not do well on this

assessment, but there were individuals who got no checks. Those students were the ones who were not really into the activities anyway. The students were really into the activities, but were going about it the wrong way. The lessons will be centered around those students and trying to get them to complete these challenges the right way.

Visual Organizer

Unit Objective	Assessments	Justification for Assessment Methods	Adaptations
Objective 1: As a result of this unit the students will be	Pre Assessment - Pre Quiz	Giving a pre-quiz has been chosen for the pre-assessment. This	I gave the quiz orally to the students with IEP's and wrote down

<p>able to demonstrate knowledge of the two types of communication verbal and non verbal that you can use to complete challenges.</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> - Class activities using both forms of communication with a check sheet <p>Post Assessment</p> <ul style="list-style-type: none"> - Short Answer Post Quiz 	<p>quiz had a couple different questions on it, which had to do with the two different types of communication. It is a great way to see where the students are in terms of knowing the different types of communication. The students might already know the two types of communication and if so then the impact of this unit would be minimized greatly.</p> <p>Observation while doing different class challenges throughout the unit will check whether or not the students are using correct verbal communication or if they are giving correct hand signals to students that might be farther away.</p> <p>The same test will be given for a post test that was given for the</p>	<p>the answers that they gave me.</p> <p>During activities that required silence the teacher was more lenient on some of the students who knew might be a little confused.</p>
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		pre test. This will show if the students learned anything or if it was information, they already knew.	
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Unit Objective	Assessments	Justification	Adaptations
<p>Objective 2:</p> <p>As a result of this unit students will be able to show self control during challenges by practicing taking turns with their teammates and listening to the teacher.</p>	<p>Pre Assessment</p> <ul style="list-style-type: none"> - Observation <p>Formal Assessment</p> <ul style="list-style-type: none"> - Observation and penalties <p>Post Assessment</p> <ul style="list-style-type: none"> - Oakland Beach Cooperative Games Challenge Board 	<p>Observation was chosen to get a baseline of where the students were at in terms of listening and self control. The first week of the unit there was a lot of different challenges ranging from easy to hard. The teacher observed how the class reacted and made up the challenge board rules, which would start the next week.</p> <p>Throughout the next two weeks, the class will be doing challenges and crossing them off. If the teacher sees students not paying attention or getting out of control with their mouths then he will sit down unit it is</p>	<p>The teacher would not assess a penalty to some teams if they had the right idea but were not quite accomplishing the challenge following all of the rules. As long as they knew the process I was ok with that.</p> <p>The teacher would give bonus challenges to larger classes that worked on self-control.</p>

		<p>quite. This leads to the class not getting to all of the challenges that week.</p> <p>The teacher organized an Oakland Beach Cooperative Games challenge for the school. As the class finished challenges they would color in the corresponding challenge on the board. The class's goal was to reach 9 total challenges as a class. The class as a whole is judged as well as individuals. When the teacher had to sit down he noted in his head what caused him to sit and at the end of class checked off the student's name. If the student receives two checks in a class then the grade is reduced.</p>	
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Unit Objectives	Assessments	Justifications	Adaptations
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<p>Objective 3: As a result of this unit the students will be able to demonstrate proper sportsmanship throughout the challenges presented in class.</p>	<p>Pre Assessment Sportsmanship Check Sheet</p> <p>Formal Assessment Questioning after challenges</p> <p>Post Assessment Sportsmanship check sheet</p>	<p>A check sheet was made to gauge how well the students used sportsmanship during different types of activities. The teacher will look for students who don't take losing or winning graciously, who try to cheat or tattle tale on other students.</p> <p>Questioning after each challenge about how the group interacted during the challenge was chosen as the formative assessment type. This allows the teacher to gauge as challenges are going on whether or not the students understand the importance of sportsmanship.</p> <p>To assess how well the students used sportsmanship the teacher will use a checklist. Every time a student uses poor sportsmanship, the teacher will check it off. This will work</p>	<p>The teacher called on students who weren't raising their hands so no student was left silent. This assured every student answered one question by the end of class</p>
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		great because the students actually have to show what good sportsmanship instead of just giving a definition, which they all already know.	
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Narrative/Rationale

Objective One

The pre quiz is appropriate for gauging where the students are in terms of knowing other types of communication. Answering the two questions on that quiz will show the teacher what the students already know and what he or she has to cover during the unit. This assessment will help me understand the student learning because the answers that they give me will be what they already knows. The next step in the unit will be for them to physically demonstrate that they understand what they put on the quiz.

Using observation and a check sheet throughout the unit is a completely appropriate method for gauging how the students progress towards completion of this objective. Collecting this evidence is crucial because I can look at the check sheet which I mark on when I see students correctly using both forms of communication and I can see who does both and who relies heavily on the other. This will help me understand student learning because as the unit goes on I should see more and more students getting checks for their daily communication.

Giving the same quiz that was given at the start of the unit is the best way to gauge the impact the unit made on the students. When I give the post test and I grade it I will compare the students who answered the two questions relating to communication wrong on the pre quiz and see if they answered it correctly on the post quiz. This summative assessment will show how the students learned throughout unit by seeing if their grade went up from the pre-quiz.

Objective Two

Observing at the beginning of the unit how well the students keep control of themselves. The teacher will be looking for outbursts on other teammates, arguing with other teams, students who always follow the rules. If the teacher spots one of those things than it is marked on the sheet with everybody's name on it. This sheet will be referred to by the teacher throughout the unit to see if the students who do not have self control will learn to keep control with other teammates. This assessment will help me understand student learning because at the end of the unit if there is no marks next to the students names than I know they have learned to stay under control during a competitive event.

For a formative assessment throughout the unit to check for development the teacher will continue to observe the students and comment on the behaviors seen on the rubric. During this assessment, however the teacher will start to point out and question the students about their actions when they are doing it. If the teacher has to talk to the students than he will give them a time penalty where no challenges may be completed. This time penalty will inhibit the class from getting to the most challenges possible in the school wide competition.

This will help me understand student learning because when the teacher talks to the students he will be able to see where the student is coming from and therefore knowing how best to help that student move forward.

The final assessment to see if the class and the students kept self-control is the Oakland Beach Cooperative Games Challenge. This assessment is a school wide competition where the classes see how many challenges they can complete in two weeks. The teacher has about 14 challenges for the students to do and whether or not the students get to all of them is up to them. The teacher will sit down and stop class if he sees the following:

- Talking while the teacher is talking
- Arguing with teammates or other classmates
- Pouting
- Not following directions

At the end of the competition depending on the grade level the class has to complete a certain amount of challenges to get an A, B and so on. This helps me understand how the students learned because if the students got to and competed a lot of the challenges than that means they stayed quite listened to directions and had great self-control. If they did not complete many challenges than that means the teacher had to take many breaks and stop the class on numerous occasions, which means the class, did not have great self control or listening skills.

Objective Three

To assess how the students do with sportsmanship the teacher will observe during the first week of the unit and see how well they work in groups and see how courteous they are with one another. The teacher will keep a check sheet and mark off the students who are showing poor sportsmanship. The teacher will be looking for students who do not tattle on students who might not be following the rules, arguing if they lose, bragging if they win, putting other students down if they mess up. On this check sheet there will be a comments box for the teacher to say some things about each check. This is appropriate because if the students have poor sportsmanship than there will be a lot of arguments with each other and a lot of people wanting to sit out because they do not get what they want. This will give the teacher a chance to see who gets along with whom and where the problems could start. This will help me understand student learning because the comments that the teacher writes down will show the teacher what things set different students off and when and the places where the students need the most work.

Questioning after each challenge is appropriate because if the students can say what they did not do well after the challenge than it could be fixed during the next challenge. It is important though to ask the students what they do well so they do not get that down on themselves. Most of the questions will be in the positive form like "You did this good however what could have went better during this activity". Along with after each challenge the teacher will ask questions for understanding after the lesson with the incentive of the students answering the questions correct get to line up first. The questions after each challenge and after the class allow me to see if the students are starting to understand where they need improvement. If they can see it themselves without the

teacher, helping them than that means the behavior is close to getting fixed. Eventually that behavior turns into proper sportsmanship.

The post assessment for this objective is using the same check sheet that was used for the pre test for a posttest. This is appropriate because the teacher is using the same formula used from the first assessment to this assessment. This will allow the teacher to see who has improved and who has not

Scoring Procedure

Objective One

Pre Quiz-

There are four questions short answer questions on this quiz. Each question is going to be worth two points for a total of 4 points. If it is a two part question than each part is worth one point. If an answer is answered partially than, the student will get one point.

4- A 1- D

3- B 0- F

2- C

Observation of Communication Activities

The students will be observed doing different activities that you must use verbal and non-verbal cues. All that the students have to do to meet this objective is to demonstrate one time each type of communication. When the teacher observes a student does each type than he will check it off on the sheet. Once the student receives two checks than they have met the objective.

Post Quiz

There are five questions short answer questions on this quiz. Each question is going to be worth two points for a total of 10 points. If it is a two part question than each part is worth one point. If an answer is answered partially than, the student will get one point.

4- A 1- D

3- B 0- F

2- C

Objective Two

Pre Assessment

Observation of first Weeks Challenges

The teacher will have an outline that explains what he will be looking for from the students.

Attached to that outline he will have a chart for each student in the class. During the first week of the unit, he will be observing the students and how they react with one another. He will be looking for how the students interact with one another and how they react in certain types of situations. If he sees the students act out of control he will note that on the outline and will use that forming the challenges for the next two weeks.

Formative Assessment

Observation with Penalties

Using the same rubric for the next two weeks the teacher will be commenting on how the students interact with each other. The outline will go into detail on what he will be looking for. However, instead of just writing them down he will stop the class and ask the students how the behavior could be changed. If a student gets commented more than two times than he or she will not get credit for that days class.

Post Assessment

Oakland Beach Cooperative Games Challenge

The teacher will make a huge poster board with every teacher in the school on it. The whole school will be competing in seeing who can complete the most challenges as a class. The incentive is that whoever wins gets to pick what they want to do in PE the next week. Another incentive is that this board will be the student's final grade in the cooperative games unit. In

the 6th grade the students had to get over 9 challenges to get an A. 8 challenges is a B and so on. The rules of the challenge are the following

The teacher will sit when there is:

- Talking while the teacher is talking
- Uncontrollable outbursts
- Yelling at teammates
- Not following directions
- Not working as a team

All of those things have to do with self-control. If the teacher has to sit numerous times in a class period than that means the students are not on task and are not in control. This means that they will not get to as many challenges as the classes who stay on task and stay in control of themselves.

Objective Three

Check sheet on sportsmanship

The teacher will be looking during the first week that has proper sportsmanship. IF the students do not show proper sportsmanship than they will get a check next to their name. If

the students get one check than they get a B, 2-3 checks is a C, 4-5 checks is a D and more than that is an F.

Questioning about sportsmanship

The teacher will ask the students after each activity how they feel they did with sportsmanship during that activity. The teacher will call on different students each time. If there was a problem during the activity, the teacher will lead them through and try to get to the root of the problem in the group.

Check sheet on sportsmanship

The teacher will be looking during the last week of competition who has proper sportsmanship. The students will have learned from the questioning from the second week about what is expected during each activity in terms of sportsmanship. IF the students do not show proper sportsmanship than they will get a check next to their name. If the students get one check than they get a B, 2-3 checks is a C, 4-5 checks is a D and more than that is an F.

Task 4- Design for Instruction

For each student to meet the goals and objectives of the unit the lessons objectives distinctly focus on of the goals of the unit. For example in the first lesson, I want the students to realize that there are other ways to communicate with each other that is not talking. Therefore, the objectives of the first lesson are revolved around practicing those skills.

In the class, I will do several different things to facilitate a positive learning environment. Doing a cooperative games unit the facilitator needs to remain positive because there will be times when the students are not succeeding at a challenge. This will cause frustrating and it is too frustrating than the students will not want to do the activity. Before it gets to that point, I will give small hints to move the students along towards completion of the task. These hints will not give the answer away but it will give the groups hopes of being able to solve the problem on their own. I will also remain positive and give a lot of positive feedback even when the students make a mistake and have to start over in a challenge. If the students know they are doing a good job then they will continue to try to move towards completing the challenge. Another thing that I will do is if I do see bad behavior and feel that it is over the top I will have to ask that student to sit down. If one student is trying to ruin it for the others in the class than I have to take that person out and have a talk with him about what it means to be a teammate.

✓

Having the school wide competition is self-motivating for the students. At lunch, they will be looking at the standings and asking who is winning the challenge. They want their class to get to as many challenges as possible, which means that they will stay on task during the class.

As far as using technology use during the unit, I will use an IPOD to motivate the students.

Using popular music that the students like will energize the students and will give them a bounce in their step. If they are on task during the class, I can ask them if there are any songs that they would like to be added to the playlist that they can hear during the next class.

Another way that I will use technology is to show them a video clip from YouTube of other classes doing a great job doing cooperative games. Showing this video clip will show the students how other children their age perform while doing a similar type of unit. Showing this clip also enhances motivation because the class will want to do a better job at these activities than the class in the clip.

Task 5- Instructional Decision Making

Part 1

During the first lesson of the unit, I had ~~radioactive~~ ^{radioactive} river set up a certain way for this class where all of the poly spots were put on the floor to start. The rules to this activity were different and it was very hard for me to enforce all of the rules. The students did not really react well to this first activity. They did not work together and just ran across the river. The problem with this is that the instructions were that if a poly spot was used than it cannot be unoccupied. Therefore, instead of struggling through explaining this, I modified the river. I put the class behind two cones and gave the group the poly spots to put on the floor. The amount of poly spots given was one more than how many members were in the group. This made it easier for the students to understand and it almost forced the students to work as a team to get across the river. The modified task was easy when they had one more poly spot when they succeeded getting across the river, on the way back home I took away one poly spot. This forced the students to share poly spots and be comfortable with each other. I thought that these revisions to radioactive river helped move the students toward completing objective one because other students were communicating both verbal and non verbally not to throw the poly spots to far away because some of the students could not jump as far as others. Hand gestures were used to show the first person how far the poly spots should be apart. I know that these changes made an effect on the students because the students finished the activity and they wanted to continue to do it. They even made the suggestion to do it without using verbal communication.

Part 2

Another revision that I made during the lesson was with the magic carpet activity. I had already planned to do that activity 3rd during the lesson. However, after seeing how the students were doing the first few activities, I thought that they were not ready and would not meet the objective of the class. The students were starting to lose their patience after doing easy activities such as crown jewel and roll playing. If I had continued with this activity, I think that they would have lost their self-control for the rest of the class which would mean they would not meet the learning goals or objectives. ✓

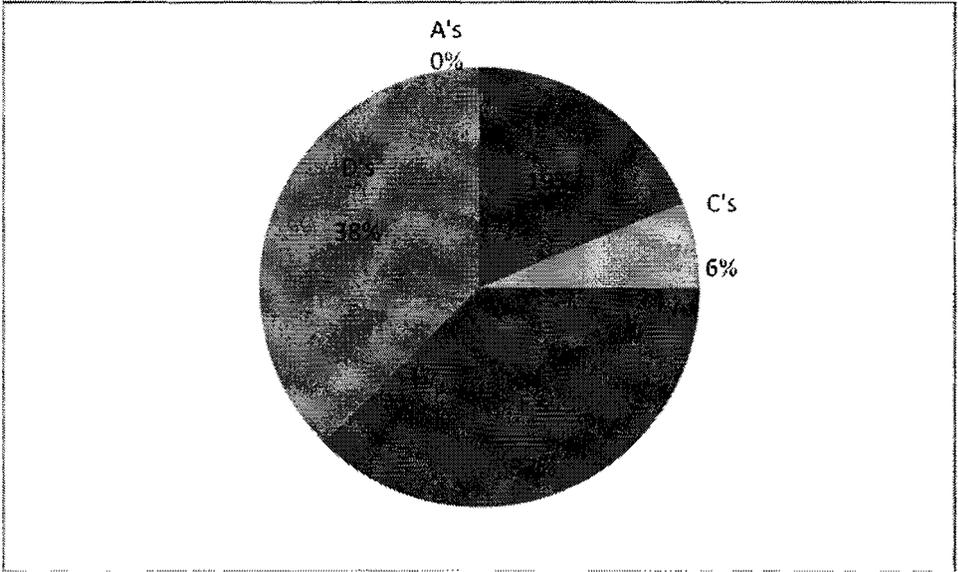
I think that magic carpet ended up being the more difficult activity for the students than I had anticipated. After I changed it I just moved that activity last and moved the other activities up one spot. I think that this worked better for the students because it was a better flow and progression for them and the other activities built up to the climactic finish of the magic carpet.

Task 6- Analysis of Student Learning

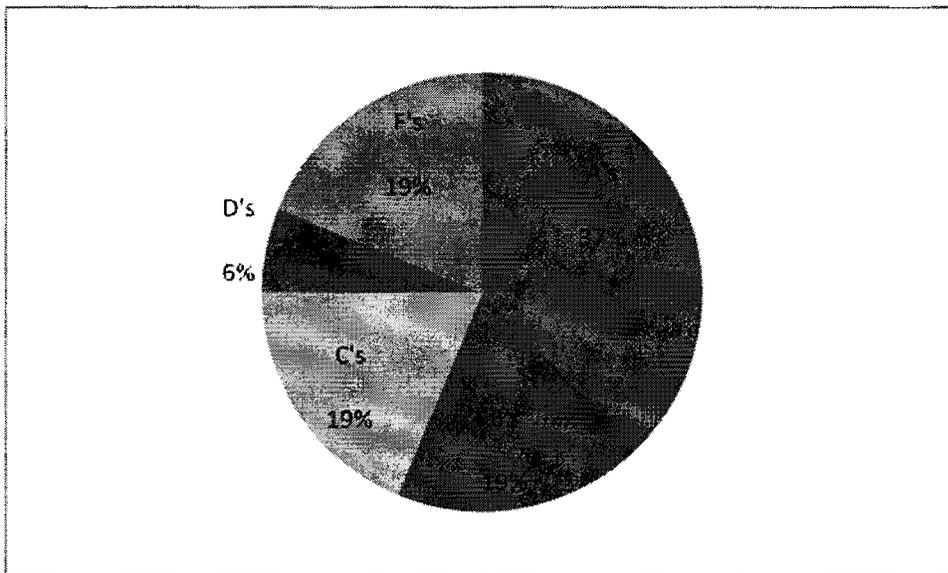
Objective 1- Pre-Post/Post-Test

Whole Class

Pre-Test



Post Test

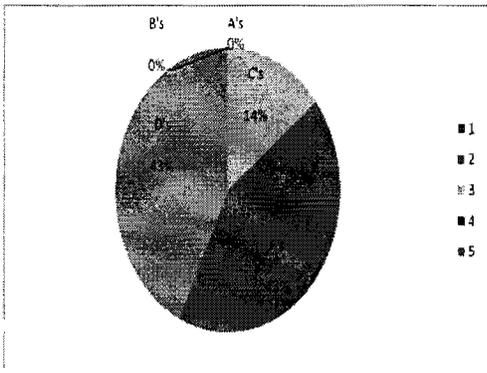


Interpretation

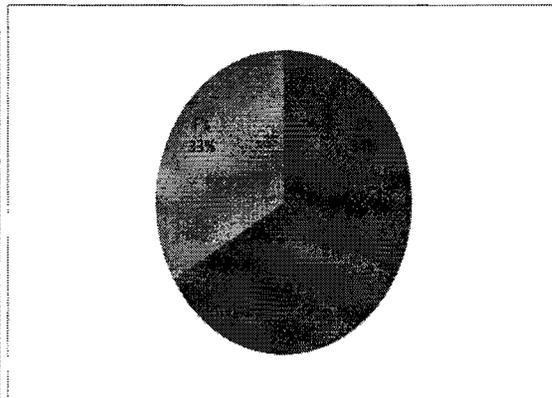
I was a little scared after grading the pre-test about the expectations that I had for this unit. But after reading the final test I think that the students understand the two different types of communication and that communication is a major part of working together as a team. It shows me that the activities that I did and the debriefing questions that I used were successful in leading the students toward meeting this objective in being able to demonstrate two different types of communication.

Subgroups- Male/Female

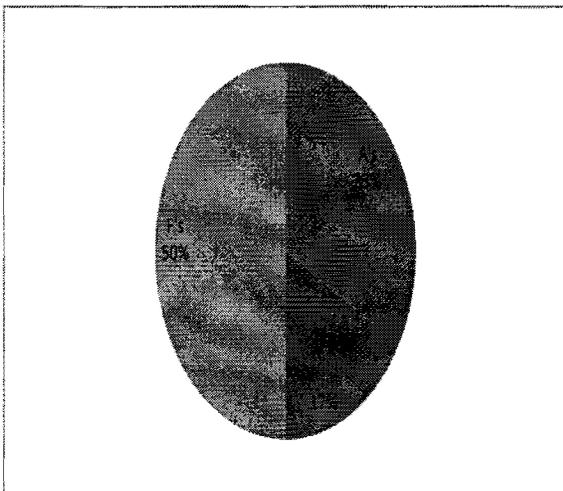
Male/Pre



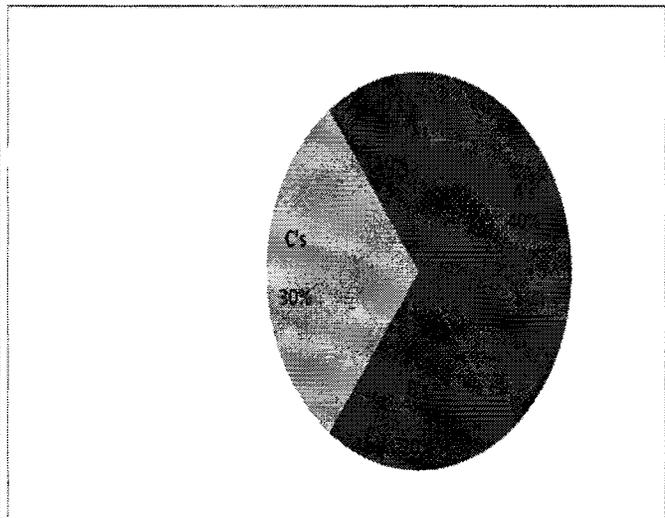
Female/Pre



Male/Post



Female/Post



Interpretation

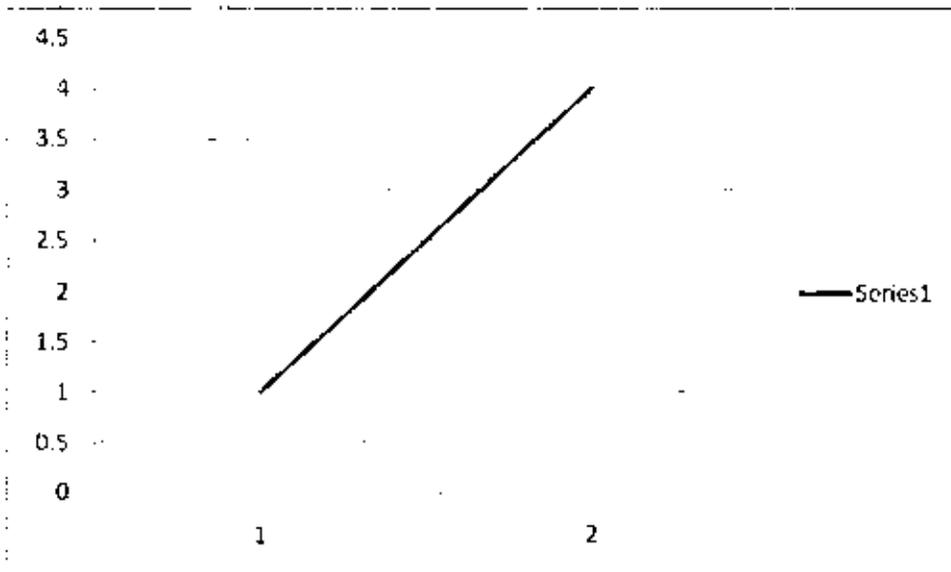
I chose gender again because when I handed out the quizzes I knew there was going to be a huge disparity in the final draft. The girls wanted to do it, while the boys did not want to do it at all. I had boys who did not care and put down things that were unrelated to the content. That is sad because I did see growth in them demonstrating it to me but cognitively they did not prove it to me.

Overall, I was a little disappointed when I saw how the boys did on the test. I just think that they did not care about it and did not try their hardest. As I said earlier I was getting fake answers, joke answers and some did not put their name on the paper, which hurt the scores as well. I think that this shows that the girls made the most improvement in the unit and I do not think it was even close.

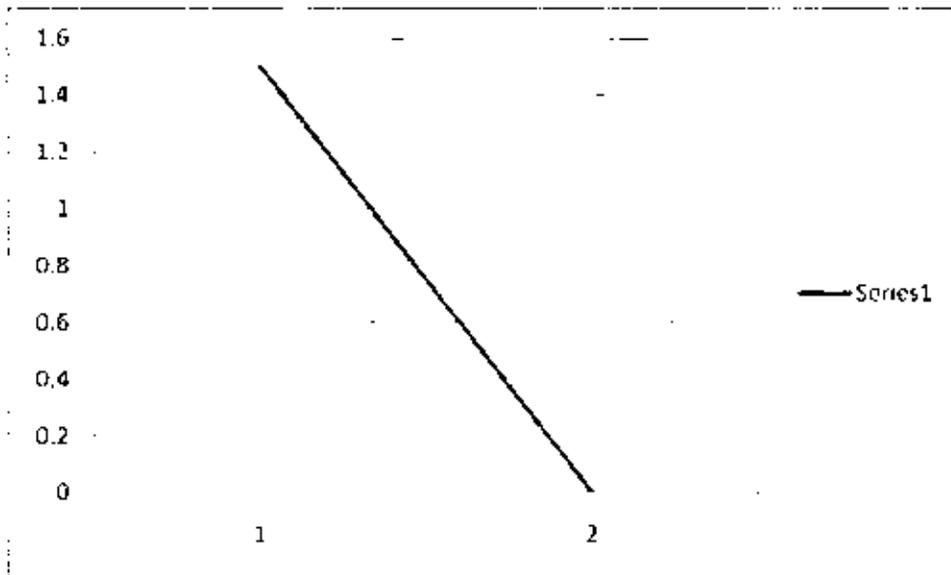
- More needed
- sketchy "interpretation"

Individual

Student 9



Student 15



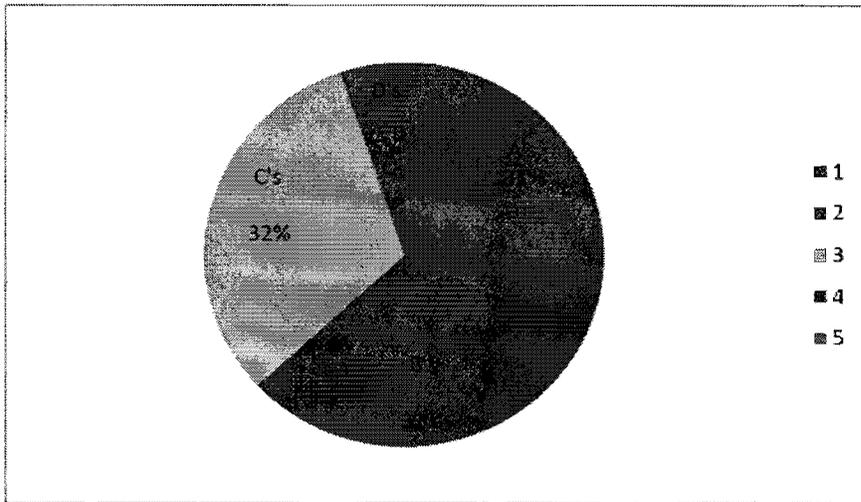
Interpretation

These two points are the differences in these two scores from the pre test to the post test. One student went from a D to a perfect score where the other student went from a D to an F. Student 15 was one student who gave joke answers and did not really pay attention to the unit. I think that I could have done a better job teaching the objective to him in a different way. Possibly working him more individually or asking him a challenge that he might want to do. When I passed out the quiz he was not happy about having to write in Physical Education and he made it known so. The other student I saw massive improvements in the challenge. This student was silent in the first week and by the end she was raising her hand wanting to be blindfolded and using different forms of communication while demonstrating. The grade on the quiz signifies the growth that she made in the three week unit.

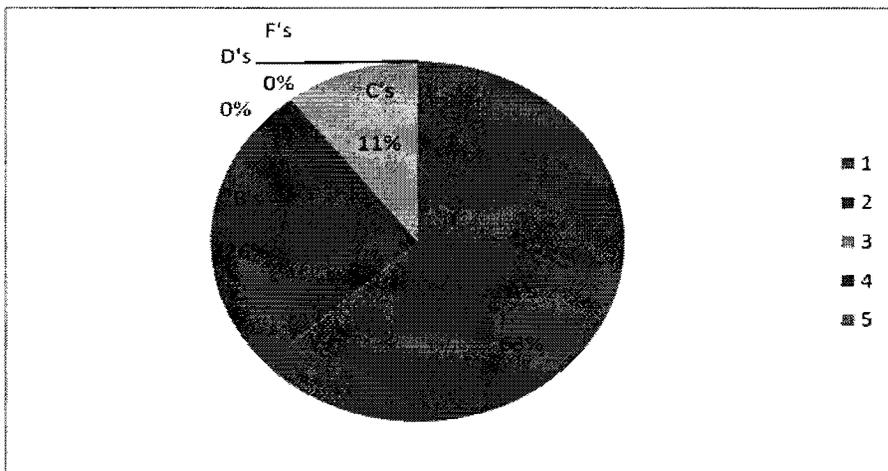
Objective 2- Sportsmanship Assessment Checklist

Whole Class

Pre Assessment



Post Assessment



Interpretation

I think that these charts tell you that the students improved from week one to week three in terms of sportsmanship. In the third week, I saw a lot less of students arguing about

what to do and some students were even stepping back and allowing other students to lead. ✓

Other changes that I saw, as a class was the overall class chemistry. In week three during the blindfold activities there were students cheering for other students moving through the ✓

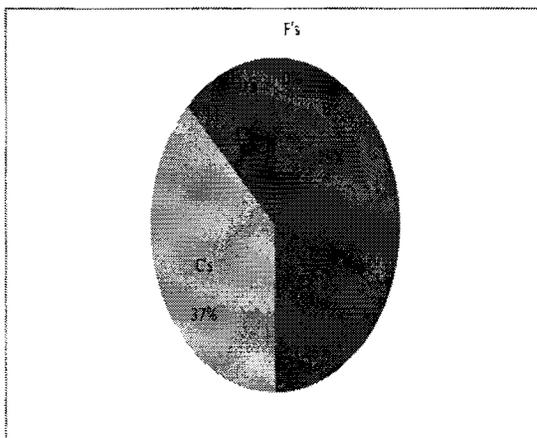
minefield. Where in week one the students were competing more especially in radioactive ✓

river trying to finish first. In the third week the students did not seem to care where they finished as long as they finished. ✓

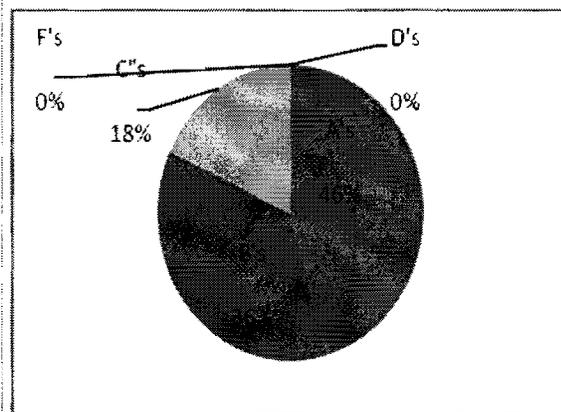
Subgroups- Male vs. Female

Pre Assessment

Males



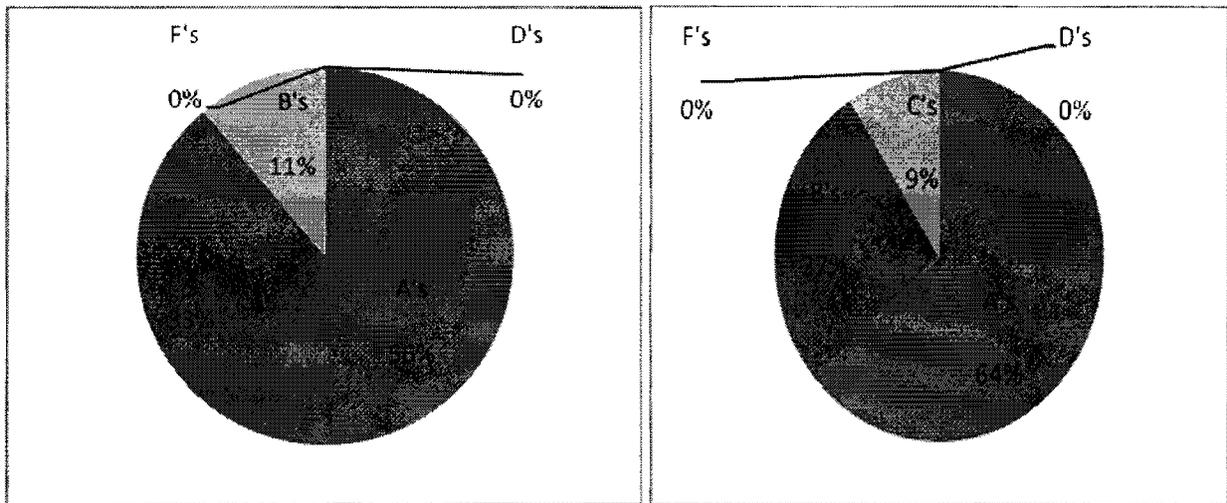
Females



Post Assessment

Males

Females



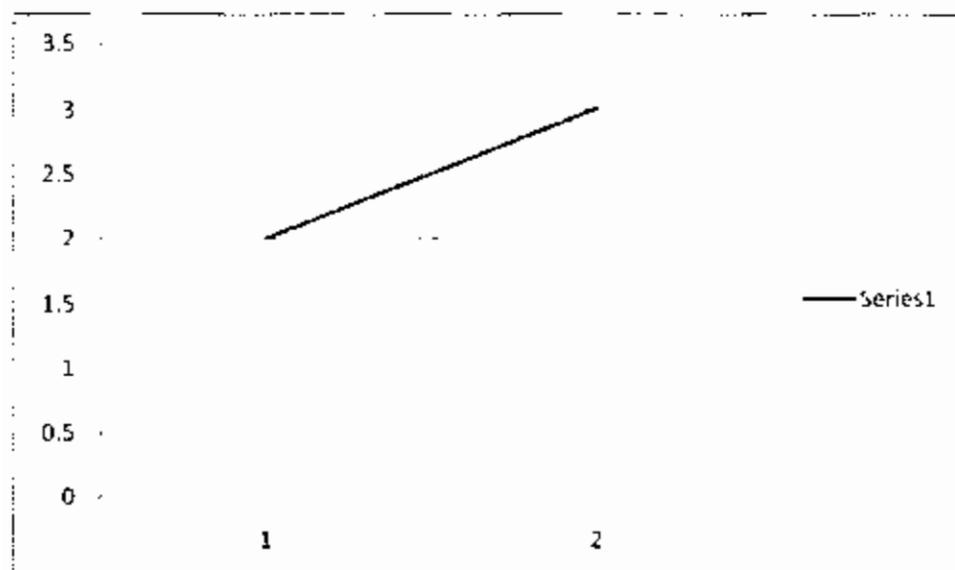
Interpretation/Rationale

I chose this subgroup because throughout the unit I was intrigued by how the boys and the girls in the class were getting along. For the most part the girls were chatty and did the activities while the boys wanted to win and would do anything to win. Therefore, I wanted to compare this data between the two groups.

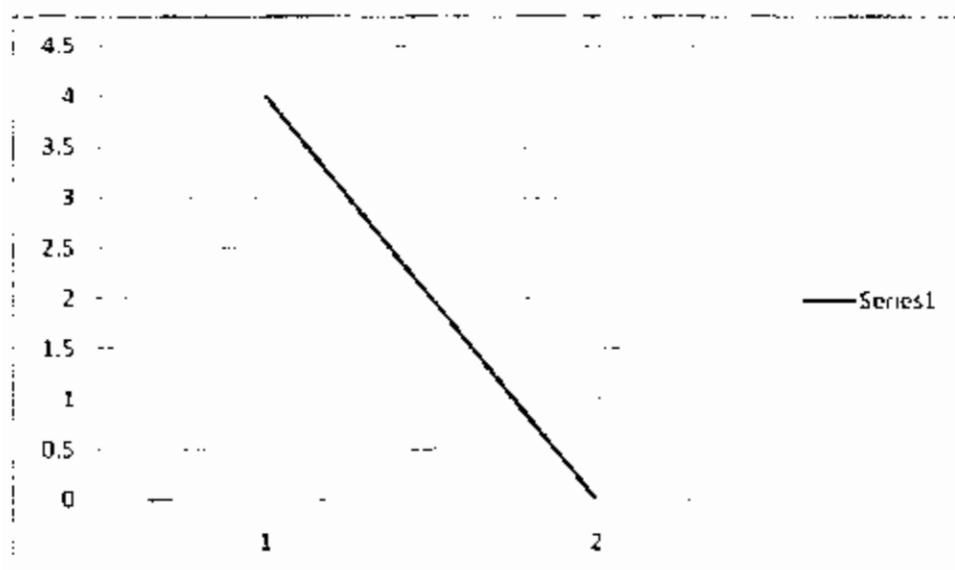
I think that these charts are accurate to how the class behaved. It seemed as though when there were outbursts it was more on the boys side than the girls side. I think that this is because girls tend to mature faster than boys and for the most part tend to be less competitive. There was an incident in the class where a girl who had no checks in the pre assessment but something happened in the post that set her off which is the reason why she went up. But everyone else who had no problems in the first place didn't have a problem on the post assessment.

Individuals

Student 17



Student 4



Interpretation

During the post assessment I saw a major change in student 4's attitude. In the first class he was always arguing wanting to go first and would not participate if he did not go first. He easily could have gotten hecked off more than 4 times. Along with that he whined when he didn't win and he bragged when he won. All of that changed in the post assessment. He was cheering students on during the blindfold activity. He was not running with the blindfold and he was following directions.

As far as student 17 there was an incident in the class that I believe made her go up in ' checks from the pre test. She did not handle a situation well where something happened earlier in the day and it kind of boiled over in PE class. She did not want to be on someones team and would not participate if they were not seperated. I think that if there was another assessemnt she would have gone went down in terms of checks. I know this because after the class I had a word with her and asked her what was going on and she explained the situation to me. She even answered questions about what sportsmanship is. So I know that she learned what sportsmanship is now she just has to demonstrate it.

Part Two

I think the objective that the students were best able to meet was the first one where the students had to demonstrate the two different types of communication. I think ~~that one~~ reason for this is that most of the students understood the concept of communication because they do it every day. In this unit it is taking that communication that they do every day and putting it to use to helping other people. Another reason why I think that is so is because non-

verbal communication once you start to use it is pretty easy to grasp and it almost becomes just as easy to communicate with one another, as it is when you talk.

I also feel that this objective supported student engagement. It is self-explanatory because with each challenge no matter whether you use words or not the students had to be engaged in order to complete the activity. If the students were not practicing communication skills with each other and were just sitting like lumps on a log then the class would not have succeeded. I also feel that this is where the students learned the most. On question one of the quizzes I was getting broad answers on question two before the unit. After the unit 13 out of 16 students answered the exact answer I was looking for which was verbal and non verbal

I feel that objective three, which has to do with sportsmanship presented the most problems. I feel this way because at that age it is all about winning and coming in first place. If you the teacher do not keep score, you can assume that other students in the class are keeping score. This unit was no different and during every challenge there, were students competing and taking shortcuts to try to finish first. In one activity at the end of it, I had groups yelling at me their scores and how they came in first. I pulled a fast on them however, added up all of the teams score, and only focused on how many the class got. Another reason I think this presented problems was that in many cases students do not know better. People allow that type of behavior to go on all of the time and chalk it up as kids being kids. Last time I checked bragging about winning and crying when you lose and yelling at teammates for messing up is not the right way to go about things. Therefore, this unit was the first time

sportsmanship was brought to the forefront. It was a struggle and some students did improve greatly but I would say the vast majority stayed the same or had slight improvement. I do not think that any of these tasks could have been discarded. Just because something was a problem and was, difficult does not mean it was a failure. I feel that the students were introduced to something new and in the future they will benefit from having experience in this topic now.

I think that looking back that I could do a couple of things differently. One thing that I could do differently was assessing the sportsmanship objective better. I feel that along with my checklist that each student could fill out a journal in the last two minutes about how they did in physical education that day. I feel that this would benefit learning because the teacher would be able to read these and see exactly where the students are at in terms of grasping the concept of teamwork and sportsmanship. Another thing that could be done differently was include more silent activities to work on non-verbal communication. I think that they got a lot of practice as it is with that with the group up activities and blindfold activities and other but adding in some more icebreaker activities would have benefited the students greatly. I feel this way because the students did not get as much progression as I would have liked and I think that doing more icebreaker activities would have brought the class together a little more and we could have done some more difficult activities.

good idea

how?

okay



Task 7- Candidate Reflection

①
The first incident that I want to talk about while I was student teaching was a singular incident when we were outside and while I was helping another student with a skill, another student was punched in the face. It just so happens that I did not see the incident happen, because I was helping another student. This affected my student teaching experience because I felt bad when I had to report the incident to the principle I had to say I did not see it and that was embarrassing because a teacher should always know what is going on in the class. I talked with Mr. Desimone about it and he said that you cannot see everything and he didn't see anything either because he was watching how I was instructing the student in the skill. It also affected my student teaching because I thought that I did a fairly good job in knowing my surroundings and realizing what is going on in the class but this event kind of put things into perspective in terms of you can never get to comfortable with yourself in the classroom. ✓

②
To improve in this department I can work on not getting so comfortable with the class to the point where I think that nothing bad will happen. Another thing that I can do is work on positioning of my body in the classroom in relation to the other students. This can also be helped with my planning and putting the stations in the correct spots and have spots pre planned for me to help students in. This will allow me to help students with a skill while still ✓

Ouch!

Important? →

yes

being able to see what is going on in the classroom at the time. I can learn different ways to set up stations by attending some conferences about classroom management techniques in the gymnasium and outside in the field.

The second incident actually happened many times and it was not something wrong, but it just made me feel bad. When I try to discipline the children especially the younger ones I think my tone is too harsh. I went into this placement with the understanding of having the children listen and act like little angels. However, that is not the case and I soon found this out. When a student was not listening or did not understand the activity even after multiple demonstrations I got real frustrated and it showed in the way I dealt with it. I got real angry because to me some of the things that the students did not understand just seemed so simple. For example, I did a kickball game with two bases for a warm-up. All the batting team had to do was run to one base and run back home. This concept was too difficult for first graders to understand. They kept kicking the ball and standing still even after three demonstrations and explanations. Situations like that happened repeatedly, which made me question myself. I think to myself after the fact was that real difficult and how can I make an activity easier for them. I look at that and say "wow it really can't get any more straightforward than that".

In the future in order to handle situations like that in a better way I think I can work on smiling more and work on the tone of the voice when I explain things. I think that sometimes my tone gets a little harsh and intimidating and the students tune out because they do not want to listen to what this mean physical education teacher has to say. However, they may be

more willing to listen to a teacher who talks down to their level and understands where they might be confused.

Lombardo, Bennett

From: sgracia@ric.edu
Sent: Monday, May 17, 2010 3:30 PM
To: Lombardo, Bennett
Subject: Completed TCWS Rubric Score Form

Below please find your completed TCWS Rubric Scores form:
TCWS Rubric Scores

Username: AnonymousRespondent
Numeric Response ID: 6813
Response GUID: efb25a32-9359-42f8-bbcf-70680a5eeb31
Survey Start Date: Monday, May 17, 2010 2:48:58 PM Survey Completed Date: Monday, May 17, 2010 3:29:56 PM

Page 1

Student Teacher Candidate First Name

Student Teacher Candidate Last Name

Student Teacher Candidate EMPLID

Teacher Preparation Program
Physical Education

Semester
Spring

College Supervisor First Name
Bennett

College Supervisor Last Name
Lombardo

Cooperating Teacher First Name
James

Cooperating Teacher Last Name
DeSimone

District If your district does not appear on the list, select "Other" and write in the name of the district beside it.

Warwick

School
Oakland Beach Elementary

Date
05/17/2010

Page 2

Contextual Factors

Knowledge of District, Community, School and Classroom Factors (RIPTS 1)
Rubric Score -- 5

Knowledge of Characteristics of Class Members (RIPTS 4)
Rubric Score -- 6

Knowledge of Students' Skills and Prior Learning (RIPTS 3)
Rubric Score -- 5

Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)
Rubric Score -- 5

Implications for Instructional Planning and Assessment (RIPTS 4)
Rubric Score -- 5

Organization, readability, spelling, and grammar (RIPTS 8)
Rubric Score -- 5

Average Score on Contextual Factors

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

5.20

Total Score on Contextual Factors

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 6.00 to 36.00.

31.00

Page 3

Learning Goals and Unit Objectives

Learning Goals (RIPTS 2)

Rubric Score -- 5

Alignment with National, State or Local Standards (RIPTS 2)

Rubric Score -- 5

Classification of Unit Objectives (RIPTS 5)

Rubric Score -- 4

Clarity (RIPTS 8)

Rubric Score -- 4

Appropriateness for Students (RIPTS 3)

Rubric Score -- 5

Rationale / Purpose (RIPTS 4)

Rubric Score -- 4

Organization, readability, spelling, and grammar (RIPTS 8)

Rubric Score -- 4

Average Score on Learning Goals and Unit Objectives

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

4.42

Total Score on Learning Goals and Unit Objectives

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 7.00 to 42.00.

31.00

Page 4

Assessment Plan

Visual Organizer Format (RIPTS 9)

Rubric Score -- 4

Multiple Forms of Assessment (RIPTS 9)

Rubric Score -- 5

Alignment of Unit Objectives and Assessments (RIPTS 9)

Rubric Score -- 5

Justification for Assessment Methods (RIPTS 9)

Rubric Score -- 5

Adaptations Based on the Individual Needs of Students (RIPTS 4)

Rubric Score -- 5

Rationale (RIPTS 9)

Rubric Score -- 4

Scoring Procedures (RIPTS 9)

Rubric Score -- 5

Organization, readability, spelling, and grammar (RIPTS 8)
Rubric Score -- 4

Average Score on the Assessment Plan

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

4.62

Total Score on the Assessment Plan

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 8.00 to 48.00.

37.00

Page 5

Design for Instruction

Use of Pre-Assessment Data (RIPTS 8)

Rubric Score -- 5

Unit Visual Organizer (RIPTS 2)

Rubric Score -- 4

Lesson Plans (RIPTS 2)

Rubric Score -- 4

Alignment with Learning Goals and Unit Objectives (RIPTS 2)

Rubric Score -- 5

Classroom Climate (RIPTS 6)

Rubric Score -- 4

Use of Technology (RIPTS 2)

Rubric Score -- 4

Organization, readability, spelling, and grammar (RIPTS 8)

Rubric Score -- 4

Average Score on Design for Instruction

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

4.28

Total Score on Design for Instruction

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 7.00 to 42.00.

30.00

Page 6

Instructional Decision-Making

Rethinking Your Plans for a Group of Students (RIPTS 3)

Rubric Score -- 5

Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)

Rubric Score -- 5

Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)

Rubric Score -- 5

Rethinking Your Plans for an Individual Student (RIPTS 3)

Rubric Score -- 5

Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)

Rubric Score -- 4

Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)

Rubric Score -- 4

Organization, readability, spelling, and grammar (RIPTS 8)

Rubric Score -- 4

Average Score on Instructional Decision-Making

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

4.57

Total Score on Instructional Decision-Making

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 7.00 to 42.00.

32.00

Page 7

Analysis of Student Learning

Alignment with Selected Unit Objectives (RIPTS 9)

Rubric Score -- 5

Clarity and Accuracy of Presentation of Graphs (RIPTS 9)

Rubric Score -- 4

Interpretation of Data (RIPTS 9)

Rubric Score -- 5

Evidence of Impact on Student Learning (RIPTS 9)

Rubric Score -- 5

Insights on Effective Instruction and Assessment (RIPTS 10)

Rubric Score -- 5

Self Evaluation and Implications for Future Teaching (RIPTS 10)
Rubric Score -- 4

Organization, readability, spelling, and grammar (RIPTS 8)
Rubric Score -- 4

Average Score on Analysis of Student Learning

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

4.55

Total Score on Analysis of Student Learning

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 7.00 to 42.00.

32.00

Page 8

Candidate Reflection on Student Teaching Experience

Description of Incidents (RIPTS 10)

Rubric Score -- 5

Description of Effect on Student Teaching Experience (RIPTS 10)

Rubric Score -- 5

Description of Self Learning (RIPTS 10)

Rubric Score -- 5

Plans for Professional Development (RIPTS 10)

Rubric Score -- 5

Organization, readability, spelling, and grammar (RIPTS 8)

Rubric Score -- 4

Average Score on Candidate Reflection on Student Teaching Experience

Please enter the average score as a decimal (e.g., 4.00, 3.23, etc.). Average scores may range from 1.00 to 6.00.

4.80

Total Score on Candidate Reflection on Student Teaching Experience

Please enter the Total Score as a decimal (e.g., 24.00, 36.00, etc.). Total scores may range from 5.00 to 30.00.

24.00

Page 9

Indicate your final evaluation for the candidate's TCWS:

Pass: Acceptable (Total score of 141-234 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

Please Enter Your Email Address Once you have completed this form, a copy of your responses will automatically be sent to you at this email address.

blombardo@ric.edu