

Section IV: Evidence for Meeting Assessment 8
Professional Points
Demonstration of Professional Commitment
Fall 2010

1. Description of the Assessment

- a. This assessment provides a record of how Teacher Candidates (TC) demonstrate a professional commitment to their chosen field. TC must acquire at least sixteen “Professional Points” prior to submitting their Preparing to Teach Portfolio before student teaching. Points are accumulated for educational activities that are unpaid and not a requirement for coursework. TC must earn points from at least four of six areas. Areas include: 1. Membership in state, district, and/or national professional Physical Education organizations, Officer in the Physical Education Majors Club, or Active membership in the Physical Education Majors Club; 2. Attendance at state, district, and/or national professional Physical Education conferences or participation in state, district, and/or national professional Physical Education conferences; 3. Attendance at professional Physical education workshops and/or presentations; 4. Service/Volunteer Work; 5. Teacher assistant in Physical Education classes with department faculty; 6. Other unique professional opportunities. Typically candidates will receive one point per educational activity, unless it is for an extended period of time. The TC must consult with their advisor to have a point approved and verified. Advisors sign the official form authenticating the completion of this program requirement.

The Professional Points requirement provides support to student growth in the field of physical education because TC acquire valuable insight into the profession through their contact with future colleagues in the field, children in schools and agencies in the community. This program requirement helps TC to expand and extend their knowledge base, which will add confidence in teaching a vast and appropriate curriculum; ultimately benefitting their future students.

Throughout the program, TC make decisions about and plan for their own professional development. They not only attend workshops, they seek extraordinary opportunities to add to their current knowledge base, network with practitioners in the field, volunteer in schools with unique and/or exceptional programs and attend or participate in professional conferences. By requiring them to accumulate points in four of the six areas, teacher candidates have the opportunity to experience a wide variety of professional development specific to their interests to enhance strengths and improve on weaknesses. The department faculty regularly provides professional development options for majors and they announce in classes possible appropriate college wide programs that would count as a point.

- b. Alignment with the NASPE Standards:

- NASPE 6.2: TC enhance collaboration while seeking out and participating in activities that lead to professional growth and development.

- c. Brief Analysis of the Data Findings: A total of 83% (5) of the TC earned Exceeds or Target status in the acquisition of Professional Development Points. Four of the six TC scored in the Exceeds category. As is evident from the scores collected, TC achieved the most professional points from Area 6: Other (Mean = 4.3) indicating that the TC are initiating unique opportunities that are of interest to them (e.g. coaching, officer in youth organizations, running a special event) instead of common or easily accessible experiences. TC also achieved points from Area 3: Attendance/Participation at Presentations (Mean = 4.0); Area 1: Membership (Mean = 3.2) and Area 4: Service/Volunteer Work (Mean = 3.0). The TC achieved the least number of professional points from Area 5: Teacher Assistant (Mean = .3) where TC may be asked by faculty members to share their expertise with classmates (e.g. guest lecturer in a program course or teacher assistant for the semester) and Area 2: Attendance/Participation at Conferences (Mean = 1.0).
- d. Evidence of Meeting the Standards: The data provides evidence that the majority of TC are successfully passing the requirement, making them proficient in NASPE Standard 6: Professionalism. The faculty determined TC are beginning to embrace the challenge to acquire more than the required points and are doing so at a higher level of participation. In the past, the department just made sure that candidates had 16 points in a variety of areas. As a result of self-study, the department noticed that all TC were fulfilling this requirement, however many elected to participate in a passive versus active way (e.g. attending workshops on campus or becoming members of organizations). TC are now expected to take an active role in their professional development while in the Physical Education program. The faculty recognizes the need to continue to monitor this requirement to be sure there is balance in the type of points TC may use to gain professional development. The faculty make certain the TC do not accumulate most of their points in one area by requiring points in multiple areas and helping the TC balance their points across most areas. They also recommend presenting, organizing or developing over just attending events and encourage initiative in finding very meaningful and relevant professional development opportunities off campus. TC are taking a more active role because they are more aware of the benefits when they graduate. The professional development they gain from this requirement could set them apart from other TC not only from Rhode Island College, but other institutions as well.

2. Assessment Documentation

e. Assessment Tool:

Purpose: Strong teachers are committed to expanding and extending their knowledge base in their content area through a variety of professional development opportunities. This physical education program requirement requires you to seek out experiences that will help you grow as a professional by attending and participating in conferences, taking leadership roles, helping with research and volunteering in schools or agencies. This requirement will allow you to meet and work with professionals in the field, hear about new ideas and become more confident in areas of weakness.

Process: Physical education majors must accumulate sixteen professional points prior to submitting their Preparing to Teach Portfolio (a requirement for student teaching). You must acquire points from at least four of the six areas: 1. Membership in state, district, and/or national professional Physical Education organizations, Officer in the Physical Education Majors Club, or Active membership in the Physical Education Majors Club; 2. Attendance at state, district, and/or national professional Physical Education conferences or participation in state, district, and/or national professional Physical Education conferences; 3. Attendance at professional Physical education workshops and/or presentations; 4. Service/Volunteer Work; 5. Teacher assistant in Physical Education classes with department faculty; 6. Other unique professional opportunities. It is expected that your active opportunities (self-initiated off campus and those where you are taking a leadership role) outnumber your passive opportunities (e.g. attending a workshop, listening to a lecture).

The Professional Points Form can be found on the Health and Physical Education Department's website within the "Read and Heed" document. Your advisor will keep a record of your completed points in your advisee file. You should regularly talk with your advisor about your ideas for professional development. Each point must be approved by your advisor. Each semester, during your required advising meeting, you should provide your advisor with documentation of the approved activities. If your advisor accepts the point, s/he will sign your Professional Points Form. The sixteen points must be completed prior to student teaching. TC must achieve "Developing" as the minimal level of competence for this assessment. If the TC does not reach the minimal level of competence, s/he must attain additional points to fulfill the Target criteria to have the portfolio accepted and be allowed to student teach.

Product: Below is the Professional Points Form.

**Demonstration of Professional Commitment
in Health Education and/or Physical Education (Revised March, 2008)
Professional Points (NASPE 6.2)**

◀ Prior to enrollment in PED 426 (Student Teaching in Physical Education) or HED 427 (Student Teaching in Health Education) students must have accumulated a minimum of 16 points (Double Majors need 8 PED points and 8 HED points) of voluntary time spent in **professional Health Education and/or Physical Education activities.**

◀ Prior to enrollment in HED 426 (Community Health: Field Placement) students must have accumulated a minimum of 16 points of voluntary time spent in **professional Health Education activities.**

◀ These educational activities ***must not be part*** of any course requirements. All credits for demonstration of professional commitment must be documented and submitted to the student's advisor for approval.

◀ These points must be earned from a **Minimum of Four Different Areas** listed below.

Student Name: _____ **Major:** _____

Area 1:

A) Membership in state, district, and/or national professional Health and/or Physical Education organization(s):
(1 point per organization per year of membership)

AAHPERD (AAHE or NASPE) RIAHPERD ASHA APHA RIPHA SOPHE

<u>Organization</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B) Officer in the Health Education and/or Physical Education Majors Club (2 points each year)

<u>Office Held</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- C) Active membership in the Health Education and/or Physical Education Major Club: attend a minimum of 50% of the meetings and participate in a 50% of the club's activities. (1 point each year)

<u>Activity Verification</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Area 2:

- A) Attendance at the state, district, and/or national professional Health Education and/or Physical Education conference(s). (1 point each year)

<u>Conference Attended</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- B) Participate in state, district, and/or national professional Health Education and/or Physical Education conference(s). (1 or 2 points each time)

<u>Type of Participation</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Area 3:

- A) Attendance at professional Health Education and/or Physical Education workshops and/or presentations. (Examples: Sponsored by RIC, RI Dept. of Health or RI Dept. of Education, URI or Brown 'Sport Fitness' related, American Cancer Society, Women & Infant's Hospital, or as designated by Health and Physical Education faculty)

(1 or 2 points each time; advisors discretion)

<u>Workshop Attended</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Area 4:

- A) Service/Volunteer Work - - such as working with voluntary organizations, local health agencies, schools, health fairs, health charities, Special Olympics (to be approved by Health and Physical Education faculty).

This is for VOLUNTEER/SERVICE, not paid employment! (1 point for 4 hours; 2 points 6+ hours)

<u>Service Performed</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Area 5:

- A) Teacher assistant in Health Education and/or Physical Education class(s), with Health Education and/or Physical Education faculty.

(2 points per 4-6 hours)

<u>Professor's Name & Service Performed</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Area 6:

A) Other (to be determined in consultation with, and approval of your faculty advisor.).

<u>Nature of Activity</u>	<u>PE Pt</u>	<u>YEAR</u>	<u>HE Pt</u>	<u>Advisor's Signature</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Date _____ Points Earned PED _____ HED _____ Advisor's Signature _____

Date _____ Points Earned PED _____ HED _____ Advisor's Signature _____

Date _____ Points Earned PED _____ HED _____ Advisor's Signature _____

Date _____ Points Earned PED _____ HED _____ Advisor's Signature _____

f. Assessment Tool Scoring Guide:

Scoring Rubric for Physical Education
Professional Development Points

Element	Levels of Performance			
	Exceeds	Target	Developing	Weakness
Quantity and Quality of Points NASPE 6.2	The Teacher Candidate has exceeded the 16 point minimum. S/he has more than the four different sections of the professional development sheet completed, demonstrating diversity in volunteering.	The Teacher Candidate has met the 16 point minimum. S/he has the four different sections of the professional development sheet completed.	The Teacher Candidate has met the 16 point minimum. S/he has the four different sections of the professional development sheet completed.	The Teacher Candidate has not met the 16 point minimum. S/he does not have four different sections of the professional development sheet completed.
Role in Collaboration and Professional Development NASPE 6.2	<p>The Teacher Candidate has taken an active role in professional development including but not limited to: being an officer in the HPE Club, presenting or presiding at a state, district or national conference, finds volunteer opportunities outside of Rhode Island College (RIC).</p> <p>The Teacher Candidate has been willing to help others in any way (teacher assistant, volunteer with events) even though s/he has completed his/her hours.</p>	<p>The Teacher Candidate has taken mostly an active role in professional development including but not limited to: being an active member of the HPE Club, presiding at a state, district or national conference and attending conferences and workshops.</p> <p>The Teacher Candidate initiates his/her own volunteer work (outside of RIC at least 50% of the time).</p>	<p>The Teacher Candidate has taken mostly a passive role in professional development including but not limited to: being a member of the HPE Club, attending mostly RIC workshops.</p> <p>The Teacher Candidate does not initiate his/her own volunteer work (outside of RIC) a majority of time.</p>	<p>The Teacher Candidate has taken a passive role in professional development.</p> <p>The Teacher Candidate does not initiate his/her own volunteer work (outside of RIC).</p>

g. Data Charts:

Assessment # 8
Professional Development Points Rubric
NASPE 6.2

	Area 1 Membership	Area 2 Attendance/ participation at conference(s)	Area 3 Attendance at presentations/ workshops	Area 4 Service/ volunteer work	Area 5 Teacher assistant	Area 6 Other
Candidate 1	3	0	4	5	0	4
Candidate 2	6	3	1	3	0	3
Candidate 3	3	0	9	2	0	3
Candidate 4	1	2	6	2	0	5
Candidate 5	2	0	2	4	2	6
Candidate 6	4	1	4	2	0	5
MEAN	3.2	1.0	4.3	3.0	.3	4.3

- This is a tally system with no value to the number within each section.

	Exceeds	Target	Developing	Weakness
Candidate 1			❖	
Candidate 2	❖			
Candidate 3	❖			
Candidate 4	❖			
Candidate 5		❖		
Candidate 6	❖			

❖ Represents where each TC scored on the professional development points rubric