

ASSESSMENT 2 – SKILL B PROFILE AND REFLECTION

Data Table for Skill Teaching B Profile and Reflection PE 255 - Locomotor Skill Microteaching Fall 2008 N = 19

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Content Knowledge			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	7 (36.8%)	5 (26.3%)	7 (36.8%)
1.6 – Demonstrate competent motor skill performance in a variety of physical activities.	4 (21.1%) 4 did not do a D/E; a child did	8 (42.1%)	7 (36.8%)
Management and Motivation			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	1 (5.3%)	18 (94.7%)	0 (0.0%)
4.2 – Organize, allocate, and manage resources to provide active and equitable learning experiences	1 (5.3%)	18 (94.7%)	0 (0.0%)
Communication			
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	0 (0.0%)	19 (100.0%)	0 (0.0%)
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic ability, and gender differences).	5 (26.3%)	0 (0.0%)	14 (73.7%)
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	6 (31.6%)	9 (47.4%)	4 (21.1%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	1 (5.3%)	16 (84.2%)	2 (10.5%)
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	10 (52.6%)	7 (36.8%)	2 (10.5%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	12 (63.2%)	2 (10.5%)	5 (26.3%)
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	4 (21.1%)	15 (78.9%)	0 (0.0%)
Student Assessment			
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	12 (63.2%)	6 (31.6%)	1 (5.3%)
Reflection			
8.1 – Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	16 (84.2%)	1 (5.3%)	2 (10.5%)
8.3 – Construct a plan for continued professional growth based on the assessment of personal teaching performance.	7 (36.9%)	8 (42.1%)	4 (21.1%)

ASSESSMENT 2 – SKILL B PROFILE AND REFLECTION

**Data Table for Skill Teaching B Profile and Reflection
PE 255 - Manipulative Skill Microteaching
Fall 2008
N = 19**

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Content Knowledge			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	0 (0.0%)	4 (21.1%)	15 (78.9%)
1.6 – Demonstrate competent motor skill performance in a variety of physical activities.	0 (0.0%)	1 (5.3%)	18 (94.7%)
Management and Motivation			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	0 (0.00%)	19 (100.0%)	0 (0.0%)
4.2 – Organize, allocate, and manage resources to provide active and equitable learning experiences	0 (0.0%)	19 (100.0%)	0 (0.0%)
Communication			
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	13 (68.4%)	5 (26.3%)	1 (5.3%)
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic ability, and gender differences).	6 (31.6%)	0 (0.0%)	13 (68.4%)
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	1 (5.3%)	2 (10.5%)	16 (84.2%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	0 (0.0%)	17 (89.5%)	2. (10.5%)
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	0 (0.0%)	17 (89.5%)	2. (10.5%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	7 (36.8%)	8 (42.1%)	4 (21.1%)
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	0 (0.0%)	4 (21.1%)	15 (78.9%)
Student Assessment			
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	1 (5.3%)	11 (57.9%)	7 (36.8%)
Reflection			
8.1 – Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	10 (52.6%)	0 (0.0%)	. 9 (47.4%)
8.3 – Construct a plan for continued professional growth based on the assessment of personal teaching performance.	3 (15.8%)	11 (57.9%)	5 (26.3%)