

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 2 – SKILL TEACHING B PROFILE AND REFLECTION

Note: A description and copy of the Skill Teaching B Profile and Reflection (as well as the original scoring guide) can be found in the initial program review report submitted in September 2006.

Skill Teaching B Scoring Guide (revised)

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.	Does not identify all of the instructional cues of motor skill performance and does not show appropriate sequences.	Identifies all of the instructional cues of motor skill performance and demonstrates appropriate sequences.	Identifies and has in-depth knowledge of all the instructional cues of motor skill performance and demonstrates appropriate sequences.
1.6 – Demonstrate competent motor skill performance in a variety of physical activities.	Performs the motor skill using the initial or elementary pattern.	Performs the motor skill using the mature pattern.	Performs the motor skill using the mature pattern with a successful outcome.
Management and Motivation			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	Management routines waste time and are ineffective at creating a smoothly functioning learning environment.	Management routines are completed in a timely manner and are effective at creating a smoothly functioning learning environment.	Management routines take a minimal amount of time to complete and are highly effective at creating a smoothly functioning learning environment.
4.2 – Organize, allocate, and manage resources to provide active and equitable learning experiences	Unable to organize, allocate, and manage resources to provide active and equitable learning experiences (i.e. equipment, student positioning, teacher attention, maximum activity time).	Organizes, allocates, and manages resources to provide active and equitable learning experiences (i.e. equipment, student positioning, teacher attention, maximum activity time).	Highly effective at organizing, allocating, and managing resources to provide active and equitable learning experiences (i.e. equipment, student positioning, teacher attention, maximum activity time).
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).	Verbal and nonverbal communication is not effective (i.e. no or limited use of stop signal, little voice projection, language is unclear, wordy, not motivational).	Verbal and nonverbal communication is effective (i.e. uses stop signal, has adequate voice projection, language is clear, concise, motivational).	Verbal and nonverbal communication is highly effective (i.e. uses a variety of signals to get and maintain attention, voice is easily heard, language is clear, concise, and highly motivational).

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic ability, and gender differences).	Communication demonstrates insensitivity to students (i.e. not considerate of ethnic, cultural, and socioeconomic differences, not gender neutral).	Communicates in ways that demonstrate sensitivity to all students (i.e. considerate of ethnic, cultural, and socioeconomic differences, is gender neutral).	Consistently communicates in ways that demonstrate sensitivity to all students (i.e. considerate of ethnic, cultural, and socioeconomic differences, is gender neutral).
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	Instructional objectives are not complete or if complete, do not identify all instructional cues of the skill being taught.	Instructional objectives are completed and identify all instructional cues of the skill being taught.	Instructional objectives are complete, identify all instructional cues of the skill being taught, and show an in-depth knowledge of skill performance.
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Designs and implements a learning experience that is unsafe, inappropriate, irrelevant, or not based on principles of effective instruction.	Designs and implements a learning experience that is safe, appropriate, relevant, and based on principles of effective instruction.	Designs and implements a highly effective learning experience that is safe, appropriate, relevant, and based on principles of effective instruction.
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Does not apply disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.	Applies disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.	Demonstrates an in-depth understanding of disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Demonstration and explanation is not effective in linking physical activity concepts to appropriate learning experiences.	Demonstration and explanation is effective in linking physical activity concepts to appropriate learning experiences.	Demonstration and explanation is highly effective in linking physical activity concepts to appropriate learning experiences. (All teaching behaviors listed under “provides brief and clear demonstration/explanation” are clearly evident and presented in sequence).
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Develops and uses inappropriate instructional cues that do not facilitate competent motor skill performance.	Develops and uses appropriate instructional cues to facilitate competent motor skill performance.	Demonstrates in-depth knowledge of the motor skill when developing and using appropriate instructional cues to facilitate competent motor skill performance.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
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).	Unable to assess skill performance or provides inappropriate feedback (primarily general).	Assesses skill performance through observation and analysis and provides appropriate feedback (positive specific, corrective).	Assesses skill performance through observation and analysis and provides appropriate feedback (positive specific, corrective) using student's name.
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.	The reflection is incomplete. All teaching behaviors listed under each category on the profile are not addressed.	The reflection is complete. All teaching behaviors listed under each category on the profile are addressed.	The reflection is thorough. All teaching behaviors listed under each category on the profile are addressed using specific examples in support.
8.3 – Construct a plan for continued professional growth based on the assessment of personal teaching performance.	Does not set appropriate goals for subsequent teaching episodes related to his/her reflection.	Sets appropriate goals for subsequent teaching episodes related to his/her reflection.	Sets specific goals for subsequent teaching episodes related to his/her reflection.