SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 8 – USE OF TECHNOLOGY A PROFILE AND REFLECTION

<u>Note</u>: A description and copy of the Use of Technology Profile and Reflection (as well as the original scoring guide) can be found in the initial program review report submitted in September 2006.

Technology A Scoring Guide (revised)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Content Knowledge			
1.3 – Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).	Does not describe fitness concepts and strategies related to skillful movement and physical activity.	Describes fitness concepts and strategies related to skillful movement and physical activity.	Demonstrates in-depth knowledge when describing fitness concepts and strategies related to skillful movement and physical activity.
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).
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).

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
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.
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.

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
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 goals for subsequent teaching episodes related to his/her reflection.	Sets specific goals for subsequent teaching episodes related to his/her reflection.
Technology			
9.1 – Demonstrate knowledge of current technologies and their application in physical education.	Does not demonstrate knowledge of a current technology and its application in physical education.	Demonstrates knowledge of a current technology and its application in physical education.	Demonstrates in-depth knowledge of a current technology and its application in physical education.
9.2 – Design, develop and implement student learning activities that integrate information technology.	Designs, develops, and implements inappropriate student learning activities that integrate information technology.	Designs, develops, and implements appropriate student learning activities that integrate information technology.	Designs, develops, and implements appropriate student learning activities that integrate information technology and provide students with a deeper understanding of the technology application.