

## ASSESSMENT 2 – SKILL B PROFILE AND REFLECTION

### Data Table for Skill Teaching B Profile and Reflection

**PE 278 - Racquet Sports Microteaching**

**Spring 2009**

**N = 13**

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
<b>Content Knowledge</b>			
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%)	8 (61.5%)	5 (38.5%)
1.6 – Demonstrate competent motor skill performance in a variety of physical activities.	2 (15.4%)	5 (38.5%)	6 (46.2%)
<b>Management and Motivation</b>			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	0 (0.0%)	4 (30.8%)	9 (69.2%)
4.2 – Organize, allocate, and manage resources to provide active and equitable learning experiences	1 (7.7%)	7 (53.8%)	5 (38.5%)
<b>Communication</b>			
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).	1 (7.7%)	8 (61.5%)	4 (30.8%)
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic ability, and gender differences).	0 (0.0%)	3 (23.1%)	10 (76.9%)
<b>Planning and Instruction</b>			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	0 (0.0%)	8 (61.5%)	5 (38.5%)

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%)	6 (46.2%)	7 (53.8%)
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	0 (0.0%).	4 (30.8%)	9 (69.2%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	0 (0.0%)	5 (38.5%)	8 (61.5%)
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	0 (0.0%)	9 (69.2%)	4 (30.8%)
<b>Student Assessment</b>			
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 (7.7%)	7 (53.8%)	5 (38.5%)
<b>Reflection</b>			
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.	0 (0.0%)	6 (46.2%)	7 (53.8%)
8.3 – Construct a plan for continued professional growth based on the assessment of personal teaching performance.	1 (7.7%)	9 (69.2%)	3 (23.1%)