

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 2 – SKILL TEACHING B PROFILE AND REFLECTION

Brief Description of the assessment and its use in the program

The Skill Teaching B profile and reflection is part of a series of profiles and reflections used in the program. The profiles were originally designed to help candidates systematically develop their teaching behaviors. However, it is clear that there must be knowledge of what one is teaching before one can teach. Therefore, content knowledge is assessed by the candidates' planning prior to each microteaching episode and their demonstration/explanation during the microteaching episode. Teaching behaviors related to instruction, management, communication, and assessment are evaluated while the candidates are actually engaged teaching. Once the microteaching episode is finished, candidates reflect on their teaching performance and set goals on which they would like to work.

The Skill Teaching B profile and reflection is used by candidates in several skills courses during the spring semester of their first year (PE 278, PE 286) and during both semesters of their second year (PE 255, PE 283) in the program. Candidates have already used the Skill Teaching A profile and reflection in PE 288 during the fall semester of their first year in the program. Profiles and reflections that are used later in the program build upon the early profiles but the teaching behaviors expected become more complex. When a graded microteaching episode (usually done with peers, although in PE 255 microteaching is done with children) is assigned, candidates are given the profile and reflection forms. They must do their planning prior to teaching. The course instructor completes the profile as candidates teach. Candidates then write a reflection based on their perceptions of the teaching experience. Once the reflection is completed, candidates receive the graded profile and reflection with its accompanying scoring guide.

Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited

The entire series of profiles and reflections provide a progressive, comprehensive way to assess both content knowledge and the application of pedagogical knowledge. The Skill Teaching B profile and reflection, used to represent the entire profile series, aligns with several AAHPERD/NASPE standards.

NASPE Standard	Outcome
Standard 1: Content Knowledge	<p>1.1: To teach skills accurately, candidates need to be able to identify key performance elements and design effective learning progressions.</p> <p>1.2: This would be seen during candidates' skill demonstration/explanation that is required during microteaching.</p>
Standard 4: Management and Motivation	<p>4.1: The profile has two sections (class management, transition to skill practice) that address management. When planning and teaching, candidates must use managerial routines that create smoothly functioning learning experiences and environments. Specific routines are addressed in these sections of the profile.</p> <p>4.2: The profile has two sections (class management, transition to skill practice) that address management. When planning and teaching, candidates must organize, allocate, and manage resources effectively.</p>
Standard 5: Communication	<p>5.1: Candidates must demonstrate their ability to use effective communication skills as described in the communication section of the profile.</p> <p>5.3: Candidates must demonstrate their ability to communicate in ways that show sensitivity to all students. This is specifically addressed in the communication section of the profile.</p>

Standard 6: Planning and Instruction	<p>6.1: In the planning section candidates write an objective (or objectives) for the lesson.</p> <p>6.4: As they plan and teach, candidates must design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.</p> <p>6.5: Candidates must apply and implement content and pedagogical knowledge as they develop and implement their plan for the microteaching experience.</p> <p>6.8: Candidates must use effective demonstration/explanation as part of their microteaching. There is a section directly related to demonstration/explanation on the profile.</p> <p>6.9: Instructional cues (key points) are listed in the lesson plan and are used as part of the demonstration/explanation and when giving feedback.</p>
Standard 7: Student Assessment	<p>7.2: Candidates must demonstrate their ability to provide meaningful feedback during microteaching. The profile includes a section specifically related to providing appropriate feedback.</p>
Standard 8: Reflection	<p>8.1: Candidates complete a reflection after each microteaching experience. The reflection asks them to address specific teaching behaviors and requires the setting of a goal (or goals) for their next teaching experience.</p> <p>8.3: After each microteaching experience candidates complete a reflection that includes setting a goal (or goals) for their next teaching experience – things they need to work on to continue to grow as a professional.</p>

Brief analysis of the data findings

Since the Skill Teaching B Profile and reflection are used several times in the program, the data shown represents formative performance. Data from PE 278 and PE 286 represents candidates who were admitted to the program in June 2006 after review of their admission portfolio. Data from PE 255 and PE 283 represent data from candidates who were admitted to the program in June 2005. Presently, the data reported allows comparison between candidates in the first and second years of the program. In the future data will also allow the tracking of individual candidate performance on profiles throughout the program.

Data from four courses is presented. In each course all candidates achieved the acceptable level. Analyzing their composite scores show that in PE 278, 10 of the 15 candidates achieved between levels 3.5 and 4, in PE 286, 9 of the 14 candidates achieved between levels 3.5 and 4, in PE 255, 11 of the 19 candidates achieved between levels 3.5 and 4, and in PE 283, 9 of the 16 candidates achieved between level 3.5 and 4. Planning and reflection appears to improve between the first (PE 278, PE 286) and second (PE 255, PE 283) as candidates have more opportunities to practice their planning and reflection. Content knowledge and instruction appear to fluctuate depending on the familiarity and complexity of the skill(s) being taught. Communication, class management, and feedback tend to be slightly lower in the second year courses as the expectations increase, however, candidates still are able to achieve the acceptable level overall.

Interpretation of how the data provides evidence for meeting standards

Content Knowledge: To teach a skill accurately during the microteaching experience candidates must be able to identify the key performance elements, design effective learning progressions, and demonstrate and explain the skill. The data shows that during the 97 microteaching experiences represented, 69% were scored at level 4, 30% at level 3, and 1% at level 2. This demonstrates that candidates “know” what they are teaching.

Management and Motivation: The profile has two sections that relate to using effective management strategies. The data shows that during the 97 microteaching experiences represented, 70% were scored at level 4 and 30% at level 3. This demonstrates that candidates use effective management when teaching.

Communication: The profile has a section that relates to using effective communication skills. The data shows that during the 97 microteaching experiences represented, 58% were scored at level 4, 41% at level 3, and 1% at level 2. This demonstrates that candidates use effective communication. (The use of “you guys” is the habit that some candidates find difficult to break.)

Planning and Instruction: The profile has a planning section that must be completed before each microteaching. It also includes a section related to providing an effective demonstration/explanation. The data shows that for the planning of the 97 microteaching experiences represented, 51% were scored at level 4, 44% at level 3, and 5% at level 2. This demonstrates that most candidates are able to plan effectively. In relation to instruction the data shows that 61% were scored at level 4 and 39% at level 3. This demonstrates that candidates are able to provide effective instruction.

Student Assessment: The profile has a section related to providing appropriate feedback. The data shows that of the 97 microteaching experiences represented, 61% were scored at level 4 and 39% at level 3. This demonstrates that candidates do provide appropriate feedback. (The use of general feedback, “Good job” is the habit that some candidates find difficult to break.)

Reflection: There is a specific reflection form that candidates complete after each microteaching experience. The data shows that of the 97 microteaching experiences represented, 32% were scored at level 4, 59% at level 3, and 9% at level 2. This demonstrates that most candidates use reflection to continue to develop their teaching. (The difficulty some candidates have with reflection is making it too general and/or incomplete.)

Name: _____

Profile: Skill Teaching B

Course: _____ Date: _____

Planning Grade: Outstanding Satisfactory Needs Improvement (NASPE 1.1, 6.4, 6.5)

Professionally attired: Yes No

Neat Appearance: Yes No

Consistently Performs Skills Accurately: Satisfactory Unsatisfactory NA (NASPE 1.2)

**DEMONSTRATION/EXPLANATION OF BASIC SKILL
AND TRANSITION TO SKILL PRACTICE WITH FEEDBACK**

When you present your demonstration/explanation, you will be given feedback on your performance of the following behaviors that should help you to be more effective. Think about these as you plan. Use the back of this page for your planning.

Teaching BehaviorComments

COMMUNICATION (NASPE 5.1, 5.3)

- _____ Uses stop signal to get students' attention
- _____ Speaks to students only when they are quiet & listening
- _____ Communicates in ways that demonstrate sensitivity to all students
- _____ Projects voice
- _____ Uses clear and concise language
- _____ Communicates managerial and instructional information in a variety of ways where appropriate
- _____ Is a catalyst for student motivation

CLASS MANAGEMENT (NASPE 4.1, 4.2)

- _____ Necessary equipment ready and easily accessible
- _____ Positions students so all can see and hear
- _____ Avoids excessive teacher talk
- _____ Class organization is efficient for maximizing activity time

PROVIDES BRIEF AND CLEAR DEMONSTRATION/EXPLANATION (NASPE 1.1, 1.2, 6.4, 6.5, 6.8, 6.9)

- _____ Introduces the skill and purpose
- _____ Provides accurate visual representation of skill at normal pace
- _____ Breaks skill down into key points to emphasize
- _____ Provides accurate slow-paced visual representation for each key point
- _____ Repeats demonstration at normal pace
- _____ Reviews 3-4 key points

TRANSITION TO SKILL PRACTICE (NASPE 4.1, 4.2, 6.4, 6.5)

- _____ Designs appropriate progressions if necessary
- _____ Positions students in practice formation prior to practice instructions
- _____ Clearly shows students how they are expected to practice
- _____ Moves class into skill practice quickly
- _____ Assures that students are on-task and practicing correctly

PROVIDES APPROPRIATE FEEDBACK (NASPE 5.1, 7.2)

- _____ Circulates & gives specific feedback
- _____ Stays w/ student after giving feedback

Skill Teaching B Reflection Guide
NASPE 8.1, 8.3

Name _____

Instructions: Reflect on your recent microteaching experience and provide a brief response to each teaching behavior category listed below:

Describe what you did well to	communicate effectively with students	manage class	provide a brief and clear demonstration/ explanation	provide a smooth transition to skill practice	provide appropriate feedback
If you were to teach this same lesson again, what would you do differently when...	communicating with students	managing the class	demonstrating and explaining the skill(s)	transitioning to skill practice	giving feedback

On the back of this sheet discuss the following:

1. Describe at least one other way you could have done the demonstration/explanation.
2. Describe at least two other activities which you could have chosen to practice this skill.
3. Describe the primary goals for your next teaching experience.

Skill B Teaching Profile and Reflection Scoring Guide

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories) with no category score at level 1.

	Instruction (NASPE 1.1, 1.2, 6.4, 6.5, 6.8, 6.9)	Communication (NASPE 5.1, 5.3)	Class Management (NASPE 4.1, 4.2)	Feedback (NASPE 5.1, 7.2)	Planning (NASPE 6.4, 6.5)	Reflection (NASPE 8.1, 8.3)	Content (NASPE 1.1)
4	Instruction is exceptionally easy to hear, see and follow, and provides learners with information necessary to allow for highly effective practice/involvement (i.e. accurate visual representation of skill, descriptive cues, developmentally appropriate, easy to hear and see, cognitive involvement by learners).	Communication is consistently clear, appropriate, and motivational; easy to hear and understand.	Class Management is highly effective at maximizing activity time and creating a quality learning environment (i.e. equipment is ready, students are positioned appropriately, no excessive talking).	Feedback is consistently specific and delivered in an encouraging manner. Instructor stays with learner as appropriate after giving feedback. Feedback is effective in eliciting the desired response.	Exceptionally clear / easy to follow: complete, and thorough.	Reflection always displays thoughtfulness as it relates to each category in the profile.	Content is completely understood: consistently applies knowledge.
3	Instruction is generally clear relative to learners' ability to hear, see, or follow: results in little confusion and generally effective practice/involvement.	Communication is generally clear, appropriate, and motivational; able to hear and understand.	Class management is generally effective at maximizing activity time and creating a quality learning environment.	Feedback is frequently specific and delivered in an encouraging manner. There is some evidence that learners hear and respond to the feedback.	Generally clear / able to follow: few errors or omissions.	Reflection generally displays thoughtfulness as it relates to each category in the profile.	Content is mostly understood: applies knowledge.
2	Instruction lacks clarity; somewhat difficult to hear, see, or follow: some confusion evident by learners relative to expectations for practice/involvement.	Communication is occasionally clear, appropriate, and motivational; difficult to hear and understand.	Class Management is occasionally effective at maximizing activity time and/or creating a quality learning environment.	Feedback is sometimes specific. It is not clear that feedback is effective in eliciting the desired response.	Lacks clarity / difficult to follow: many errors or omissions.	Reflection occasionally displays thoughtfulness as it relates to each category in the profile.	Content is partially understood: occasionally applies knowledge.
1	Instruction is unclear, very difficult for some learners to hear, see, or follow: results in major confusion about expectations for practice/involvement.	Communication is unclear, inappropriate, and unmotivated: unable to hear and understand.	Class Management is ineffective at maximizing activity time and/or creating a quality learning environment.	Feedback is rarely given or it is given in a way that makes it unlikely that learners will hear or benefit.	Unclear / unable to follow: significant errors of deficiencies.	Reflection rarely displays thoughtfulness as it relates to each category in the profile.	Content is misunderstood: rarely applied knowledge.

Data Table for Skill B Teaching Profile and Reflection (Assessment 2)

Data from PE 278 (Spring 2006): Number of profiles/candidates represented = 15/15

(PE 278 is taken Spring semester, first year of program)

	Instruction	Communication	Class Management	Feedback	Planning	Reflection	Content
4	13 (86.7%)	9 (60%)	14 (93.3%)	13 (86.7%)	4 (26.7%)	3 (20%)	14 (93.3%)
3	2 (13.3%)	5 (33.3%)	1 (6.7%)	2 (13.3%)	9 (60%)	9 (60%)	1 (6.7%)
2	0 (0%)	1 (6.7%)	0 (0%)	0 (0%)	2 (13.3%)	3 (20%)	0
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories) with no category score at level 1.

Data Table for Skill B Teaching Profile and Reflection (Assessment 2)

Data from PE 286 (Spring 2006): Number of profiles/candidates represented = 28/14

(PE 286 is taken Spring semester, first year of program)

	Instruction	Communication	Class Management	Feedback	Planning	Reflection	Content
4	22 (78.6%)	21 (75%)	22 (78.6%)	20 (71.4%)	16 (57.2%)	10 (35.7%)	21 (75%)
3	6 (21.4%)	7 (25%)	6 (21.4%)	8 (28.6%)	9 (32.1%)	12 (42.9%)	7 (25%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (10.7%)	6 (21.4%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories) with no category score at level 1.

Data Table for Skill B Teaching Profile and Reflection (Assessment 2)

Data from PE 255 (Fall 2006): Number of profiles/candidates represented = 38/19

(PE 255 is taken Fall semester, second year of program)

	Instruction	Communication	Class Management	Feedback	Planning	Reflection	Content
4	16 (42.1%)	18 (47.4%)	20 (52.6%)	17 (44.7%)	19 (50%)	11 (28.9%)	22 (57.9%)
3	22 (57.9%)	20 (52.6%)	18 (47.4%)	21 (55.3%)	19 (50%)	27 (71.1%)	15 (39.5%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2.6%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories) with no category score at level 1.

Data Table for Skill B Teaching Profile and Reflection (Assessment 2)

Data from PE 283 (Spring 2006): Number of profiles/candidates represented = 16/16

(PE 283 is taken Spring semester, second year of program)

	Instruction	Communication	Class Management	Feedback	Planning	Reflection	Content
4	8 (50%)	8 (50%)	12 (75%)	9 (56.3%)	10 (62.5%)	7 (43.7%)	10 (62.5%)
3	8 (50%)	8 (50%)	4 (25%)	7 (43.7%)	6 (37.5%)	9 (56.3%)	6 (37.5%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories) with no category score at level 1.