

## SECTION IV – EVIDENCE FOR MEETING STANDARDS

### ASSESSMENT 8 – USE OF TECHNOLOGY A PROFILE AND REFLECTION

#### **Brief Description of the assessment and its use in the program**

The Use of Technology A profile and reflection are part of a series of profiles and reflections used in the program. While this profile still looks at content knowledge and teaching behaviors, it was specifically designed to have candidates integrate the use of technology (usually pedometers and/or heart rate monitors) into their microteaching. Content knowledge is assessed by the candidates' planning prior to each microteaching episode and their demonstration/explanation or skill review during the microteaching episode. Additional teaching behaviors related to instruction, management, communication, assessment, and technology 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 Use of Technology A profile and reflection is used in PE 261 that is typically taken in the spring semester of the second year. When a microteaching episode (with peers) 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 Use of Technology A profile and reflection aligns with the following AAHPERD/NASPE standards:

| Standard                                    | Outcome  |
|---|--|
| Standard 1:<br>Content Knowledge            | <b>1.3:</b> To teach a fitness activity effectively candidates must be able to describe performance concepts and strategies related to skillful movement and physical activity, specifically fitness principles.   |
| Standard 4:<br>Management and<br>Motivation | <b>4.1:</b> The profile has three sections (class management, transition to activity, observation of activity) 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.<br><b>4.2:</b> The profile has three sections (class management, transition to activity, observation of activity) that address management. When planning and teaching, candidates must organize, allocate, and manage resources effectively.                 |
| Standard 5:<br>Communication                | <b>5.1:</b> Candidates must demonstrate their ability to use effective communication skills as described in the communication section of the profile.<br><b>5.3:</b> 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.   |
| Standard 6:<br>Planning and Instruction     | <b>6.1:</b> In the planning section candidates write an objective for the teaching episode.<br><b>6.4:</b> As they plan and teach, candidates must design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.<br><b>6.5:</b> Candidates must apply and implement content and pedagogical knowledge as they develop and implement their plan for the microteaching experience. <b>6.10:</b> When candidates bring closure to the activity, they are expected to use questions that promote critical thinking and facilitate student learning |
| Standard 7:<br>Student Assessment           | <b>7.2:</b> Candidates must demonstrate their ability to provide meaningful feedback during microteaching. The profile includes a section specifically related to providing appropriate feedback.  |

|                           |  |
|---------------------------|--|
| Standard 8:<br>Reflection | <p><b>8.1:</b> 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><b>8.3:</b> 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> |
| Standard 9:<br>Technology | <p><b>9.1:</b> To complete this microteaching experience successfully candidates must demonstrate knowledge of their chosen technology and its application in physical education.</p> <p><b>9.2:</b> This microteaching experience specifically requires candidates to design, develop, and implement a student learning activity that integrates information technology.</p>  |

### **Brief analysis of the data findings**

The data shows that 100% of the candidates who completed the Use of Technology A Profile and Reflection during Spring 2006 met the acceptable level. Analyzing their composite scores show that 6 of 14 candidates achieved between levels 3.5 and 4, and 8 of 14 achieved between 3.0 and 3.49. Communication, feedback, and the use of technology were the strongest components of candidates' teaching.

### **Interpretation of how the data provides evidence for meeting standards**

**Content Knowledge:** To teach a fitness activity effectively during the microteaching experience candidates must be able to describe performance concepts and strategies related to skillful movement and physical activity, specifically fitness principles. The data shows that during the microteaching experiences represented, 35.7% of the candidates were scored at level 4 and 64.3% at level 3. This demonstrates that candidates "know" fitness principles and can apply them in their teaching.

**Management and Motivation:** The profile has two sections that relate to using effective management strategies. The data shows that during the microteaching experiences represented, 28.6% of the candidates were scored at level 4 and 71.4% at level 3. This demonstrates that candidates use effective management strategies, including managing the technology aspects, when teaching.

**Communication:** The profile has a section that relates to using effective communication skills. The data shows that during the microteaching experiences represented, 100% of the candidates were scored at level 4. This demonstrates that candidates use effective communication.

**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 of the activity. The data shows that for the planning of the microteaching experiences represented, 42.9% of the candidates were scored at level 4 and 57.1% at level 3. This demonstrates that the candidates are able to plan effectively. In relation to instruction the data shows that while none of the candidates were scored at level 4, all were scored 100% at level 3. This demonstrates that candidates are able to provide effective instruction. Since this is their first teaching experience that specifically has them focus on using technology, it is expected that the instruction scores might be lower than in previous microteachings, however, with more practice, this will improve.

**Student Assessment:** The profile has a section related to providing appropriate feedback. The data shows that for the microteaching experiences represented, 71.4% of the candidates were scored at level 4 and 28.4% at level 3. This demonstrates that candidates do provide appropriate feedback and that their use of more specific feedback is improving from previous teaching experiences.

Reflection: There is a specific reflection form that candidates complete after each microteaching experience. The data shows that for the microteaching experiences represented, 14.3% of the candidates were scored at level 4 and 64.3% at level 3. This demonstrates that candidates use reflection to continue to develop their teaching.

Technology: Candidates need to demonstrate their knowledge of the technology they choose to use as well as its application in physical education. The microteaching experience specifically asks candidates to design, plan, and implement a learning activity that integrates technology for their students. The data shows that for the microteaching experiences represented, 100% of the candidates scored at level 4. This demonstrates that candidates are able to apply the use of at least one form of technology with students when teaching. The further use of technology will be addressed in Section V.

## Use of Technology A Profile and Reflection Teaching Assignment

**Overview:** Each student will be assigned to teach a 10-15 minute lesson using either a pedometer or heart rate monitor to enhance their learners' ability to demonstrate knowledge of how this piece of technology is used to enhance their health related fitness. For this micro-teaching episode, your "learners" will be 8-10 of your classmates.

### Instructions:

1. Design a 10-15 minute lesson using either the pedometer or heart rate monitor (as assigned)
2. Lesson will address one of the following for elementary or secondary level learners (as assigned):
  - Intro. Activity– How to use the technology
  - Warm-up Activity
  - Core activity (fitness concept)
  - Core Activity (sport or dance)
3. Using the planning sheet (attached to the profile), complete the objective statement, and plan for your lesson.

### Assessment:

Please refer to the items listed on the profile, and the attached scoring guide

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Profile: Use of Technology A

Planning Grade: Outstanding Satisfactory Needs Improvement (NASPE 1.3, 6.4, 6.5)  
 Professionally attired: Yes No Neat Appearance: Yes No  
 Consistently Performs Skills Accurately: Satisfactory Unsatisfactory NA

**TEACHING FITNESS USING TECHNOLOGY  
AND TRANSITION TO ACTIVITY WITH FEEDBACK**

Teaching BehaviorComments

**COMMUNICATION** (NASPE 5.1, 5.3)

- \_\_\_\_\_ Uses stop and go signals to get students' attention / begin and end activities
- \_\_\_\_\_ 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 1.3)

- \_\_\_\_\_ Introduces the fitness activity and purpose
- \_\_\_\_\_ Provides accurate visual representation and explanation of the activity
- \_\_\_\_\_ Reviews the key points of the activity
- \_\_\_\_\_ Checks for student understanding

**USE OF TECHNOLOGY** (NASPE 9.1, 9.2)

- \_\_\_\_\_ Demonstrates knowledge of how the technology is used
- \_\_\_\_\_ Provides accurate visual representation and explanation of the technology
- \_\_\_\_\_ Incorporates information related to the use of the piece of technology during the activity

**TRANSITION TO ACTIVITY** (NASPE 4.1, 4.2, 6.4, 6.5)

- \_\_\_\_\_ Designs appropriate progressions if necessary
- \_\_\_\_\_ Positions students in activity formation / groupings (as appropriate)
- \_\_\_\_\_ Moves class into activity quickly
- \_\_\_\_\_ Assures that students are on-task and performing activity correctly

**OBSERVATION OF ACTIVITY** (NASPE 4.1, 4.2)

- \_\_\_\_\_ Positions self so that entire class is in view
- \_\_\_\_\_ Assures that students are on-task and performing activity correctly

**PROVIDES INDIVIDUAL / GROUP FEEDBACK AS APPROPRIATE** (NASPE 5.1, 7.2)

- \_\_\_\_\_ Circulates & gives specific or group feedback (as appropriate)
- \_\_\_\_\_ Uses student's first name
- \_\_\_\_\_ Is brief and clear in feedback
- \_\_\_\_\_ Is enthusiastic and positive in approach
- \_\_\_\_\_ Continues to monitor group while giving individual feedback
- \_\_\_\_\_ Consistently gives positive reinforcement for performance and effort

**PROVIDES APPROPRIATE CLOSURE TO ACTIVITY** (NASPE 6.10)

- \_\_\_\_\_ Ends activity
- \_\_\_\_\_ Instructs students to gather
- \_\_\_\_\_ Manages equipment appropriately
- \_\_\_\_\_ Asks questions that relate to the activity's objective(s)

**Objective:** (NASPE 6.1)

During this activity, students will be able to demonstrate knowledge of how this piece of technology is used to enhance their health related fitness by: \_\_\_\_\_  
 during \_\_\_\_\_.

Use the space below to plan for your demonstration/explanation & transition to skill practice with feedback. For each activity, describe what you will do, how you will organize the class, what points you will emphasize, the problems you anticipate and the feedback you will give. (NASPE 1.3, 6.4, 6.5)

| Lesson Description | Class Organization | Points to Emphasize | Anticipated Problems | Corrective Feedback |
|--------------------|--------------------|---------------------|----------------------|---------------------|
|                    |                    |                     |                      |                     |

Use of Technology A Reflection Guide  
NASPE 8.1, 8.3

Instructions: Consider your recent teaching episode and write a thoughtful response to each of the following areas.

|   |             |              |   |   |                                 |   |   |
|---|-------------|--------------|---|---|---------------------------------|---|---|
| Describe what you did well to ...   | Communicate | Manage class | Provide a brief and clear demonstration / explanation of activity | Provide appropriate instruction on the use of technology being used | Transition students to activity | Provide appropriate feedback & motivation | Provide appropriate closure to activity |
| If you were to teach this same lesson again, what would you do differently to ... |             |              |   |   |                                 |   |   |

Other thoughts?

On the back of this page, please set at least one goal for your next teaching episode.



### Use of Technology A Profile and Reflection Scoring Guide

#### Acceptable Level

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

|   | <b>Instruction</b><br>(NASPE 1.3, 6.4, 6.5, 6.10)  | <b>Communication</b><br>(NASPE 5.1, 5.3)  | <b>Class Management</b><br>(NASPE 4.1, 4.2)  | <b>Feedback</b><br>(NASPE 5.1, 7.2)  | <b>Planning</b><br>(NASPE 6.1, 6.4, 6.5, 6.10)                  | <b>Reflection</b><br>(NASPE 8.1, 8.3)  | <b>Content</b><br>(NASPE 1.3)                                     | <b>Use of Technology</b><br>(NASPE 9.1, 9.2)                                 |
|---|--|---|--|--|---|--|---|--|
| 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. | Demonstration of knowledge and use of technology is exceptionally effective. |
| 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.                  | Demonstration of knowledge and use of technology is generally effective.     |
| 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.  | Demonstration of knowledge and use of technology is somewhat effective.      |
| 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.               | Demonstration of knowledge and use of technology is ineffective.             |

### Data Table for Use of Technology A Profile and Reflection (Assessment 8)

Data from Spring 2006: Number of candidates = 14

|   | <b>Instruction</b> | <b>Communication</b> | <b>Class Management</b> | <b>Feedback</b> | <b>Planning</b> | <b>Reflection</b> | <b>Content</b> | <b>Use of Technology</b> |
|---|--------------------|----------------------|-------------------------|-----------------|-----------------|-------------------|----------------|--------------------------|
| 4 | 0<br>(0%)          | 14<br>(100%)         | 4<br>(28.6%)            | 10<br>(71.4%)   | 6<br>(42.9%)    | 2<br>(14.3%)      | 5<br>(35.7%)   | 14<br>(100%)             |
| 3 | 14<br>(100%)       | 0<br>(0%)            | 10<br>(71.4%)           | 4<br>(28.4%)    | 8<br>(57.1%)    | 12<br>(85.7%)     | 9<br>(64.3%)   | 0<br>(0%)                |
| 2 | 0<br>(0%)          | 0<br>(0%)            | 0<br>(0%)               | 0<br>(0%)       | 0<br>(0%)       | 0<br>(0%)         | 0<br>(0%)      | 0<br>(0%)                |
| 1 | 0<br>(0%)          | 0<br>(0%)            | 0<br>(0%)               | 0<br>(0%)       | 0<br>(0%)       | 0<br>(0%)         | 0<br>(0%)      | 0<br>(0%)                |

#### Acceptable Level

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