

ATTACHMENT 7 - NARRATIVE

- 1. Description of the assessment and its uses in the program:** Undergraduate and MAT candidates are required to reflect on each teaching experience beginning in the first year of the program. In their first class (PHED 112-Movement Concepts or PHED 612 Movement Concepts/Skill Themes), they are taught the reflective process and introduced to the format for reflection and the reflection rubric. The reflection format and scoring guide are used in multiple experiences and classes in the program. This allows candidates to master the reflective process that is an integral part of becoming a more effective teacher. The key components of the reflective process are: description of the context, analysis/justification of teaching performance, critique of performance, and plan for change based on the reflective process. Reflections must include all the identified components and are evaluated using the same scoring guide throughout the program. The three classes in which data collection occur are PHED 348/670- Elementary Methods; PHED 394/ 692- Field Work; and EDUC 475/690- Internship.
- 2. Alignment of the assessment to the standards:** This assessment provides evidence for the meeting of Element 5.3 under Standard 5.

Part of Reflection	Alignment with NASPE/NCATE Standards
Contextual Factors	5.3
Analysis/Justification of Teaching Performance	5.3
Critique of Teaching Performance	5.3
Application/Implementation for Change	5.3
Written Communication	NA

- 3. Analysis of data:**
Undergraduate: All candidates score in the acceptable or target levels on all components of the reflection rubric in all three classes. By completion of their internship only one area can be identified as having the majority of the candidates below the target level. Sixty percent of the candidates achieved the acceptable range during the internship for the "Application/Implementation for Change" component of the reflection rubric. Candidates demonstrate steady growth in their ability to reflect based on the data chart. Specifically in the area

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of "Critique of Teaching Performance," where only 25% of candidates score at the target level in PHED 348, but 60% of candidates achieved the target level during their internship.

MAT: All candidates achieved the acceptable level on all five components in reflection by the completion of the internship experience. On two components, 100% of candidates achieved the target level (contextual factors and written communication). The majority of candidates were at the target level on all five components. MAT candidates demonstrate growth over time on their ability to reflect as documented by the data chart.

- 4. Interpretation of data:** Data provides evidence that undergraduate and MAT candidates are proficient at reflection and meet Element 5.3. All candidates score at the acceptable or target levels on all five components by the end of the internship experience. The last NASPE/NCATE report identified reflection as an area of weakness. The program has emphasized the reflection component by incorporating the process in every class where candidates are teaching lessons. The data supports the effectiveness of this approach. The program will continue to monitor candidate progress over time.

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ATTACHMENT 7a - Description REFLECTION ASSIGNMENT

One of the key elements of effective teaching is the ability of teachers to develop as reflective practitioners. Ongoing reflection regarding content, instructional practices, assessment data, and teaching effectiveness is essential to professional growth. Reflection allows teacher candidates to use the reflective cycle to improve teaching effectiveness. The reflective cycle requires teachers to critically evaluate their teaching effectiveness, reflect on changes to be made for the next lesson to improve effectiveness, and implement the changes based on the reflection. The reflective cycle then repeats itself for the next lesson.

Assignment:

After each teaching experience, you will complete a typed reflection on the experience. Each reflection must include the following elements:

1. Describe the context or teaching environment of the class. Consider factors such as the number of students in the class, teaching environment that may influence instructional decisions, diversity of abilities among students, amount of equipment available, or any contextual factors that might affect teaching effectiveness. (NASPE/NAECTE 5.3)
2. Analysis/Justification of Teaching Performance: You should provide an in-depth analysis of your teaching experience including a justification of your instructional decisions (selection of objectives, task sequence, selection of learning experiences, etc). You should address the developmental appropriateness of the lesson, management techniques used (routines, procedures, and transitions). Be sure to cite specific examples or assessment data to support your observations in the reflection. (NASPE/NAECTE 5.3)
3. Critique your performance. Reflect on how effective you were in meeting the objectives for the class and discuss why you did or did not meet your objectives. Support all observations with specific examples. Describe assessments you used to determine if your objectives were being met. Reflect on the various teaching approaches used during the lesson and how the approaches selected were congruent with the lesson's objectives. Describe how you determined the lesson's impact on student learning. (NASPE/NAECTE 5.3)
4. In the final section of the reflection you will describe how you will use what you have learned from this lesson in the planning and implementation of the next lesson. A detailed application of lessons learned must be included and proposed changes must be supported by assessment data (informal or formal data). Changes could include

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using a different teaching approach, adjustments in unit goals, changing management routines, or adjustments in instructional delivery. (NASPE/NACTE 5.3)

5. The reflection must be well written with no mistakes in grammar or punctuation.

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ATTACHMENT 7b – SCORING GUIDE for REFLECTION

Traits (Weight)	Completeness of Reflection/Context (NASPE/NCATE5.3)	Analysis/Justification of Teaching Performance (NASPE/NCATE5.3)	Critique of Teaching Performance (NASPE/NCATE5.3)	Application/Implementation for Change (NASPE/NCATE5.3)	Written Communication
4 pts (Target)	Consistently supports observation with specific examples. Thorough and complete description of the context of the observation. Answers the question, who was in the class and identifies key contextual elements.	In-depth analysis of the teaching experience including a complete justification of planned learning experiences, objectives for the lessons, and task sequence. Reflects on the developmental appropriateness of the learning experiences, sequence of the lesson, and transitions.	Interpretations of teaching performance are insightful and based on the observation. Reflects on how lesson objectives were met or not met and gives specific examples to support reflection based on assessments used in the lesson. Reflects on teaching approaches used during the lesson and the alignment of teaching approach and objectives for the lesson.	Conclusive and detailed applications are provided with concrete plans for change which includes specific teaching goals. Applications are based on authentic assessments used during the teaching episode. Provides a detailed description of how assessments were used to formulate teaching goals.	Exceptional written mechanics with no mistakes in grammar or punctuation.
3 pts (Acceptable)	Usually supports observation with specific examples. Adequate description of the context of the observation. Answers the question, who was in the class and identifies at least two contextual elements.	Appropriate analysis of the teaching experience including justification of the planned learning experiences, objectives for the lessons, and the developmental appropriateness of the learning experiences.	Interpretations of teaching performance are accurate and based on the observable behavior. Reflects on how lesson objectives were met or not met, but no specific examples are given to support reflection. Reflects on assessments used in lesson to determine impact on student learning.	Informed and detailed applications are provided with generalized plans for change and at least one specific teaching goal. Applications are based on teacher's perceptions of student achievement and not any assessment. Provides a general description of how assessments were used to formulate teaching goals.	Well written with few mistakes (less than five) in grammar or punctuation, which do not interfere with the reading of the reflection.
2 pts (unaccept)	Sometimes supports observation with specific examples. Brief description of the context of the observation. Answers the question, who was in the class and identifies at least one contextual element.	Surface analysis of the teaching experience including a limited justification of the planned learning experiences. Reflection does not include analysis of the developmental appropriateness of the objectives or the learning experiences.	Interpretations of teaching performance include some misconceptions and reflective statements are not supported by observable behavior. Reflects either on the how the objectives were met or not met, but not both. Does not include how assessments were used in the lesson to determine impact on student learning.	Generalized applications are provided with generalized plans for change and at least one specific goal identified. Applications are not based on any assessment of student achievement.	Poorly written with less than 10 mistakes in grammar and punctuation, which interferes with the reading of the reflection.
1 pt (unaccept)	Rarely or never supports observation with specific examples. Incomplete description of the context of the observation. Does not answer, who was in the class.	Little or no analysis and/or no justification of the teaching performance.	No interpretations of teaching performance are made. Does not reflect on how objectives were met or not met.	No applications, plans or teaching goals are included. Applications are not based on any assessment of student achievement.	Poorly written with more than 10 mistakes in grammar and punctuation, which interferes with the reading of the reflection.

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ATTACHMENT 7c – DATA CHART / UNDERGRADUATE

Undergraduate	PHED 348 – Elementary Method N = 4			PHED 394 – Field Work N = 4			*EDUC 475 – Internship N = 5		
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR
Contextual Factors – Answers the question, who was in the class and identifies key contextual elements. (NASPE/NACTE 5.3)		25% 1/4	75% 3/4			100% 4/4		20% 1/5	80% 4/5
Analysis/Justification of Teaching Performance – In-depth analysis of the teaching experience including a justification, objectives, and task sequence. (NASPE/NACTE 5.3)		50% 2/4	50% 2/4		25% 1/4	75% 3/4		40% 2/5	60% 3/5
Critique of Teaching Performance – Interpretation of teaching performance, reflects on meeting of lesson objectives, provides specific examples, and reports on assessments used during lesson. (NASPE/NACTE 5.3)		75% 3/4	25% 1/4		50% 2/4	50% 2/4		40% 2/5	60% 3/5
Application/Implementation for Change – Conclusive and detailed applications are provided with specific teaching goals. Applications are based on assessments. (NASPE/NACTE 5.3)		50% 2/4	50% 2/4		50% 2/4	50% 2/4		60% 3/5	40% 2/5
Written communication – Well written with no mistakes in grammar or punctuation.		50% 2/4	50% 2/4		25% 1/4	75% 3/4		40% 2/5	60% 3/5

*All candidates must score at the acceptable level or above in EDUC 475 to meet the standard. Scores are kept in other courses to measure candidate progress.

TAR = Target Level (4 pts)

AC = Acceptable (3 pts)

UA = Unacceptable (2 pts and below)

Candidate's individual score on reflection is calculated by adding all reflection scores for the semester and determining the average score per candidate per item.

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ATTACHEMENT 7c -- DATA CHART/MAT

MAT - Graduate	PHED 670 – Elementary Method N = 3			PHED 692 – Field Work N = 3			*EDUC 690 – Internship N = 3			
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR	
Contextual Factors – Answers the question, who was in the class and identifies key contextual elements. (NASPE/NACTE 5.3)		100% 3/3			67% 2/3	33% 1/3				100% 3/3
Analysis/Justification of Teaching Performance – In-depth analysis of the teaching experience including a justification, objectives, and task sequence. (NASPE/NACTE 5.3)		67% 2/3	33% 1/3		67% 2/3	33% 1/3		33% 1/3		67% 2/3
Critique of Teaching Performance – Interpretation of teaching performance, reflects on meeting of lesson objectives, provides specific examples, and reports on assessments used during lesson. (NASPE/NACTE 5.3)		100% 3/3			33% 1/3	67% 2/3		33% 1/3		67% 2/3
Application/Implementation for Change – Conclusive and detailed applications are provided with specific teaching goals. Applications are based on assessments. (NASPE/NACTE 5.3)		100% 3/3			67% 2/3	33% 1/3		33% 1/3		67% 2/3
Written communication – Well written with no mistakes in grammar of punctuation.		33% 1/3	67% 3/3		33% 1/3	67% 3/3				100% 3/3

*All candidates must score at the acceptable level or above in EDUC 690 to meet the standard. Scores are kept in other courses to measure candidate progress. The first experience with reflection for MAT candidates occurs in PHED 670 – Elementary Methods. Their scores initially are lower than the undergraduate scores.

TAR = Target Level (4 pts)

AC = Acceptable (3 pts)

UA = Unacceptable (2 pts and below)

Candidate's individual score on reflection is calculated by adding all reflection scores for the semester and determining the average score per candidate per item.