

TAPped Out?

Techniques to Maximize Teacher Evaluations and
Quality Physical Education
2015 SHAPE National Convention

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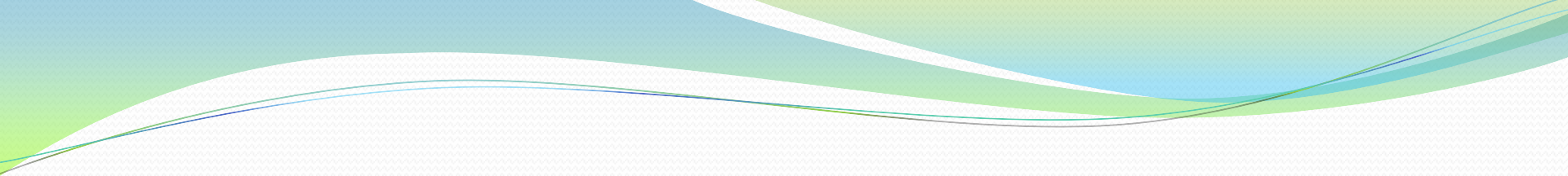
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- <https://www.youtube.com/watch?v=yjknSqqUXc>

Objectives

- Convince you that the gap between the rubrics and quality physical education can be bridged
- Equip you with practical tools to deliver quality physical education while meeting the criteria of your evaluation rubric
- Provide you with tips and strategies to help you advocate for your program when faced with opposition

School Background

- Uses TAP System
 - 4 evaluations
 - 2 announced
 - 2 unannounced
 - 19 categories are scored on a 1-5 scale (3 is rock solid, 4 is rock star)
 - Evaluated by administrators, master/lead teachers, and mentor teachers
 - 1st public school in Indiana to implement it

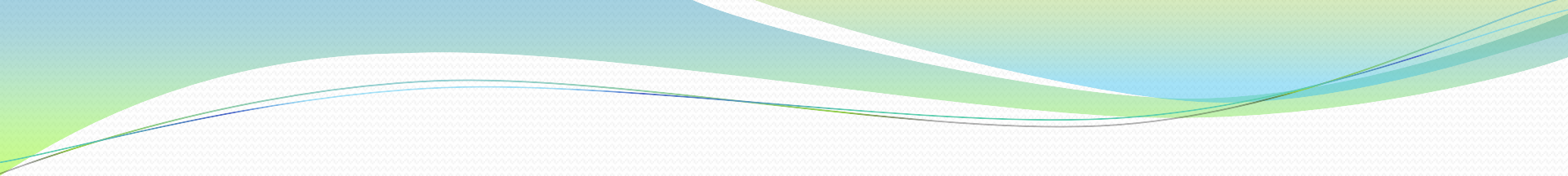
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- 98% African American/biracial
 - ~86% free & reduced lunch
 - 2008 – 39.8% of our students passed state tests
 - 2010 ranked 8th in the state for student growth on state tests
 - 2013-2014 – 84% of our students passed state tests
 - Only Indianapolis elementary charter school to receive “A” ranking last two years
 - K-5 school, 55 minute PE classes for each grade, see classes every 3 days, ~480 students

My Background

- Used to work in Indianapolis Public Schools, where we used the Danielson model for teacher evaluation
- Danielson model has influenced many evaluation systems
- During the 2011-2012 school year, no teacher at my school averaged a 4.0 or higher. My average score was 3.99
- My average score for 2013-2014 was over 4.6

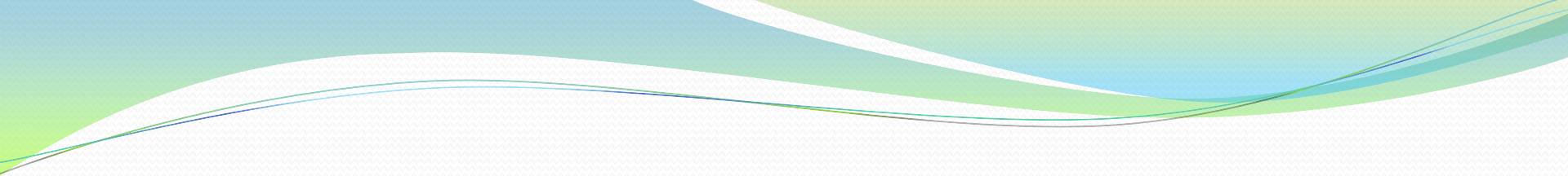
The Problems

- Our objections
 - Crams us into a box/No room for creativity
 - Designed by classroom teachers for classroom teachers; therefore there is no PE specific criteria, so we have no chance to shine
 - Some criteria are not applicable (i.e. written work or higher ordered questioning while in a pool, technology or other materials that aren't available, etc.)

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- Administration Responses
 - “This is what good teaching looks like, regardless of the content area.”
 - “We’re raising the expectations, and we expect all teachers to meet them.”
 - “PE is important, BUT...”
 - “This is the system we’re using, and you have to accept it and buy in.” Translation: “You don’t have a choice if you want to keep your job.”
 - Notice how the tone changes. Where should we meet them?

Obstacles to Success

- Ignorance at the top
 - “What are your standards, and where can we find them?”
 - AMA Lead Teacher and TAP Regional Coordinator
 - NASPE suggests 150 minutes of PE per week to teach all of our standards
 - How to evaluate quality PE
 - ALT-PE
 - MVPA
 - Number of trials
 - Maximized use of space
 - Reduced wait time

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- Someone is ignorant because they haven't been taught. It's up to us to educate them
 - We worry that these criteria will drag down activity times

Speedball/Team Handball ('13)

Designing and Planning Instruction	Observer Scores	Self-Reflect Scores
Instructional Plans (IP)	5	5
Student Work (SW)	5	5
Assessment (AS)	5	5

The Learning Environment	Observer Scores	Self-Reflect Scores
Expectations (ES)	5	5
Managing Student Behavior (MSB)	5	5
Environment (ENV)	5	5
Respectful Culture (RC)	5	5

Instruction	Observer Scores	Self-Reflect Scores
Standards and Objectives (S&O)	5	4
Motivating Students (MOT)	5	5
Presenting Instructional Content (PIC)	5	5
Lesson Structure and Pacing (LS)	4	5
Activities and Materials (ACT)	5	5
Questioning (QU)	4	4
Academic Feedback (FEED)	5	5
Grouping Students (GRP)	4	4
Teacher Content Knowledge (TCK) / Content Implementation (CI)	5	5
Teacher Knowledge of Students (TKS)	5	5
Thinking (TH)	5	4
Problem Solving (PS)	5	4

ALT-PE

- Goal: At least 80% of class time to be spent on ALT-PE
- At least 50% of class time should be *active* time
- No more than 30% of class time should be *functional* time where students are engaged in activities that support the lesson objectives. *Have we forgotten the functional part of ALT-PE?*
- It's not rocket science. We just need to remember to not neglect the cognitive domain! Let's find a way to weave it into our instruction during the active time.

Difficult Criteria:

Technology/Multimedia

- What is expected? Will the school provide it? Is it applicable? Will it cost you in other areas of the evaluation rubric?
- Consider using: HR monitors/sticks, pedometers, iPods/music, fitness machines, and exergaming
- If the school cannot provide it for you, or if you cannot realistically use it, dig in your heels and fight for an “N/A.”

Questioning/Thinking/Problem Solving

- Questioning
 - You have my question bank sorted by Bloom's levels (on the website)
 - I also wrote these questions on my lesson plans, because the evaluator usually couldn't hear me ask the questions
- Thinking
 - Analytical Thinking – problem solving, evaluating, improving, comparing & contrasting
 - Have students give feedback to each other (Good/Should)
 - Have students describe what just happened and *why*
 - Ask students how they can improve their performance
 - Compare and contrast different strategies and tactics

Questioning/Thinking/Problem Solving

- Practical Thinking – connecting what you are doing to the outside world, or applying what you have learned in real world situations
 - “Why do you want to keep your eyes forward when you dribble? What would happen if you were playing a game of basketball?”
 - “Have you ever seen anyone do tumbling in movies, sports, or the WWE?”
 - “When you see people dancing, do they move at different times, or do they move together?”

Questioning/Thinking/Problem Solving

- Creative Thinking– creating something, imagining
 - Have students create their own jump rope trick, way of throwing, dribbling, volleying, etc.
 - Have students create a game when given some equipment
 - Have students create a dance using previously learned steps
 - Have students create a poster

Questioning/Thinking/Problem Solving

- Research-based Thinking – gathering information, analyzing it, and drawing conclusions based on that information
 - “How many times have you tried _____? How many times has it worked?”
 - Have students develop and track the success of new strategies
 - Have students track makes and misses, and then they can make determinations based on the data

Questioning/Thinking/Problem Solving

- I realized that I was doing this stuff, but I just didn't know what it was called, and the evaluators didn't always notice it.
- Solution: Problem Solving Table

Unit: Fitness Concepts

Grades: 3-5

Key: *PT = Practical Thinking, AT = Analytical Thinking, CT = Creative Thinking, RT = Research-Based Thinking*

<p><i>Abstraction – pulling out similarities to form an idea; given several examples, students determine a rule</i></p> <p>Students determine that strength activities only target one area of our body, whereas endurance activities work the whole body. (PT)</p>	<p><i>Categorization – analyze information and sort it into meaningful categories</i></p> <p>Students sort teacher provided activities as either strength or endurance. (PT/AT)</p>	<p><i>Drawing Conclusions/Justifying Solutions – draw conclusions based on data presented in many forms and viewpoints</i></p> <p>Students determine which fitness area they need the most improvement on. (AT/RT)</p>
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Feedback

- Student to student feedback is as easy as a good and a should (something good they did and something they should work on)
 - Limit it to 2-3 criteria
 - Model it
- Methods I use:
 - Observations
 - Questions and answers
 - Journals
 - Skill check sheets

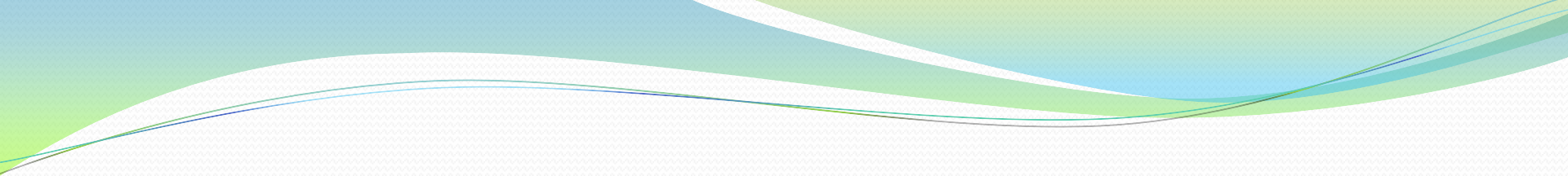


Using Data to Plan

- Basketball Relay data sheet

Student Work

- Try to get administrators to see activity as student work. Our standards are movement based
- Written Work
 - Find out the expectations of subjects that require less writing (i.e. math)
 - Can you do the unannounced evaluations with no written work?
 - Exit Tickets
 - “What did you learn/already know/need more help with?”
 - Rate your skill level
 - Journals

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- Written work (cont.)
 - Sequence planning sheets (tumbling & dancing)
 - Data tracking sheets (makes/misses)

Advocacy/How to Get Your Way

- Remember that we have to connect the dots for administrators and be very overt with our methods. This will include us inserting rubric specific words and phrases into our dialogue during a lesson
- Recognize your position on the totem pole
- Give a lot to get a little
- Choose wisely. Most of the criteria on the rubrics are applicable to us. Don't just hastily dismiss them
- Use data. Principals love it!

- Data (cont.)
 - 80% ALT-PE (50% active/30% functional)
 - No more than 10% management and transitions
 - No more than 12-15% instructional
 - Can you do what they ask and still hit these numbers?
- Try to schedule an evaluation during a lesson you know will score high
- Union support, because you are trying to teach your standards

Why we should “Play the Game”

- Keep our job
- \$2,500/\$4,500 and 2.0%/3.5%
- Why should we keep our job?