

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Physical Education Portfolio Entry 1

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students as physical education participants and teaching context.
 - b) **GOALS/CONNECTIONS (G/C):** The motor skill and cognitive concept goals and the connections between these goals and the instruction.
 - c) **INSTRUCTIONAL SEQUENCE (IS):** Purposefully designed sequence of instruction focused on the learning of the physical education goal, motor skill(s), and cognitive concept(s) in order to promote lifelong physical activity.
 - d) **LEARNING ENVIRONMENT (LE):** Instruction engaging all students in meaningful, maximum participation that accounts for student differences and individual responsibility for learning.
 - e) **ANALYSIS (ANA):** Examination of planning and instruction, equity, safety, and the promotion of an active lifestyle.
 - f) **CONTENT KNOWLEDGE (CK):** Teacher's physical education content and pedagogical knowledge.
 - g) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does the instruction promote the students' understanding of the motor skills and the related cognitive concepts? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
 - information about the students ← → the goals ← → the instructional sequence
 - the instructional sequence ← → the teacher's analysis of the video recording ← → reflection
 - the written commentary ← → what you saw on the video recording (i.e., quality of "fit": do the two sources of evidence support and enhance each other or do they conflict and undermine each other?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of their students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle?**

Think about:

- the instructional sequence, including the featured activities
- the evidence in the written commentary and the video recording
- your judgment of the effectiveness of the instruction and the links between the different parts of the performance (i.e., goals, knowledge of students, sequencing of instruction)

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Early Adolescence through Young Adulthood/Physical Education
Portfolio Entry 2

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students in physical education, including prior knowledge.
 - b) **GOALS/CONNECTIONS (G/C):** The goals and the connections between these goals, the instruction, and the assessment.
 - c) **INSTRUCTION/ASSESSMENT (INST/ASMT):** Integration of assessment into instruction in order to adjust instruction in light of the goals.
 - d) **STUDENT UNDERSTANDINGS (ST UND):** Making of connections among the concepts, the assessments, appropriate feedback, and the next steps to promote student learning.
 - e) **ANALYSIS (ANA):** Examination of student responses to assessments, focused on accuracy, understanding, misconceptions, and differentiation among learners so that appropriate adjustments can be made.
 - f) **CONTENT KNOWLEDGE (CK):** Teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
 - g) **FEEDBACK (FB):** Appropriate instructive feedback for students based on assessment of knowledge and/or performance.
 - h) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does instruction promote this student’s growth in understanding of the physical education learning goal? (ANSWER FOR EACH STUDENT.) As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
 - information about the student ← → the goals ← → the instruction ← → assessment
 - the assessment ← → the teacher’s analysis of the student work ← → modifications, next steps

- the teacher's analysis $\leftarrow \rightarrow$ the student work (i.e., quality of "fit": do the two sources support and enhance each other or do they conflict and undermine each other?)

3. Does the teacher's assessment practice support and reinforce instruction and student learning? Consider:

- whether the teacher uses appropriate assessment strategies based on his or her knowledge of these students
- whether the teacher's use of these assessments furthers the stated learning goals
- whether the teacher uses the information gleaned from assessment of student work to inform his or her instruction (including, possibly, his or her assessment practices as well)

4. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal? Think about:

- your judgment of the effectiveness of the instruction for each of the two students
- the assessment descriptions and the assessments themselves
- evidence pertaining to the teacher's general approach to assessment
- the evidence in both analyses and the responses of both students
- the contextual and reflective information provided in the written commentary

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Early Adolescence through Young Adulthood/Physical Education
Portfolio Entry 3

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students in physical education with insight into their learning, including careful consideration of their emotional, social, and physical make-up.
 - b) **GOALS/CONNECTIONS (G/C):** The goals for this lesson and the connections between these goals and the instruction.
 - c) **INSTRUCTION (INS):** Purposefully designed instruction to further student learning goals by building on prior knowledge.
 - d) **LEARNING ENVIRONMENT (LE):** Grouping strategies, transition of activities, and instruction engage all students in meaningful, maximum participation to promote the value of a physically active lifestyle within an emotionally, physically, and socially safe learning environment.
 - e) **ANALYSIS (ANA):** Examination of planning, instruction, grouping, facilitation, to create a safe learning environment that promotes a physically active lifestyle.
 - f) **CONTENT KNOWLEDGE (CK):** Teacher's physical education content and pedagogical knowledge.
 - g) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does the evidence show effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
 - information about the students ← → the goals ← → classroom management skills and instruction
 - classroom management skills and instruction ← → the teacher's analysis of the video recording ← → reflection
 - the written commentary ← → what you saw on the video recording (i.e., quality of "fit": do the two sources of evidence support and enhance each other or do they conflict and undermine each other?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment; challenges all students regardless of differences; and promotes an active lifestyle? Think about:**
- the classroom management and the instruction, including the featured activities
 - the evidence in the written commentary and the video recording
 - your judgment of the effectiveness of the instruction and the links between the different parts of the performance (i.e., goals, knowledge of students, classroom management, instruction)

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Physical Education
Portfolio Entry 4

1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates.
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
 - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child’s development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that the teacher fosters two-way dialogue with parents and other interested adults.
 - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby he or she has strengthened his or her knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
 - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within school or in wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning.

2. Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher’s summary.

3. Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:

- Descriptions ← → supporting documentation ← → Reflective Summary
(Each and every accomplishment listed by the teacher need not be verified)

by supporting documentation, and the documentation may not necessarily address every detail of the teacher's description.)

- Supporting documentation ← → development as a learner; leading/ collaborating with the professional community; and outreach to families and community ← → Reflective Summary

4. Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:

- Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
- Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
- Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)

5. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families, and the community, and as a learner? Think about this in terms of the following areas:

- Teacher as Partner with Families and Communities
- Teacher as Learner
- Teacher as Leader/Collaborator