

Competency #5 Reflection

Many of the people I know enjoy receiving feedback. When you consider the amount of time one spends maneuvering their way through school, to how they conduct themselves in their careers, to learning a new hobby, people often seek the approval of those in authority. This craving makes a strong, well-developed, and cohesive assessment program necessary when assisting someone to meeting their goals and full potential. Why, in writing my reflections I looked to others to read them and give me their feedback. While I was hoping to hear words of praise and admiration, I did hear helpful suggestions that would improve my papers. However, one must be open to this constructive criticism in order to fully develop and reach their full potential.

When I was earning my undergraduate degree in Elementary Education, I was instructed continuously on the importance of a well-established and defined assessment program. The entire teaching-learning model is predicated on the implementation and use of a strong assessment piece to help drive one's instruction. With this in mind, I entered the teaching profession with the understanding that I cannot take a student to their full potential without some understanding of their abilities. Therefore, I have worked to try and perfect this craft, but I know that I still have a ways to go to streamline my practices in order to utilize the most of my time and skills.

During my studies, I have come across a number of different assessment tools. One that I have rarely relied upon because it takes control out of my hands is the self-assessment piece. I have come to understand the importance of someone having, not only the ability to reflect on their work, but the opportunity as well. Hence, the reflections of

this portfolio have allowed me to think deeper about my practices as a teacher, and to understand what they mean whenever I work with my students.

I developed a self-assessment that went along with the physical education lesson that I taught to my second grade students. My students were asked to reflect on the affective piece of the lesson. Students were given five minutes following the lesson to work on the assessment. They were asked to give their opinions of how supportive their teammates were during the lesson and then to give a short, one or two sentence, written response about how their teammate helped or hurt them. Some of the kids were very reflective of the lesson, while others were struggling to find the words to say. Regardless I found that this, along with the observations I made, the feedback I gave, and the question and answer sessions that we had, the majority of my students walked away with a greater understanding of what we were trying to accomplish. I realize that students have to find value in what they are doing to put forth the effort needed to be successful. Unfortunately, I have missed this valuable piece in the past, but plan on making it a regular part of my repertoire from now on.

Overall, this was an authentic assessment that allows me to understand how well the students in my class work together. I can use the information from their self-assessments to drive my instruction into the future in terms of covering sportspersonship, caring for each other, and developing groups that are supportive of one another. This directly aligns with NASPE standards five and six which state, that an individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. They will also value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (NASPE, 2009).

While I do appreciate the self-assessment piece, I do understand that I cannot neglect the other forms of assessment available to me. Programs like FitnessGram, other performance based activities, and rubrics are making it easier to monitor students' physical abilities. Other forms of assessment like tests and written reflections are important to understanding the students' knowledge of the skills. I plan on continuing to implement new ideas into the classroom, or gym, based on the constant assessment of my students.

A side note, but something I valued enough to add to this particular artifact is the Cherry Creek School District 2008-2009 Elementary Specials Standards that I received from our physical education teacher shortly after my lesson. I discussed the importance of teaching to the standards at length with him, but at the end of the conversation, he handed me this paper...yes, one paper, that outlined the expectations for students in our specials classes. I was grateful that he would allow me to incorporate this into my learning, but quickly understood why he looked so sullen.

While the expectation is that **all** teachers are teaching to the standards, there were no discrepancies between a kindergarten student and a fifth grade student in their mastery of the physical education standards as outlined by this form. It simply states that, "Students will demonstrate competency in a variety of physical education activities/sports and physical fitness. They will also participate and demonstrate good sportsmanship." This brief expectation is intended for students at all of the elementary grade levels in our school.

While I do not believe that any specialist should have to validate their program and discipline, it seems evident that the expectations that are being created are done in a

“one size fits all” manner, thus the importance of a strong assessment program. I believe that my understanding of this important issue is another piece of evidence that demonstrates that I have met this competency and need to continue to refine my ideals to ensure the validity of my physical education program now and in the future.

Works Cited

AAHPERD, National Standards for Physical Education. Retrieved February 25, 2009,
from National Association of Sport & Physical Education Web site:
[http://www.aahperd.org/Naspe/template.cfm?template=publications-
nationalstandards.html](http://www.aahperd.org/Naspe/template.cfm?template=publications-nationalstandards.html)