



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**DATA COLLECTION
WITHOUT TEARS**

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- Before we begin, I'd like to draw your attention to the N.C. DPI power point "Measuring and reporting progress toward measureable annual goals"
- Located under Training Materials at <http://ec.ncpublicschools.gov/conferences-profdev/training-materials>



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The method used to measure progress must:

1. Measure the skill stated in the annual goal;
2. Yield accurate data regarding that skill;
3. Provide clear evidence of progress (or lack of progress) toward attaining the annual goal;
4. Use language the parent can understand; and
5. Pass the *stranger test*, i.e. A stranger can pick up the IEP, read the annual goal, read how progress will be measured, and know what to do without asking any questions.

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Slide #20, clearly illustrates (Mr.Mr.)

Public Schools of North Carolina

Then teachers and related services providers must:

Measure **Record** **Monitor &** **Report**

on each student's progress toward attaining his/her annual goals.

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Questions to Consider:

- How often do I need to do this?
- Who is going to collect the data when I am not here?
- How is it going to be collected?
- Where is it going to take place?
- (Gym, fields, classroom?)

Answers!

- As often as needed.
- Person responsible for data collection needs to be assigned.
- It depends!
- It depends!
- It depends where the student receives APE services.

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All that being said, it's story time !

- Once upon a time there were four teachers:
- Everybody, Somebody, Anybody and Nobody.
- There was an important job to be done, and Everybody was sure that Somebody would do it.
- Anybody could have done it, but Nobody did it.
- Somebody got angry about that because it was Everybody's job.

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Data collection without tears

- Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it.
- It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done!

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What happens now?

- The failure to monitor a student's progress toward IEP goals could be determined as a denial of FAPE.
- How can it be determined if a goal or an objective is appropriate if:
 - A) there is no baseline?
 - B) there is no documentation?

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Goals & Objectives

- A goal should be written for what the IEP team expects the student to achieve in a year.
- What is a reasonable expectation?
- Is a 10% improvement in physical fitness reasonable?
- It depends, a 10% improvement in which area of physical fitness.
- Be specific.

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Components of Physical Fitness – Pick a component!

<p><u>Health Related Components:</u></p> <ul style="list-style-type: none"> • Flexibility; • Body Composition; • Muscular Strength; • Muscular Endurance; • CDVR Endurance? 	<p><u>Skill Related/Sports Related Components:</u></p> <ul style="list-style-type: none"> • Agility; • Balance; • Coordination; • Power; • Reaction Time; • Speed?
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Data Collection w/out Tears

- Think about it, is it possible to improve physical fitness by 10% in all areas?
- This is where “knowing your subject area”, content knowledge and application of theory comes into play.
- Always know what you are asking, and why you are asking, your students to perform a specific task?

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What am I trying to accomplish?

Questions to consider:

- What are the NASPE guidelines for PE?
- What are the grade level expectations?
- What should my students know and be able to do?
- How am I going to measure what they know, and what will data collection resemble?

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The Wheel

- Illustrates how Skill Themes (ST) and Movement Concepts (MC) are interrelated and how they work together
- Early elementary years should focus on addressing MC while practicing ST. Secondary students with moderate to severe disabilities need this type of practice.
- The focus of later years should be on the learning and improving the quality of the skill themes.
- (Pre Control; Control; Utilization; and Proficiency).

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The Movement Analysis Wheel

- This **is** Standards-Based Physical Education Curriculum Development!
- The emphasis and focus of a ST and MC curriculum is to develop **skillful movers** so that they can successfully participate in physical activities. (Stds 1,2,and 3)

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(Data) The “A” is for Area
[Describe (D); Area (A);

Remember:
 If it is observable, it is measurable!
 Measuring = Evaluating =
 Data Collection

NASPE's 4 Levels of Observable Characteristics

Generic Level of Skill Proficiency (GLSP)

- Precontrol: (PC) (1) $\leq 60\%$
- Control: (C) (2) 7/10 $\geq 70\%$
- Utilization: (U) (3) 8/10 $\geq 80\%$
- Proficiency: (P) (4) 9/10 $\geq 90\%$

(Data) The "T" is for Test Describe; Area; Test;

- As evaluation is an on-going process, every time you collect data, you are "testing" if your methods are appropriate.
- As data collection "informs instruction", you are monitoring your program and are making adjustments to your instructional strategies based on your results.

(Data) The "A" is for Analyze Describe; Area; Test; Analyze = DATA

- How you collect your data is up to you.
- The trick is to make sure it is not complicated.
- Make sure that it is relevant to your instruction.
- If PE is once a week for 40 minutes, how many weeks should pass before you collect data?

General Guidelines

- If a student (with a disability) is physically capable, clearly understands and attempts to perform an assessed task, she/he could be scored according to the rubric for that task.
- For example: the underhand throw. (skill theme)

Rubric for the Underhand Throw

Cues	DIDN'T REALLY TRY	PLEASE TRY HARDER	PRETTY OKAY	THUMBS UP
Face the Target • Shoulders square to target				
Tic-Toc Arm • Swing arm straight back & forward				
Rainbow Arch • Follow through finish				
Add Criteria for class: tennis ball Bean Bag; softball; rubber chicken				

General Guidelines

Do not rate or include item(s) in assessment for student (leave such items blank), IF:

- a physical limitation interferes,
- a functional adaptation cannot be made without changing the task; or
- cognitive issues prevent the student from understanding the task (despite smaller group and/or additional cues)
- However, for purposes of local programming, document why the item was left blank

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General Guidelines

NOTE: when you leave an item blank, go back and determine if additional pre-requisites are missing from the task so that data collection on that task can be accomplished. This would lead to new instructions/lessons for that student.

Let me explain... example: skipping

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Body, Space, Effort & Relationships Framework (BSER)

APPENDIX C
Body-Space-Effort-Relationships Framework (BSER Framework)

BODY (What the body does)	SPACE (Where the body moves)	EFFORT (How the body performs the movement)	RELATIONSHIPS (Relationships that occur in movement)
Actions of the Body <ul style="list-style-type: none"> Start Travel Stop Actions of Body Parts <ul style="list-style-type: none"> Support Body Weight Push/Pull Manipulate Apply Force Actions of the Body <ul style="list-style-type: none"> Locomotor Nonlocomotor Manipulative Body Shapes <ul style="list-style-type: none"> Upright Wine Twisted 	Action <ul style="list-style-type: none"> General Personal Personal Directions <ul style="list-style-type: none"> Forward Backward Upward Downward Levels <ul style="list-style-type: none"> Low Medium High Pathways <ul style="list-style-type: none"> Straight Curved Curved Twisted Planes	Force <ul style="list-style-type: none"> Fast Accelerating Steady Slow Decelerating Steady Force (Weight) <ul style="list-style-type: none"> Form Steady Form Light Speed <ul style="list-style-type: none"> Direct-Straight Indirect-Curved Flow <ul style="list-style-type: none"> Round-Displaceable Form Changing-Complex 	Body Parts <ul style="list-style-type: none"> Arms/Elbows Head/Neck Shoulder/Forearm Elbow Hand/Wrist Neck/Forearm Chest/Upper Relationships & Grouping <ul style="list-style-type: none"> Supporting Manipulating Stabilizing Controlling Accelerating Decelerating Following Collaborating Leading Supporting-Being Supporting-Doing Supporting Apparatus & Equipment

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Movement Analysis Wheel

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In the primary grades, MC is taught before ST
If your student is in secondary and does not have age appropriate skills, begin here as well.

Movement Concepts: Similar to adverbs; describe how to perform an action.
Space Awareness (D-Define)
Location (personal/general space).
Direction: left/right; f/back; above/under/next to
Level: high, medium, or low
Pathways: straight, curved, zig-zag.

Data Collection Sheets
Describe the level at which your student performs these concepts.
For example: your PLP reads, "with respect to Space Awareness, Kaky operates at the pre-control level".
Because my data...

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Space Awareness (Where the body moves)
Precontrol level <=60%

In the Area (A) supports my PLP. Testing (D A T2)

Describe the Area (DA ? ?)
Location Lessons: # of collection days, document <= 60% accuracy.
Direction Lessons: # of collection days document <=60% accuracy.
Levels Lessons: # of collection days document <= 60% accuracy.
Pathways: # of collection days document <=60% accuracy.

Your data collection sheets are a form of testing/measuring your student's progress.
Collect data in a variety of settings, under a variety of conditions keeping in mind the four observable characteristics.
Precontrol (P); Control (C); Utilization (U); and Proficiency (P)

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5 Trial 12 Day Collection Sheet

Name: Kaky McPeak (child with BED & OI)

Goal: Kaky will improve her Space Awareness (where the body moves) concepts from the pre (1) to control levels (>=70% accuracy (2)).
Objective: Given additional time to respond, verbal cues and physical prompts when needed, variety of special awareness concepts at the control level using age appropriate mechanics, equipment.
Criteria: Each collection day will address the five components of Space Awareness (Location Extension) in various combinations or single selection. Scoring: Pre-control (PC), Control (C), Proficiency (P)

Date:	Loc, D, Lev, Path, Ext	Date:	Loc, D, Lev, Path, Ext
Trial	Comments	Trial	Comments

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5 trial, 12 day Space Awareness Data Collection Sheet

Date:	Loc, D, Lev, Path, Ext	Date:	Loc, D, Lev, Path, Ext	Date:	Loc, D, Lev, Path, Ext
Trial	Comments	Trial	Comments	Trial	Comments
5		5		5	
4		4		4	
3		3		3	
2		2		2	
1		1		1	

Date:	Loc, D, Lev, Path, Ext	Date:	Loc, D, Lev, Path, Ext	Date:	Loc, D, Lev, Path, Ext
Trial	Comments	Trial	Comments	Trial	Comments
5		5		5	
4		4		4	
3		3		3	
2		2		2	
1		1		1	

Date:	Loc, D, Lev, Path, Ext	Date:	Loc, D, Lev, Path, Ext
Trial	Comments	Trial	Comments
5		5	

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References and Resources

- "Movement Analysis Wheel"
highered.mheducation.com/sites/dl/free/.../graham8_sample_ch03.pdf. Pg 92.
- Observable Generic Skill Levels of Proficiency
- BSER Framework – taken from South Carolina Physical Education Curriculum Standards. Pp 140-141. (Body, Space, Effort, & Relationships)
http://www.scahperd.org/South_Carolina_PE_Standards.pdf

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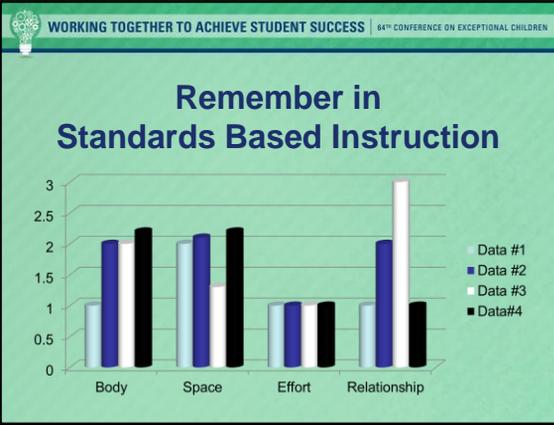
Movement Concepts (MC) in Physical Education

1. Space Awareness (Where the body moves) Define

- Location
- Directions
- Levels
- Pathways
- Extensions

→ 2. AREA

3. Collect data on the five areas. If the data suggests no improvement, go back and evaluate your lessons in those areas. If the data suggests consistent improvement, make the lessons more challenging.



Observable Characteristics of Skill Levels NASPE

<http://users.rowan.edu/~rattigan/SeniorSeminar/SkillProfLevels.html>

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Pre-Control Level -Beginner (1)

Kaky is unable to repeat movements in succession; one attempt does not look like another attempt to perform the same movement; she uses extraneous movements that are unnecessary for proficiently performing the skill; her movements appear awkward and she does not perform the skill correctly in preparation, execution, and/or follow through.

(she needs to get her balance and stabilize her posture before executing a skill); correct performances are characterized more by surprise than by expectancy; and, when Kaky practices with a ball, (or other PE equipment) the ball seems to control her.

(Precontrol levels approximate, less than or equal to 60 percent).

Control Level Advanced -Beginner (2)

The student's movements appear less haphazard and seem to conform more to the students intentions.

The student's attempt to combine one movement with another or perform the skill in relation to an unpredictable object or person is usually unsuccessful.

Movements appear more consistent, and repetitions are somewhat alike; the student begins to perform the skill correctly more frequently.

Because the movement isn't automatic, the student needs to concentrate intensely on what she or he is doing.

(Control levels approximate >= to 70 percent).

Utilization Skill Level - Intermediate (3)

The movement becomes more automatic and can be performed successfully with concentration.

The student has developed control of the skill in predictable situations and is beginning to move skillfully in unpredictable situations.

Even when the context of the tasks varied (slightly at first), the student can still perform the movement successfully.

The skill can be executed the same way constantly, and can be combined with other skills and still be performed appropriately.

(Utilization levels approximate >= to 80%).

Proficiency Skill Level- Advanced (4)

- The skill has become almost automatic, and performances in a similar context appear almost identical
- The student is able to focus on extraneous variables - an opponent, an unpredictable object, the flow of travel - and still perform the skill as intended
- The movement often seems effortless as the student performs the skill with ease and seeming lack of attention

- The movement can be performed successfully in a variety of planned and unplanned situations as the student appears to modify performance to meet the demands of the situation.

(Proficiency levels approximate >= 90%)

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Physical Education Vision

- A physically educated person who participates in health-enhancing physical activity:
- Demonstrates competence in selected motor skills;
- Assesses, achieves and maintains physical fitness;
- Applies cognitive concepts in making wise lifestyle choices; and
- Exhibits appropriate personal-social character traits while participating in physical activity.

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The Six Content Standards for PE from NASPE

A Physically Educated Person:

- Demonstrates competency in many movement forms and proficiency in few movement forms. (motor skills).
- Applies movement concepts and principles to the learning and development of motor skills. (cognitive concepts).
- Exhibits a physically active lifestyle. (motor skills)
- Achieves and maintains a health-enhancing level of physical fitness (physical fitness).
- Demonstrates understanding and respect for differences among people in physical activity settings (personal/social character traits)
- Understands that physical activity provides opportunities for enjoyments, challenge, self-expression and social interaction (personal/social character traits).

Taken and adapted from *Moving into the Future, Nat'l Standards for PE, 2nd Ed. (2004)*. NASPE, Reston, VA.

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K-2 Student Expectations

Benchmark: Demonstrates Level 2(Control) performance in the following:

Selected Movement Concepts in the following: Spatial Awareness, Effort and Relationships. (BSER Columns 1,3, and 4).

Develop your lessons and data collection based on the expansions in the BSER.

QUESTIONS??

- A list of data collection sheets is available
- Each of the data collection sheets is also available

Thank you for your time and attention.
Travel Safely



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Commonly Used APE Assessment/Evaluation Tools

1. <http://www.pecentral.org/adapted/adaptedassessmentchart.html>
This is an excellent chart that outlines various assessments
2. Competency Test of Adapted Physical Education (CTAPE)
www.twu.edu/downloads/inspire/CTAPE_2008.pdf
 - contains minimum standards for RPE in grades K – 10
 - not biased against a racial or gender group
 - fairly well balanced with regard to being challenging without being frustrating
 - discriminates between children who have average motor skills and children who have significantly below average motor skills
 - helps identify specific errors in each skill
 - consists of six testing levels, each addressing the identified grade level minimum standards in the competency based curriculum for RPE. Chronological age is the determining factor in selecting the appropriate testing level.
 - I 6 years 0 months - 7 years 6 months
 - II 7 years 7 months - 8 years 11 months
 - III 9 years 0 months - 10 years 11 months
 - IV 11 years 0 months - 12 years 11 months
 - V 13 years 0 months - 14 years 11 months
 - VI 15 years and older
3. Body Skills - Motor Skills Inventory (modified) Out of print
Available for loan from the APE department at Charlotte-Mecklenburg Schools. 980-343-2684
4. Test of Gross Motor Development 2 (TGMD-2) Available from lending library
 - Norm referenced measure of common gross motor skills
 - Run, gallop, hop, strike, kick, throw, etc...
 - Used for students ages 3 through 10-11
 - Comes with detailed illustrations of each task
 - Additional scoring packets available for order (\$67.00/per packet)
 - Differentiates between average and significantly below average gross motor skills
 - <http://www.proedinc.com/customer/productView.aspx?ID=1776>
5. Developmental Programming For Infants and Young Children - Michigan MATP
6. Modified Motor Skills Inventory (have copy)
7. Motor Activities Training Program (MATP)- Skills Assessment
The MATP is a good, quick abilities checklist for students with severe limitations. It looks at sensory awareness, mobility, wheelchair use, dexterity, striking, and kicking.
The modified version is available for loan from the APE department at Charlotte-Mecklenburg Schools. 980-343-2684
8. LEA specific skills checklist



9. Bruininks-Oseretsky Test of Motor Proficiency (BOTMP)
Author: Robert Bruininks, ----Oseretsky
Purpose: Developmental motor skills
Age Range: 4.5 –14.5 years
Areas Tested: Balance, strength, coordination, running speed and agility, upper limb coordination (ball skills), dexterity, fine motor control, visual-motor
10. University of Virginia (with permission)
11. San Luis Obispo DS GMS
12. Sherril's check list
13. Region 10
14. PS-Social and recreation assessment
15. K-MS-Univ of Virginia
16. PS-McRel
17. FitnessGram
18. Essential Standards/Healthful Living <http://www.dpi.state.nc.us/acre/standards/new-standards/#healthful>
19. Observation/Description/stopwatch data from PE Class

3 Step Sequence Data Sheet
 [Run to Blue Line (1); toss five bean bags (2); return to team (3)]

Code: 4-Independent; 3-verbal/gestural; 2-partial physical assistance; 1-full physical assist; 0-refusal/non-compliance

Name: _____

Objective:
Criteria:

Comments

4 3 2 1 0						
Date						

Activity: _____

Objective:
Criteria:

Comments

4 3 2 1 0						
Date						

Activity: _____

3 Step Sequence Data Sheet
 [Run to Blue Line (1); toss five bean bags (2); return to team (3)]

Code: 4-Independent; 3-verbal/gestural; 2-partial physical assistance; 1-full physical assist; 0-refusal/non-compliance

Objective:
Criteria:

Comments:

4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0
Date								

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Activity:

Additional Information:

