

# TPSR Alliance

TPSR Toolbox: Resources for Research, Evaluation, and Assessment

## **Tool for Assessing Responsibility-Based Education (TARE) Post-Teaching Reflection**

Paul M. Wright, Ph.D.  
University of Memphis  
2009

## **Description**

This tool was adapted from the Tool for Assessing Responsibility-Based Education (TARE) observation instrument. The original tool was validated and tested favorably for reliability. It has been presented in AAHPERD's Research Consortium and is currently being prepared for publication. This post-teaching reflection variation is designed to serve as a self-report compliment to the direct observation tool. The structure and content are completely aligned to facilitate triangulation. Dr. Paul Wright, who led the development of the observation tool later developed and field-tested this instrument. He has used it in his own TPSR programs to guide reflection and assess fidelity of TPSR implementation. He has used it as a tool to train others.

## **Tool for Assessing Responsibility-Based Education (TARE) Post-Teaching Reflection**

### **Instructor and Program Information:**

Instructor Name: \_\_\_\_\_ Date of Report: \_\_\_\_\_ Day of Week: \_\_\_\_\_

School/Program Name: \_\_\_\_\_ Setting: \_\_\_\_\_

Locale (urban, rural, suburban): \_\_\_\_\_ Youth Grade Level / Age: \_\_\_\_\_

Activity Content: \_\_\_\_\_

Teacher Gender: \_\_\_\_\_ Teacher Race/Ethnicity: \_\_\_\_\_

Reporting period: Single lesson    Several Recent Lessons    Other \_\_\_\_\_

### **Student Information:**

Approximate Number in Class: \_\_\_\_\_ Participant Gender(s): \_\_\_\_\_

Race/Ethnicity Background(s): \_\_\_\_\_

Special Education Included: \_\_\_\_\_



## Part Two: Responsibility-based Teaching Strategies

For the time period being reported, use the scale provided to rate your use of each of the nine responsibility-based teaching strategies below. More explicit definitions for these strategies can be found at the end of this form. After selecting your rating, provide some comments to justify that rating, i.e. give concrete examples of things you did and said that would serve as evidence. In cases where you realize you did not make full use of the strategy, you may want to identify ways that you could have or that you might in future lessons.

Teaching Strategies	4- Extensively	3- Frequently	2- Occasionally	1- Rarely	0- Never	Comments to Justify Rating
Modeling Respect	4	3	2	1	0	
Setting Expectations	4	3	2	1	0	
Opportunities For Success	4	3	2	1	0	
Fostering Social Interaction	4	3	2	1	0	
Assigning Tasks	4	3	2	1	0	

*Extensively* – Seamlessly addressed directly and evidenced in multiple ways throughout the lesson through the words and actions of the teacher.

*Frequently* - Addressed directly and evidenced at several points in the lesson through the words and actions of the teacher.

*Occasionally* – Some of the teachers’ words and actions connect to this theme either directly or indirectly during the lesson.

*Rarely* – This theme is not generally integrated into the teaching but may be reflected in some isolated words or actions on the teacher’s part.

*Never* – Throughout the entire lesson, none of the teacher’s words or actions clearly convey or align with this theme.

**Part Two, cont.**

Teaching Strategies, continued	4- Extensively	3- Frequently	2- Occasionally	1- Rarely	0- Never	Comments to Justify Rating
Leadership	4	3	2	1	0	
Giving Choices and Voices	4	3	2	1	0	
Role in Assessment	4	3	2	1	0	
Transfer	4	3	2	1	0	

*Extensively* – Seamlessly addressed directly and evidenced in multiple ways throughout the lesson through the words and actions of the teacher.

*Frequently* - Addressed directly and evidenced at several points in the lesson through the words and actions of the teacher.

*Occasionally* – Some of the teachers’ words and actions connect to this theme either directly or indirectly during the lesson.

*Rarely* – This theme is not generally integrated into the teaching but may be reflected in some isolated words or actions on the teacher’s part.

*Never* – Throughout the entire lesson, none of the teacher’s words or actions clearly convey or align with this theme.

### Part Three: Personal-Social Responsibility Themes

For the time period being reported, use the scale provided to assess your overall application of these general themes. After selecting your rating, provide some comments to justify that rating, i.e. give concrete examples of things you did and said that would serve as evidence. In cases where you realize you did not address a theme very strongly, you may want to identify ways that you could have or that you might in future lessons.

	4- Extensively	3- Frequently	2- Occasionally	1- Rarely	0- Never	Comments to Justify Rating
<b>Integration:</b> extent to which responsibility roles and concepts are integrated into the physical activity	4	3	2	1	0	
<b>Transfer:</b> extent to which connections being made to the application of life skills in other settings	4	3	2	1	0	
<b>Empowerment:</b> extent to which the teacher shares responsibility with students	4	3	2	1	0	
<b>Teacher-Student Relationship:</b> extent to which students are treated as individuals deserving respect, choice, and voice	4	3	2	1	0	

*Extensively* – Theme is seamlessly addressed directly and evidenced in multiple ways throughout the lesson through the words and actions of the teacher.

*Frequently* - Theme is addressed directly and evidenced at several points in the lesson through the words and actions of the teacher.

*Occasionally* – Some of the teachers’ words and actions connect to this theme either directly or indirectly during the lesson.

*Rarely* – This theme is not generally integrated into the teaching but may be reflected in some isolated words or actions on the teacher’s part.

*Never* – Throughout the entire lesson, none of the teacher’s words or actions clearly convey or align with this theme.

### Part Four: Student Responsibility

After the observation period and interval coding is completed on the first page, provide a holistic rating for these general areas of student responsibility. Consider observed student behavior and interaction throughout the lesson. Keep in mind that current application of this rubric assesses the group overall and not individual students.

	4- Very Strong	3- Strong	2- Moderate	1- Weak	0- Very Weak	Comments
<b>Self-Control:</b> Student does no harm to others verbally or physically; includes/works well with others; resolves conflicts peacefully if they emerge	4	3	2	1	0	
<b>Participation:</b> Student will try every activity and take on various roles if asked	4	3	2	1	0	
<b>Effort:</b> Student tries hard to master every task and focuses on improvement	4	3	2	1	0	
<b>Self-Direction:</b> Student will stay on task without direct instruction or supervision whether working alone or with others; does not seem to follow bad examples or peer pressure	4	3	2	1	0	
<b>Caring:</b> Student will help, encourage others, and offer positive feedback	4	3	2	1	0	

*Very Strong* – All students displayed this responsibility throughout the lesson with no observed exceptions.

*Strong* – Most students displayed this responsibility throughout the lesson with only minor and/or isolated exceptions.

*Moderate* – Many students displayed this responsibility but many did not; several exceptions were observed.

*Weak* – Some students displayed this responsibility, but many did not; exceptions were frequent and/or serious enough to impede learning.

*Very Weak* – Few, if any, students displayed this responsibility while the majority struggled to do so; exceptions were frequent and/or serious enough that at least some portions of the lesson were rendered ineffective.





## Appendix: Extended Description of Responsibility-Based Teaching Strategies

**Modeling Respect (M):** Teacher models respectful communication. This would involve communication with the whole group or individual students. Looks like: appropriate communication and instruction. Does not look like: rolling out the ball, losing temper, or embarrassing students.

**Setting Expectations (E):** Teacher explains or refers to explicit behavioral expectations. These could relate to safe practices, rules and procedures, or etiquette.

**Opportunities for Success (S):** Teacher structures lesson so that all students have the opportunity to successfully participate and be included regardless of individual differences.

**Fostering Social Interaction (SI):** Teacher structures activities that foster positive social interaction. This could involve student-student interaction through cooperation, teamwork, problem solving, conflict resolution or debriefing. [This only counts if it is structured by the teacher; rolling out the ball does not count.]

**Assigning Tasks (T):** Teacher assigns specific responsibilities or tasks (other than leadership) that facilitate the organization of the program or a specific activity. This could look like taking attendance, setting up equipment, keeping score/records, or officiating a game.

**Leadership (L):** Teacher allows students to lead or be in charge of a group. This could look like demonstrating for the class, leading a station, teaching/leading exercises for the whole class, or coaching a team.

**Giving Choices and Voices (V):** Teacher gives students a voice in the program. This could involve group discussions, voting as a group; individual choices, students asking questions, making suggestions, sharing opinions, evaluating the teacher or program.

**Role in Assessment (A):** Teacher allows students to have a role in learner assessment. This could take the form of self- or peer-assessment related to skill development, behavior, attitude, etc.; it could also involve goal-setting or a negotiation between teacher and student on their grade or progress in the class.

**Transfer (Tr):** Teacher directly addresses the transfer of life skills or responsibilities from the lesson beyond the program. This could include links such as: the need to work hard and persevere in school; the importance of being a leader in your community; keeping your self-control to avoid a fight after school; setting goals to achieve what you want in sports; the need to be a good team player when you grow up and get a job; or the value of thinking for yourself to avoid peer-pressure.