

Name: _____

Course: PE 255 Date: 11/11/08

Learning Grade: Outstanding Satisfactory Needs Improvement (NASPE 1.1, 1.2, 6.1, 6.4, 6.5)

Professionally attired: Yes No

Neat Appearance: Yes No

Consistently Performs Skills Accurately: Satisfactory Unsatisfactory NA (NASPE 1.2)

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**DEMONSTRATION/EXPLANATION OF BASIC SKILL
AND TRANSITION TO SKILL PRACTICE WITH FEEDBACK**

When you present your demonstration/explanation, you will be given feedback on your performance of the following behaviors that should help you to be more effective. Think about these as you plan. Use the back of this page for your planning.

Teaching Behavior

Comments

COMMUNICATION

(NASPE 5.1, 5.3)

NA

- + Uses stop signal to get students' attention
- + Speaks to students only when they are quiet & listening
- + Communicates in ways that demonstrate sensitivity to all students
- + Projects voice
- + Uses clear and concise language
- NA Communicates managerial and instructional information in a variety of ways where appropriate
- + Is a catalyst for student motivation

CLASS MANAGEMENT

(NASPE 4.1, 4.2)

- + Necessary equipment ready and easily accessible
- + Positions students so all can see and hear
- + Avoids excessive teacher talk
- + Class organization is efficient for maximizing activity time

PROVIDES BRIEF AND CLEAR DEMONSTRATION/EXPLANATION

(NASPE 1.1, 1.2, 6.4, 6.5, 6.8, 6.9)

- + Introduces the skill and purpose
- + Provides accurate visual representation of skill at normal pace *20-30 sec. max. 1-2 times*
- + Breaks skill down into key points to emphasize *4-5 key points*
- + Provides accurate slow-paced visual representation for each key point
- NA Repeats demonstration at normal pace *3-4 times*
- + Reviews 3-4 key points *3-4 sec. to 10 sec. per point max. 1-2 times*

TRANSITION TO SKILL PRACTICE

(NASPE 4.1, 4.2, 6.4, 6.5)

- + Designs appropriate progressions if necessary
- + Positions students in practice formation prior to practice instructions
- ✓ Clearly shows students how they are expected to practice
- + Moves class into skill practice quickly
- + Assures that students are on-task and practicing correctly

PROVIDES APPROPRIATE FEEDBACK

(NASPE 5.1, 7.2)

- ✓+ Circulates & gives specific feedback
- + Stays w/ student after giving feedback

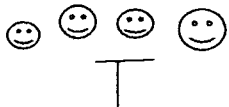
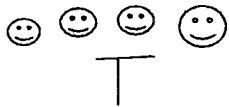
Objectives: (NASPE 6.1)

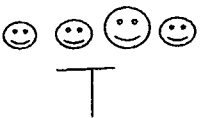
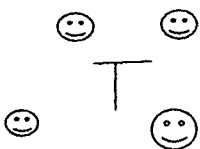
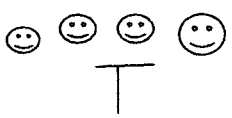
1. During skill practice, students will be able to perform the (put name of skill here) two handed roll using the following instructional cues (list cues here)

Ready, bend, release and follow through.

2. During the closing discussion students will be able to describe the instructional cues of the two handed roll as: ready, bend, release and follow through.

Use the space below to plan for your demonstration/explanation & transition to skill practice with feedback. For each activity, describe what you will do, how you will organize the class, what points you will emphasize, the problems you anticipate and the feedback you will give. (NASPE 1.1, 1.2, 6.4, 6.5)

Lesson Description	Class Organization	Points to Emphasize	Anticipated Problems	Corrective Feedback
1) Introduce skill and purpose.		We are learning about the two handed roll. The two handed roll is to move an object with your hands to a different direction or location.	Children talking	"Listen carefully"
2) Demonstrate/ explain two handed roll. - Teacher demo - Discussion of key points/cues - Student demo - Review 4 key points/cues		Ready -have the ball at your waist with your hands on either side of the ball and have your legs shoulders width apart. Bend - bend your knees and bring the ball in between them Release - roll the ball steadily and smoothly on the ground Follow through – hand your fingers pointing to your target and watch the ball with your eyes.	Children are not looking at the demonstration	"Everyone's eyes forward please"

3) Practice pattern A. Without equipment B. Group practice with teacher cues C. Individual practice with teach feedback	 B. - Students each get a ball and walk to a space.  C.- Teacher circulates to give individual feedback <i>children put ball away</i>	Ready Bend Release Follow through	Does not have two hands on the ball Does not bring the ball in between their legs Ball is bouncing Brings the hands down after the ball is released	"Make sure you have both hands on the sides of the ball." "Remember to bring the ball in between your bent legs." "Make sure you release the ball smoothly on the ground." "Remember keep your fingers pointing to the target."
4) Review toss A. Where is the ball at ready position? B. When you bend your knees where does the ball go? C. In the step release how should the ball roll? D. Where do your fingers point in your follow through?		At your waist In between your bent knees Smooth and steady At your target	Children are not paying attention Children do not know the answer	"Please listen" -Give hints to help the children answer...

PE 255 – Developmental Movement
Coding Feedback

Teacher _____

Student coding feedback _____

Skill focus of microteaching Two handed roll

Type of feedback	Tally	Example
General – “Good job”	//	“Great job”
Positive specific – “I liked the way you remembered to _____” or “Good job remembering to _____”		“Good job remembering to bring the ball between your legs.”
Corrective – “Remember to _____”	///	“Remember to have point your fingers at your target”
General (using child’s name)	//	“Nice work Emily”
Positive specific (using child’s name)	//	“Brian good job remembering to release the ball smoothly.”
Corrective (using child’s name)	//	“Steven, remember the ready position is when the ball is at your waist and your legs are shoulders width apart.”

Skill Teaching B Reflection Guide

NASPE 8.1, 8.3

Name [REDACTED]

Instructions: Reflect on your recent microteaching experience and provide a thoughtful response to each teaching behavior category listed below:

Describe what you did well to	communicate effectively with students	manage class	provide a brief and clear demonstration/explanation	provide a smooth transition to skill practice	provide appropriate feedback
	I spoke to the students when they were only quiet. If a student was not paying attention or talking I asked them politely to pay attention and listen. I said "Jackson eyes forward please." I projected my voice and was clear. I used excitement and was positive. Also I was motivating. I got to the children's level so they would pay close attention to me.	I had all the equipment set out for the children and was organized. The children were spaced well. Also they children took responsibility and took a gator ball and put them back in the bucket. The children could hear me at all times. The attention was on the person speaking because at the beginning I set some rules: if someone is talking eyes and ears are on them and if we know an answer our hands go up. We had plenty of time to practice many ways. Also when a child was performing a different skill I would ask "that's not the skill we are practicing are we?" Also when practicing I told the children not to roll a ball if someone's ball goes in front of them.	I asked students if they knew what they could use the two handed roll with and all the children said bowling. Then I went into detail what the two handed roll is used for and how we use it. I did a demonstration at normal pace two times with a ball then I showed them without the ball and explained the cues in detail. Then I had a child show the class their best two handed roll. Then aloud we recited the cues nice and loud. I tried to say the cues at a good pace so they didn't look like robots when performing the skill. Then we got started with practicing without and then with the ball.	The progression was good. I talked to the children shortly with not too much teaching talking. We progressed and we practiced without a ball then moved right into practicing with a ball but following cues, then we practiced individually. We practiced for a good amount of time and then the children put away their equipment. And we moved right into discussion questions. We had a timely manner and had a good amount of time for the activities.	I gave good feedback. This time is did positive specifics and corrective feedback. I circulated then stayed with the child because some of the children weren't performing a certain cue and I made sure the second time they corrected it. I still gave out a lot of general feedback like "good job" and "very good." When I gave the feedback the children really listened and seemed very pleased that I was really paying attention and helping them make their two handed roll their very best and when they got to the point when it was their best you could tell they were happy.

Thoughtful reflection, [REDACTED]

If you were to teach this same lesson again, what would you do differently when...	communicating with students	managing the class	demonstrating and explaining the skill(s)	transitioning to skill practice	giving feedback
	I used the stop signal and start signal but I don't know if they were at appropriate times all the time. I think I should slow down so I don't lose my breath.	Make sure all the children are trying their very best performance when practicing the skill.	I think when demonstrating I should exaggerate the cues so it is more noticeable. Breathe catch my breath before explaining more cues because I think I lost my breath when explaining.	I feel like I could have been smoother with the transition because I almost forgot to have a child demonstrate the skill and had all the other children standing when I asked a child to show me their very best two handed roll.	Make sure when giving feedback my back never faces children it did for a slight second (then fixed it) but I caught a child doing a different skill so I was lucky. When I was giving feedback I noticed that all the children weren't bending their knees so I could even have the children stop and give them all that corrective feedback. Use more variety in feedback.

Skill Teaching B Scoring Guide

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Content Knowledge			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	Does not identify all of the instructional cues of motor skill performance and does not show appropriate sequences.	Identifies all of the instructional cues of motor skill performance and demonstrates appropriate sequences.	Identifies and has in-depth knowledge of all the instructional cues of motor skill performance and demonstrates appropriate sequences. X
1.6 – Demonstrate competent motor skill performance in a variety of physical activities.	Performs the motor skill using the initial or elementary pattern.	Performs the motor skill using the mature pattern.	Performs the motor skill using the mature pattern with a successful outcome. X
Management and Motivation			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	Management routines waste time and are ineffective at creating a smoothly functioning learning environment.	Management routines are completed in a timely manner and are effective at creating a smoothly functioning learning environment. X	Management routines take a minimal amount of time to complete and are highly effective at creating a smoothly functioning learning environment.
4.2 – Organize, allocate, and manage resources to provide active and equitable learning experiences	Unable to organize, allocate, and manage resources to provide active and equitable learning experiences (i.e. equipment, student positioning, teacher attention, maximum activity time).	Organizes, allocates, and manages resources to provide active and equitable learning experiences (i.e. equipment, student positioning, teacher attention, maximum activity time). X	Highly effective at organizing, allocating, and managing resources to provide active and equitable learning experiences (i.e. equipment, student positioning, teacher attention, maximum activity time).
Communication			
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	Verbal and nonverbal communication is not effective (i.e. no or limited use of stop signal, little voice projection, language is unclear, wordy, not motivational). X	Verbal and nonverbal communication is effective (i.e. uses stop signal, has adequate voice projection, language is clear, concise, motivational).	Verbal and nonverbal communication is highly effective (i.e. uses a variety of signals to get and maintain attention, voice is easily heard, language is clear, concise, and highly motivational).
5.3 – Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic ability, and gender differences).	Communication demonstrates insensitivity to students (i.e. not considerate of ethnic, cultural, and socioeconomic differences, not gender neutral).	Communicates in ways that demonstrate sensitivity to all students (i.e. considerate of ethnic, cultural, and socioeconomic differences, is gender neutral).	Consistently communicates in ways that demonstrate sensitivity to all students (i.e. considerate of ethnic, cultural, and socioeconomic differences, is gender neutral). X

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Planning and Instruction			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	Instructional objectives are not complete or if complete, do not identify all instructional cues of the skill being taught.	Instructional objectives are completed and identify all instructional cues of the skill being taught.	Instructional objectives are complete, identify all instructional cues of the skill being taught, and show an in-depth knowledge of skill performance. X
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Designs and implements a learning experience that is unsafe, inappropriate, irrelevant, or not based on principles of effective instruction.	Designs and implements a learning experience that is safe, appropriate, relevant, and based on principles of effective instruction. X	Designs and implements a highly effective learning experience that is safe, appropriate, relevant, and based on principles of effective instruction.
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Does not apply disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.	Applies disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience. X	Demonstrates an in-depth understanding of disciplinary and pedagogical knowledge in developing and implementing an effective learning environment and experience.
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Demonstration and explanation is not effective in linking physical activity concepts to appropriate learning experiences.	Demonstration and explanation is effective in linking physical activity concepts to appropriate learning experiences. X	Demonstration and explanation is highly effective in linking physical activity concepts to appropriate learning experiences. (All teaching behaviors listed under “provides brief and clear demonstration/explanation” are clearly evident and presented in sequence).
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Develops and uses inappropriate instructional cues that do not facilitate competent motor skill performance.	Develops and uses appropriate instructional cues to facilitate competent motor skill performance. X	Demonstrates in-depth knowledge of the motor skill when developing and using appropriate instructional cues to facilitate competent motor skill performance. X
Student Assessment			
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Unable to assess skill performance or provides inappropriate feedback (primarily general).	Assesses skill performance through observation and analysis and provides appropriate feedback (positive specific, corrective).	Assesses skill performance through observation and analysis and provides appropriate feedback (positive specific, corrective) using student's name. X

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
Reflection			
8.1 – Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	The reflection is incomplete. All teaching behaviors listed under each category on the profile are not addressed.	The reflection is complete. All teaching behaviors listed under each category on the profile are addressed.	The reflection is thorough. All teaching behaviors listed under each category on the profile are addressed using specific examples in support. X
8.3 – Construct a plan for continued professional growth based on the assessment of personal teaching performance.	Does not set appropriate goals for subsequent teaching episodes related to his/her reflection.	Sets appropriate goals for subsequent teaching episodes related to his/her reflection. X	Sets specific goals for subsequent teaching episodes related to his/her reflection.