

Name: [REDACTED]
 Course: PE-27801 Date: 2/17/09

Learning Grade: Exceeds Standard Meets Standard Does Not Meet Standard (NASPE 1.1, 1.2, 6.1, 6.4, 6.5)
 Instruction Grade: Exceeds Standard Meets Standard Does Not Meet Standard (NASPE 8.1, 8.3)
 Professionally attired: Yes No
 Neat Appearance: Yes No *looking sharp!*
 Consistently Performs Skills Accurately: Exceeds Standard Meets Standard Does Not Meet Standard NA
 (NASPE 1.2) *Tom - pants are just a little long can you adjust them?*

**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.

<u>Teaching Behavior</u>	<u>Comments</u>
COMMUNICATION (NASPE 5.1, 5.3)	
<u>+</u> Uses stop signal to get students' attention	
<u>✓</u> Speaks to students only when they are quiet & listening	
<u>✓</u> Communicates in ways that demonstrate sensitivity to all students	
<u>+</u> Projects voice	
<u>-</u> Uses clear and concise language	
<u>-</u> Communicates managerial and instructional information in a variety of ways where appropriate	
<u>+</u> Is a catalyst for student motivation	<i>great energy</i>

CLASS MANAGEMENT (NASPE 4.1, 4.2)	
<u>NA</u> Necessary equipment ready and easily accessible	
<u>✓</u> Positions students so all can see and hear	<i>make sure to position students on your roquid side so they can see the skill better</i>
<u>✓</u> Avoids excessive teacher talk	
<u>✓</u> Class organization is efficient for maximizing activity time	
<u>-</u> Provides for student safety	

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
- Breaks skill down into key points to emphasize
- Provides accurate slow-paced visual representation for each key point
- Repeats demonstration at normal pace
- Reviews 3-4 key points

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

Good feedback - you were smart to show with your racket as you gave fb

Profile grading:

Content knowledge	<u>3</u>	
Planning	<u>3</u>	
Communication	<u>3</u>	
Class Management	<u>2.5</u>	
Instruction	<u>3</u>	
Feedback	<u>3</u>	
Reflection	<u>3</u>	
Total:	<u>20.5</u>	Grade: <u>A</u>

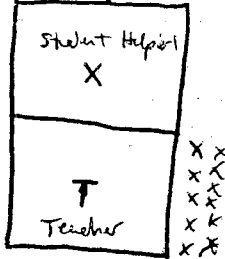
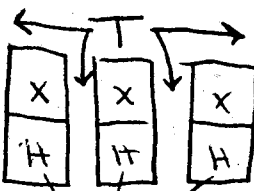
Objectives: (NASPE 6.1)

1. During skill practice, students will be able to perform the following instructional cues (list cues here) *try to make their brief cues* ~~Smash~~ using the

- get position under shuttlecock, and bring racket up behind head in ready position to hit
- swing forward and up to contact shuttlecock as high as possible
- throw racket out and upward towards the shuttlecock with the head facing down.
- follow through across your body and push off forward with both feet

2. During the closing discussion students will be able to describe the instructional cues of the Smash as: Simple, easy to do, and helpful.

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	Instructional Cues / Points to Emphasize	Anticipated Problems	Corrective Feedback
<p>① Start off by giving a friendly and motivating greeting. Have students stand on the side of the court where I am so they have a good view.</p> <p>• Select a student or in order to help the skill I'm teaching</p> <p>first introduce the smash and demonstrate it in full speed about 2 times.</p> <p>• Next break down what I did and review the key points.</p> <p>• Then finally demonstrate one more and review the key points before letting the students practice.</p>	<p>① Court</p>  <p><i>aim</i></p>	<p><u>The Smash</u></p> <p><u>Preparation:</u></p> <ul style="list-style-type: none"> - get in a ready stance on the balls of your feet - hold racket up with the head pointed up <p><u>Execution:</u></p> <ul style="list-style-type: none"> - get position under shuttle - bring racket back up behind head ready to swing - swing forward and up to contact as high as possible - throw racket out and up with racket face down - have racket head follow the direction of the shuttle - then follow through with your body & push off with both feet. <p><u>Points:</u></p> <ul style="list-style-type: none"> - return to middle of court after follow through - Aim for sides or corners of the court - keep shot low on opponent 	<p>• Problems with skill:</p> <ul style="list-style-type: none"> • Timing with your swing is off & you are missing weak hitting or slushing the shuttle. • You are off balance and can't generate maximum speed + power on the smash & your smash is easily returned 	<ul style="list-style-type: none"> • Spend more time on your smash & practice your striking action so you make contact at the right time. • Keep your non-dominant arm extended for balance.
<p>② Appoint students to pair up with one another and go to a court to practice. Have the student with their back to the wall on the outside to be the helper and the student in the middle be the person practicing the skill.</p> <p>• Helper serves to student & student gets good practice</p>	<p>② Middle of gym</p>  <p>Helpers</p> <p><i>aim</i></p> <p>Wall</p> <p>X = student H = Helper T = Teacher</p>	<p>• students get sidetracked or aren't paying attention.</p> <p>• odd # of students when practicing</p>	<ul style="list-style-type: none"> • Ask students to pay attention by getting their attention by clapping or calling out certain students names. • have a group of 3 and the teacher personally control their rotation based on the normal rotation 	

I want to make all to make - outline

↓ Pack



Lesson Description	Class Organization	Instructional Cues / Points to Emphasize	Anticipated Problems	Corrective Feedback
<p>• After about 5 minutes</p> <ul style="list-style-type: none">- have the students switch desks and roles so both students get a chance to be helpers and practicing the skill <p>• While During this whole time, I will be pacing from court to court correcting and noticing students are making and also giving them positive feedback.</p>				

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Reflection Guide

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Instructions: Consider your recent teaching episode and provide a brief response to each of the following areas:

<p>Describe what you did well to</p>	<p>Present a professional appearance: When teaching, I was dressed appropriate with my collared shirt and athletic pants. I had my athletic shoes and were wearing appropriate.</p>	<p>Motivate students to learn the skill: Before demonstrating and explaining the Smash, I tried to get my students attention by making them hustle over to the court where I was teaching. I also decreased the Smash as one of the more fun and exciting shots to get my students to be excited to learn that skill.</p>	<p>Provide an effective demonstration / explanation: I think my demonstration and explanation went well. Before I explained and showed the key points well and went over them to make sure my students understood. I also went into detail about the preparation to the shot and what to do after.</p>	<p>Provide a smooth transition to skill practice: Before teaching the skill, I warned the students that after I demonstrate, we were going to practice. Then after demonstrating I explained to the students how we were going to practice and asked them to choose partners.</p>	<p>Provide appropriate feedback: I think I did well giving feedback. I both corrected my students when they did something wrong and complimented them when they did something well. I walked all around the courts, in and out of them runs a time making sure a got to see everyone practice</p>
<p>If you were to teach this same lesson again, what would you do differently?</p>	<p>Present a professional appearance: I noticed after that I should probably fix my shoes fully, not just so I can slip my foot in. And I also should have cleaned myself up and shaved because I was a little scruffy but not to bad. Thank you for being honest</p>	<p>Motivate students to learn the skill: I had to have a very monotone voice which doesn't really make me exciting or motivate to listen to so I need to try harder to change that. <i>Good</i> <i>Good</i></p>	<p>Provide an effective demonstration / explanation: I feel like I made a lot and sometimes don't say things clear enough or say them too fast, so I need to fix that. I should also work work on making eye contact as much as I can while speaking.</p>	<p>Provide a smooth transition to skill practice: Next time, I might appoint a partner the students where to go so there is no confusion. Also make sure there aren't any questions.</p>	<p>Provide appropriate feedback: Next time, I would try to be more enthusiastic and more helpful when correcting others and giving them feedback.</p>

On the back of this sheet discuss two ways that you might modify skill practice to adjust for varying levels of success.

Van Helsing I might like to design partners and what to go to practice.

1. The way I would modify skill practice to adjust for different levels of success by trying to pair up the students with other students with the similar skill level so it is not uneven or worthless when practicing someone much better than you.

2. Another way to modify skill practice to adjust the levels of success is pairing up students who ~~are~~ are less-skilled with highly skilled students, and the higher skilled students serve as mentors or teaching assistants to help the less-skilled students improve as a player.

ok