

Name: [REDACTED] Profile: Skill Teaching B

Course: Developmental Movement Date: 10/1/08

6/11/11

Planning 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)

95

**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)

- + 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
- v Is a catalyst for student motivation

CLASS MANAGEMENT (NASPE 4.1, 4.2)

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

Children practice in general space

PROVIDES BRIEF AND CLEAR DEMONSTRATION/EXPLANATION

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

- + Introduces the skill and purpose
- NA Provides accurate visual representation of skill at normal pace *child demo*
- + Breaks skill down into key points to emphasize
- 0 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

Objectives: (NASPE 6.1)

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

ad up, eyes forward, arms pumping, balls of feet, and fast pace.

2. During the closing discussion students will be able to describe the instructional cues of the run as:

head up, eyes forward, arms pumping, balls of feet, and fast pace.

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
<u>Intro Skill and Purpose</u>	☺ T ☺	Games and activities that running may be used.	Children not participating.	(Teachers give hints helping children remember where they run.)
<u>Demo/explain run</u>	☺			
(Student demo)	☺ T ☺	Head up	Children are not focused.	“Please pay attention.”
(Teacher leads discussion of key points.)		Eyes forward		
(Teacher demo)		Arms pumping		
(Teacher reviews 2-3 key points.)		Balls of feet		
		Fast pace		
<u>Skill Practice</u>	☺			
1. <u>Practice pattern</u>	T ☺	Head up	Looking at floor	“Remember to keep your head up.”
Running from line to line.	☺ (teacher circulates to give feedback)	Eyes forward	Looking at the other students	“Remember to look where you are going.”
		Arms pumping	Arms at sides	“Remember to pump your arms.”
		Balls of feet	Running on tip toes	“Remember to run on the balls of your feet.”
		Fast pace	Slow pace	“Remember to run at a fast pace.”
2. <u>Explore run</u>	☺			
Can you run in this area without bumping into anyone?	T ☺	Run in control	Bumping into other students	“Please keep your bodies in control.”

<p>b. Can you run in a small circle?</p> <p>c. Can you run in a zigzag line?</p> <p>d. Can you run in slow motion?</p> <p>e. Can you run with heavy feet?</p> <p><u>Closing Discussion</u></p> <p>When running our arms should be _____.</p> <p>Do you run on your tip toes? Or do you run on the balls of your feet?</p> <p>Is running performed at a slow or fast pace?</p> <p>Every time we run our head and eyes are always _____.</p>	<p>(teacher models and circulates to give individual feedback.)</p> <p>☺ T ☺</p>	<p>Keep your head up</p> <p>Pumping</p> <p>Balls of your feet</p> <p>Fast</p> <p>Up and looking where we are going.</p>	<p>Looking at floor</p> <p>Children are not listening</p> <p>Children are not responding to questions</p>	<p>“Remember you still need to keep your head up.”</p> <p>“Please pay attention.”</p> <p>(Teachers are ready to give hints to students having trouble.)</p>
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 Skill Transfer Category
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NASPE 8.1, 8.3

Name [Redacted] (Run)

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
If you were to teach this same lesson again, what would you do differently when...	<p>communicating with students</p> <p>Making the boundaries more of a demand for students to respect them.</p>	<p>managing the class</p> <p>I should have pulled the student to the side that I had to keep speaking to and made it clear that he was not listening.</p>	<p>demonstrating and explaining the skill(s)</p> <p>Not too much</p>	<p>transitioning to skill practice</p> <p>Go over the directions before getting up with the children to make it go more smoothly.</p>	<p>giving feedback</p> <p>Not too much maybe stay with the child more after I give feedback.</p> <p><i>Handwritten note:</i> I provided the right feedback when the child was doing things correctly and incorrectly.</p>

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. X	Performs the motor skill using the mature pattern with a successful outcome.
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).	Verbal and nonverbal communication is effective (i.e. uses stop signal, has adequate voice projection, language is clear, concise, motivational). X	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
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.
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.	Sets specific goals for subsequent teaching episodes related to his/her reflection.