

Name Sarah Titus

Date of Lesson November, 2011

Grade Second

Unit Balancing Lesson Number in Unit 2

Focus of Lesson Weight Distribution

Self-Evaluation of Lesson

After you have taught your lesson, reflect about the experience and evaluate your performance in each of Danielson's four domains. Refer to the handout on reflection for guidance in writing your self-evaluation.

Domain 1 – Planning and Preparation

1a. Demonstrating knowledge of content and pedagogy

In my warm-up I had the students do a fun activity called, The Hungry Crab. The hungry crab called for students to work in small groups of three with a relay influence (though I didn't put emphasis on the relay aspect). My activity was appropriate because I know the majority of the students enjoy doing the crab walk so this was an opportunity. Also, it gave students another opportunity to balance, because students were asked to balance a bean bag on their stomach while crab walking it and bring it back to their hula hoop. Students were able to work on both muscular strength (by holding themselves up) and muscular endurance by repeating the activity. I anticipated problems of students bumping into each other and made sure students were only crab walking forward because I know it is a rule of Mr. E's. I also anticipated students standing around while waiting for a member of their group so I had students jog in place and focus on cheering their group member who was retrieving crab food. For my practice activity I had students each on a carpet square and we practiced different points of contact. I discussed in my demonstration explanation and gave good examples of shapes that have a good base of support as well as examples of low vs. high center of gravity and introduced the athletic stance. I did not anticipate the carpet mats being slippery against the gymnasium floor.

1b. Demonstrating knowledge of students

I provided additional assistance to students during the warm up by encouraging students to do their best by keeping their bottoms off the ground and balancing the bean bag on their stomachs. I provided additional assistance by observing them during the practice activity. I gave simple reminders of what was 1 point of contact, 2, 3, etc.

1c. Setting instructional outcomes

The objectives addressed cognitive affective and psychomotor with using the NASPE Standards. My objectives were able to be assessed through either Teacher Feedback from

Observation or during Question and Answer. I incorporated standards 1,2,3,4, 5 and 6 applying them into my warm-up and following them up with questions during the closure to the warm-up. I also worked cognitively during my demonstration/explanation of the concept. I had drawn different shapes to explain base of support along with low center of gravity vs. high as well as working on psychomotor aspects during the practice activity by having students perform the balance concept.

1d. Demonstrating knowledge of resources

A resource that was used for planning this lesson was PE Central for the warm up activity. It was difficult finding ideas for balancing.

1e. Designing coherent instruction

My lesson was well defined with a good introduction. I transitioned well into my warm up, closure to warm up and into my d/e and practice activity.

1f. Designing student assessments

My main assessment was done through using feedback from my observations of the class and students. I also noted who was able to balance proficiently, novice, and beginner novice. The majority of the class was on the cusp of beginner novice and novice. They need continued practice with balance.

For my next teaching experience, my goal(s) for Planning and Preparation is/are:

1. Continue being aware of the anticipated problems

Domain 2 – The Classroom Environment

2a. Creating an environment of respect and rapport

Students showed respect for each other by moving without bumping and listening during the practice activity. I created this environment by setting expectations for the students of how I expected them to listen and practice. Students during the warm up did a nice job respecting their group by giving positive encouragement, I was happy not to hear anyone complain about not getting a lot of crab food because someone was struggling with the crab walk in their group.

2b. Establishing a culture for learning

I felt enthusiastic about the activities, especially the warm up activity which I wish I could've participated in. Pride from the students work was acknowledged by giving positive feedback, cheering, and a smile or a high five. I also gave good group feedback to the class. I gave a lot of positive and specific feedback to a good amount of different students.

2c. Managing classroom procedures

Students were organized into small groupings, 4 groups of 3. I counted students off and sent them to their respective corners. However, I had three students that didn't remember their number (even after I said, REMEMBER YOUR NUMBER) though I should've known better. I could have had the 1's raise their hands, the 2's, the 3's, and the 4's to be sure students knew. Though confusion was minimal I just sent the 3 'lost' students to different corners and it worked out fine. The responsibility given to the students was to stay in their groups corner, jog in place while someone was crab walking, balance 1 bean bag on their stomach, and bring it back to their teams hula hoop. The equipment responsibility was minimal and was given to each student. Each student was asked to walk over quietly to the circle, place their bean bags in the middle of the circle, and have a seat. 1 member from each group was asked to put their hula hoop away. This worked out well because students didn't have to walk out of the way and it cut down on time. The responsibilities were handled well and students did as I had asked, however, I forgot at first about the hula hoops, so while students were already moving I had to add it which caused minimal confusion.

2d. Managing student behavior

I encouraged positive behavior when students did a nice movement, a strong balance, or transitioned well. I did this by using his/her name and saying, nice job____, I like how you____. I interacted with every student during the lesson. I used each students' name and I feel I shared attention well overall. I tried to give lots of feedback both during the warm up and practice activity.

2e. Organizing physical space

I made sure the classroom was safe by having students be aware of their neighbors during the warm up as not to bump into them. I asked students to take a step back from where they were to allow for ample spacing. My pancake practice activity was organized so all students could see and hear me clearly and that they were not too close to their neighbor.

For my next teaching experience, my goal(s) for The Classroom Environment is/are:

1. Continue giving a wide range of feedback to the class/individuals
2. Be sure my instructions for transitions/equipment are clear and concise.

Domain 3 – Instruction

3a. Communicating with students

I helped student understand the purpose of the warm-up in my closure to warm up discussion by asking questions and having students describe what they did and how they got their bodies ready for the lesson. I had students describing what bodies parts they moved, how they moved them, and why the way they moved them helped them get warmed up.

3b. Using questioning and discussion techniques

Questions were used in the closing of my warm-up. Time was allowed for students to respond. The discussion period was used to wrap-up the warm-up and transition into the demonstration explanation and practice activity. I helped student understand the purpose of the concept of balance “eye focus” by giving students examples, having students practice different balancing positions, and also practice with their eyes closed to understand how difficult it is to balance without your eye sight.

3c. Engaging students in learning

Demonstration/Explanations were used to help students understand by showing how they were suppose to participate in the warm up and the core of the lesson. I engaged students during the practice activity by having students do different balancing positions, and also practice with their eyes closed to understand how difficult it is to balance without your eye sight.

3d. Using assessment in instruction

Both skill feedback and behavior feedback were incorporated into my warm-up and core. The feedback was general and both positive specific that was directed more towards individuals. I am doing a better job at balancing positive and corrective feedback.

3e. Demonstrating flexibility and responsiveness

I didn't have to demonstrate much flexibility in this lesson.

For my next teaching experience, my goal(s) for Instruction is/are:

1. Continue to demonstrate for students

Domain 4 – Professional Responsibilities

4a. Reflecting on teaching

1. *Be able to perform the Balance concept of weight distribution using the following critical elements: (Arms) out for balance, center of gravity, (Points of Contact) base of support*

Students were able to demonstrate the concept of weight distribution though it needs continues practice.

2. *Continue to develop muscular strength by holding up students' own body weight during the warm up*

Students were able to hold themselves up during the crab walk in the warm up activity

3. *Continue to develop muscular endurance by doing repetitive movements during the warm up*

Students were able to develop muscular endurance by crab walking and jogging in place during the warm up activity.

4. *Be able to describe how the activity can help build muscular endurance during closure to warm up*

Students were able to contribute to the discussion on how they could build muscular endurance during the warm up in the closure to warm up.

5. *Be able to describe how the activity can help build muscular strength during closure to warm up*

Students were able to describe that by holding themselves up they worked on building muscular strength.

6. *Continue to develop self-discipline by keeping bodies under control during warm up and practice activities*

Students overall kept their bodies in control during the warm up and practice activities by crab walking appropriately and by balancing their best.

7. *Continue to develop responsibility by following directions throughout the lesson*

Students listened well and followed my directions

8. *Continue to develop cooperation by working in small groups during warm up*

Students were able to cooperate together in small groups during the warm up

4b. Maintaining accurate records

I did not record any information of student progress. I only observed my students as they were participating in the activity and discussion.

4c. Communicating with families (optional)

None.

4d. Participating in a professional community (optional)

None.

4e. Growing and developing professionally

I spoke with Mr. Durand about my warm up and getting more students involved by just having students been in pairs, which, I honestly didn't think of but I agree. Mr. Durand liked my d/e of balance and especially liked the diagrams of shapes I drew when discussing points of contact.

4f. Showing professionalism

I was on time, prepared, and dressed/groomed professionally. I feel as though I spoke to the class with a good level of enthusiasm.

For my next teaching experience, my goal(s) for Professional Responsibilities is/are:

1. Meet all of my objectives.
2. Continue to bring a high level of enthusiasm to the lesson