

Instructor:	Brian Culp, Ed.D	Office:	PE 266
Class meeting:	T/Th 8:30-9:50- PE 150, various.	Office Hours:	By appointment*
E-mail:	briculp@iupui.edu	Phone:	(317) 278-1596

This course syllabus is a general plan for the course, deviations announced to the class by the instructor may be necessary.

Course Description

Study of current literature and resources related to and practical experiences in teaching team activities effectively in physical education programs. Activities will include readings (textbook, professional journals, research, NASPE documents, Indiana and NASPE standards for physical education; electronic listservs and websites); written reports; lesson preparation, delivery and critiques, and participation in team activities for the purpose of enhancing teaching. A variety of team activities will be included.

Additionally, students will develop skills in lesson and unit planning with instruction being held on campus via lectures, labs, and through service learning off-site*. This is taking place utilizing the fitness program *PARCS*. This is a collaborative effort between the IUPUI School of Physical Education and Tourism Management (PETM), the IU School of Nursing (SON), Clarian Health and Indianapolis Public Schools (IPS) in order to promote healthy activity in the state of Indiana.

*** The outside service learning requirements in this class will be held at the following schools:**

George Washington Community High School
2215 West Washington Street
Indianapolis, IN
(317) 693-5555

Thomas Carr Howe Academy
4900 Julian Ave
Indianapolis, IN
(317) 693-5590

Emmerich Manual High School
2405 Madison Ave
Indianapolis, IN
(317) 226-2200

Additional contact person

Jennifer Anderson, M.S. is the service learning coordinator for the Department of Physical Education and the *PARCS* Program Director. We will both work together to help plan for the success of the students in the afterschool program. Her contact information is below:

jzarembk@iupui.edu: (317) 274-7681

Transportation

It is expected that you have transportation the schools you choose to teach in. If this is an issue, then I need to be notified as soon as possible. The afterschool program at each of the schools will begin on Wednesday September 13th, 2010, unless otherwise noted.

Course Objectives

1. Students will implement, modify, and create strategies for class management related to teaching team sports in a 7-12th grade school setting.
2. Students will officiate (as necessary), explain and demonstrate the ability to apply rules of team sports.
3. Students will be evaluated on basic skills for handball, floor hockey, ultimate frisbee, and speedball.
4. Be able to describe, demonstrate and teach basic skills and concepts for a selected number of team activities.
5. Emphasize the three learning domains in their teaching and understand the importance of safety.
6. Articulate the importance of research-based, systematic, validated knowledge in constructing and teaching physical education programs.
7. Find different ways to make research serve their teaching.
8. Develop a daily lesson & unit plan.
9. Understand and use selected commonsense strategies for reading research.
10. Develop skills for locating pertinent literature available in electronic and print form.
11. Gain an appreciation for the different perspectives students bring to team activity classes, and devise strategies for engaging students of varying perspectives into team activities.
12. Understand developmental stages children progress through as they relate to participation in team activities.
13. Grow in understanding and practical application of organizational matters related to team activities (getting students into groups, transitions from one activity to another, equipment use, distribution and collection, taking roll, etc.)
14. Identify and learn how to intervene when students behave in inappropriate or unhelpful ways during team activities.
15. Discuss evaluation and assessment strategies in team activity units.
16. Improve knowledge of and performance related to the IUPUI Principles of Undergraduate Learning.
17. Maintain discipline in a physical education setting.
18. Maintain accurate records in a physical education setting.
19. Keep a journal of their experiences teaching.

Textbooks/Resources

1. Fronske, Hilda A. (2007). *Teaching Cues for Sport Skills for Secondary School Students*. (4rd edition). Pearson Cummings Publishing
2. Schmottlach, N., McManama, J. (2009). *The Physical Education Activity Handbook*. (12th Edition). San Francisco: Allyn and Bacon (**NOTE: the 11th edition is also appropriate for this course**)
3. A **whistle** and other items such as shin guards, a hockey stick, grip tape, etc. (at your discretion)
4. A **PARCS SHIRT (\$12.00) and a dark pair of athletic shorts/pants**

Additional resources

**Additional readings and assignments will be placed on Oncourse and discussed in class.*

Student Learning Outcomes

Through this class, students will

1. Participate in and improve performance in a variety of team activities appropriate for age groups across grades 7-12.
2. Develop and deliver lessons to peers in a variety of team activities, and improve in lesson planning and delivery.
3. Base teaching decisions on professional literature.
4. Enhance competencies for using University Library and online resources to access professional literature.
5. Develop teaching resources using the professional literature.
6. Reflect on their performance and teaching as a way to enhance these activities.
7. Link class activities to enhancing performance on the IUPUI Principles of Undergraduate Learning (PULs).

8. Link class activities to the accountability standards, including the Indiana Department of Education academic standards for physical education and the National Association for Physical Education and Sport (NASPE) standards for physical education.
9. Participate in research and understand the importance of it in the discipline of physical education.
10. Work and give instruction in a supervised afterschool program.

Course Expectations

1. You are expected to give **your personal best to yourself, peers and IPS students**.
2. Students must behave in a professional manner that represents the goals and mission of the university and the department. If there is a question about this, please ask.
3. No guests or children may be present in class.
4. No food should be brought to class. Drinks must be in a non-spill container & must be kept off to the edge of the floor or next to your seat if you are in lecture.
5. If you are injured, you must still attend. Any injuries during class must be reported immediately & any costs incurred are the students' responsibility.
6. Assignments must be in on time.
7. On the days that you teach, whether here or afterschool, you must wear a white polo shirt/or approved PARCS shirt & dark warm-ups or shorts. During peer teaching, class participants must wear proper workout clothes (i.e. proper shoes, no jeans, hats, etc.) whether participating fully or not and are expected to behave in a professional manner.

8. On the days that you teach, you are responsible for getting all equipment ready & returning it. Failure to do so will be a loss of points. **YOU ARE ALSO EXPECTED TO BE HERE 30 MINUTES before you instruct.** Not doing so will incur a loss of points on your overall lesson grade.
9. Understand that criticism of your performance in class or after teaching is not meant to be personal, but only a tool by which for you to improve. To this end, take criticism in a productive fashion and if there is a problem where you feel you have been wronged, we need to discuss this as soon as possible. Also refrain from chastising other classmates. This is counterproductive. If there is a concern in this manner, inform me.
10. Cell phones & pagers must be turned off during class. Unless an emergency, students making or receiving calls during class will lose their daily points.
11. All rules for safety will be strictly enforced. No hanging on the rims or climbing the bleachers.
12. IUPUI is not responsible for lost, stolen or broken personal items.
13. Except in extraordinary circumstances which require written documentation and approval by the professor, there will be no makeup work, (i.e. tests, assignments, quizzes, teaching, etc.) allowed.
14. The instructor reserves the right to modify this syllabus if necessary.

Notes

Since this is a professional class, **professional conduct is expected!** This includes unwanted class disturbances and outbursts, profanity, failure to cooperate with the instructor and peer instructors, unsportsmanlike conduct, and any other

activities that the instructor determines is detrimental to the success of others in this course. **This is a methods of teaching course, not an activity class.**

Academic Misconduct

Academic misconduct will not be tolerated in any way & will be dealt with as outlined in the IUPUI Student Code of Conduct. This includes plagiarism of written work without referencing it, cheating on examinations or assignments by unauthorized collaboration with other students (unless told to do so by the instructor) and purchasing papers/products or using aides during an examination without the permission of the professor.

Principles of Undergraduate Learning

(These principles will be covered at various times during this course.)

- A. Core Skills
- B. Critical Thinking
- C. Intellectual Breadth, Depth and Adaptiveness
- D. Integration and Application of Knowledge
- E. Society and Culture
- F. Values and Ethics

Evaluation/Grading

There will be several assignments in this class, including readings, peer teaching, and written work. In-depth details of these are on Oncourse.

Criteria for Grading

<u>Category</u>	<u>Points</u>
Unit plan (1)	50
Surveys (2)	20
Tests (2 @ 25 points)	50
Journal Entries/Articles (7 @ 4)	28
Lab teachings (4 @ 16)	64
Class/group teachings (2 @ 25)	<u>50</u>
Total	262 pts

A+ 98-100%

A 94-97

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

F Below 70

ONCOURSE – OFFICIAL COMMUNICATION FOR P156

***Oncourse will be used extensively.** Check Oncourse several times during the week for announcements, postings, email messages. You will be asked to submit assignments via Oncourse. If you need assistance with Oncourse, check with any of the many resources available: UITS website <http://www.iupui.edu/~stiu/>, phone Q/A service 274-HELP, free computer workshops (STEPS), fellow students, computer lab consultants.*

I AM ONLY ACCEPTING ASSIGNMENTS ON ONCOURSE UNLESS OTHERWISE NOTED!

Other notes about the criteria for grading

Attendance

Due to the nature of this course and the enrollment numbers of this class, it is impossible to have make-ups for peer teaching sessions. Therefore, it is important that you are able to attend class when you are teaching, prepared with a lesson plan and equipment for the lesson. If you miss your teaching day with or without your group, **you will not be able to make up that day and you will lose your teaching and possibly lesson plan points.** This is a professional course, and I expect professionalism in regards to your lesson preparation and teaching. You are expected to be here each day, although you will have two excused absences. After these two, each **absence will count in a five point deduction from your final point total for the course.** Three tardies will also equal a five point deduction in your grade. Unprofessional behavior, failing to dress appropriately, general disrespect and other related issues in class will also garner point deductions. Other situations which arise that may cause you to miss class need to be discussed with me.

Unit Plan

In brief, you are to pick one of the four main sports that will be covered in this class and develop a comprehensive plan regarding the activity, using the guidelines that I will go over in class. This will be due at the end of the semester. I encourage you **not to wait until the end of the semester** to work on this.

Journal entries

Each time you teach, whether at IUPUI and through the afterschool program, you will be required to reflect on your teaching. These will be seven (7) total. As part of the reflection, you will apply articles on civic engagement and your interpretation of this to your journal.

Lesson Plans/Teaching

As a portion of your assessment in this class, you will be teaching peers two times here at IUPUI. Your lesson plans will reflect what you will teach in class. You will be graded via a group score and individual score by myself and your peers. **I encourage you to save a copy of everything you do in this class.**

Tests

You will have two tests in this class over the activities, cues, lessons, and other pertinent information presented in this course. Formats for these tests vary.

Surveys

This will encompass a pre and post survey.

Misc Incentives

There may be incentives based on group performance. Therefore, you should strive to perform the best that you can as an individual and group. These incentives will not replace an assignment in class, but they could be significant enough to add a few points to your final point total for the class.

Journals/assignments/lessons

Place these in your dropbox

SEE NEXT PAGES.

Tentative Team Activities Schedule Fall 10

<i>Date</i>	<i>Topic/Activity</i>	<i>Teachers</i>	<i>Assignment Due</i>
8-24	Introduction, Par Q Tour signing up for days	Culp	Obtain your items for the course
8-26	PARCS Program Discussion Signing up for days.	Culp	
8-31	Principles of Team Activities	Culp	
9-2	Ultimate	Group 1	
9-7	Ultimate	Group 2	
9-9	Ultimate		Afterschool teaching begins SEP 13th
9-14	Touch football	Group 3	Afterschool teaching begins SEP 13th
9-16	Touch football	Group 4	
9-21	Touch football		
9-23	Rugby		
9-28	Rugby	Group 5	
9-30	Basketball	Group 6	
10-5	Basketball or Roundball		
10-7	Handball	Group 7	
10-12	Handball	Group 1	
10-14	Test 1		TEST ONE- Journal check one
10-19	FALL BREAK		
10-21	Speedball	Group 2	
10-26	TBD		
10-28	TBD		
11-2	Speedball	Group 3	
11-4	Handball (lead into Lax)		
11-9	Lax	Group 4	
11-11	Lax	Group 5	
11-16	Lax		
11-18	Floor Hockey	Group 6	Unit plan due
11-23	Floor Hockey	Group 7	
11-26	THANKSGIVING BREAK	THANKSGIVING BREAK	THANKSGIVING BREAK
11-30	Floor Hockey		
12-2	Test 2		TEST TWO- Journal check two

Unit Plan guidelines and format (DUE November 18th, 2010)
50 points total

Quality unit plans are a staple of any effective physical education program and can be designed in a vast majority of methods. Since there are individuals who are at different points in the program in this class, your unit plan for this class will be modified. This is not the case with the majority of unit plans, since they are longer and more detailed.

You are to pick **one** of the team activities we are covering in this class (**with the exception of basketball, football and roundball**) and plan for a middle school population (grades 7-9).

Why are we not to do K-6 you ask? Team activities of this sort are generally not developmentally appropriate for these levels in a school setting. To further emphasize this point, we would never for instance introduce competitive volleyball to a group of 3rd graders. Ever seen kindergarten students play ultimate or throw a handball? Tag games and the like yes, competitive sport activities for these ages in school, **no**.

Your individual lessons that make up the unit need to be planned in terms of a 1 hour **time limit**. Specify what you will be doing and how long you will be doing it. I suggest that you gear your unit plan to the student population you plan to work with in order to give you some practice in class preparation.

Within this unit plan, the following items will be included for full credit:

1. What is the theme/sport being covered?
2. The grade level?
3. A brief history and rules/terms you want covered in you class. These need to be appropriate to the grade level. **(5 points)**
4. An overview of the equipment and facilities needed. **(2 points)**
5. Considerations for safety and rules. **(2 points)**
6. Unit objectives at the end of the unit (i.e. students at the completion of the unit should be able to) **(3 points)**
7. A day to day general summary of what will be going on each day. Place this in a chart. **(3 points)**
8. This is important: **I only want you to include three lesson plans, under the exact same format that you have been given in class.** Typically, most units for teaching team activities are longer, but you do not have the time in this class to make a three week to four week long drawn out unit. Keep in mind what a beginning lesson should look like and what a culmination lesson should look like. Your lesson plans for your students should show a logical progression. Do you want your students playing mini-games toward the end of the lesson or a full out activity the last day of the lesson? **(20 points)**
9. An assessment tool. You will construct a twenty five question test using multiple choice, true false, matching, fill in the blank and essay. **These will be questions that you will create. (10 points)**
10. A two page summary of your rationale for selecting this unit, the idea behind the lessons you chose along with an explanation of your tests and why you decided to design the questions that you did. (typed, 12 point, times new roman). **(5 points)**

Lesson plans should include the following:

Section A. (Objectives)

- Background Information (Grade, # of students, Length of Lesson). Plan for:

- Power walk/jog (5-10minutes)

Goal is to get all kids power walking or jogging for 12 straight minutes
Progressive warm up week to week (minutes)

-Fun and Fitness Circuit (10-15 minutes)

Different circuits each week.

8 circuits

Demonstrate before beginning

Weeks 1-6, circuit is 30 seconds with some rest in each. Weeks 7-12 each circuit station is 1 minute with some rest in between each.

Fit Decks, Fit Spots, etc, sport related stations

-Game/Sport activity (45 min)

Per the schedule, have backups in mind

More cooperative than competitive, have a cooperative activity (brief)

- Cool down-cues/quiz (10 min)

Light stretch/yoga

Students can demonstrate

- Overview/Rationale (Describe the importance of the lesson, and what you think should result from this lesson, i.e. cognitive, behavioral, psychomotor)

- Resources and Materials needed (Identify any equipment needed to conduct the lesson)

- Anticipated Difficulties (Address any potential problems to watch out for - i.e. safety issues, discussion topic difficulties, etc)

- NASPE Standard(s) covered (Provide the number for each standard addressed in each objective, each standard does not need to be met).

Section B. (Content) - This needs to be detailed enough so that I know what is happening). Bulletpoints are unacceptable.

-Description of the warm-up routine that the group is doing and your management routine

-Description of the lesson you are teaching and what you are going to do (put in how much time will be devoted to each portion)

-A lesson map of the room/physical activity space

Section C. (Cues/quiz)

Provide a separate handout for your learners which:

-Has a copy of all of the cues discussed in class

-Has a five question quiz over topics discussed in the lesson

-Be sure to reference your work.

Lesson teaching:

You/your group do have some flexibility in teaching your lesson. Good scores on lessons typically include the following:

- A theme for the lesson (word/slogan/thought) that is applicable to the lesson and is referred to often during instruction.
- Enthusiasm without being silly.

-Being on time

-Having a concise lesson plan that involves everyone, including communicating effectively with group members

- A warm-up or instant activity or sort which relates to the lesson
 - Time to practice individual skill development
 - Time to practice partner/small group skill development
 - High ALT-PE. Movement.
 - A safe environment for learning
 - A set of basic rules and signals
 - Doing the activity and explaining its relevance in a sport/team context
 - Specific feedback which is relevant to what is happening in the lesson
 - A logical progression of activities, based on what you have in your resources
 - Creative lessons (show your class and me something that we haven't seen before)
 - Think about how to teach unmotivated, middle school learners
 - A teambuilding activity at the beginning or end of the lesson and a brief time to process and link the activity to what is happening in the lesson.
 - Looking and acting professional
 - Providing meaningful cues for instruction
 - Asking students questions
- KNOWING YOUR CONTENT-USE THE TEXT(S) –don't make it up**
- Ending with a positive building block for the day.

Criteria	5 Proficient	4 Emerging	3 Average	2 Rudimentary	1 -Unacceptable
Cohesion /5	The group in my opinion worked together extremely well. First, all of the members were on time. Second, equipment appeared to be logically used with the class setting. All of them were dressed well and clean looking. There were no lapses in the teaching. I enjoyed the lesson and where it took me. I learned something new. The assessment was challenging. I moved around a lot and was active.	The lesson was enjoyable. There were a few minor things to adjust: The reason why I didn't rate this a five was <u>because</u> :	The group teaching was basic, really nothing new for me. Class was a bit mismanaged and I didn't feel as if everyone was on the same page. I have seen this lesson before and could have taught it myself. Not really applicable to a wide range of groups.	The group teaching was not developmentally appropriate. It has lessons which do not challenge learners and is not practical in execution. There was no assessment. I would be happy if they didn't try this again.	The group's teaching provides no evidence on how to engage or assess students. This was a waste of my time Highly disappointed.
Aptitude /5	The group had developmentally appropriate activities and no more than eight minutes. Lesson material was known without having to look at a stack of notes or merely by reading materials. This group looked like professionals. The group used terminology I read and studied in my books for the course. Additionally, they used examples and persons as models.	The group seemed pretty intelligent. There were a few minor things of note <u>such as</u> :	I did not feel particularly engaged by the group in this class setting. Members seemed indifferent and concerned with finishing than teaching/coaching.	The main lesson includes poor management of students by the instructor. Modifications to activities if necessary are not made. I felt, "busy, happy and good" and learned nothing. We kept doing the same activities/drills.	The group failed to relate the lesson in any measureable way to students. The lesson is haphazard and content of relevance is unobserved. Not sure what they were thinking here.
Duplicity /5	Without a doubt, I can use this group's lesson when I am teaching. The routines and the management style are logical for the type of class being taught. The lesson is also flexible enough to incorporate other aspects of learning into it. The lesson could be modified for people with various skill levels and abilities.	The group's lesson seemed fairly solid. <u>I noticed the following issues though</u> :	I could use certain parts of this lesson, but all in all, the effort left a lot to be desired. It wasn't terrible, but nothing stood out to me.	This group had very few items that I have not experienced before. If structured better, I could have seen more.	I could not use anything of not from this group's teaching.
Effective Communication /5	The group had no problem with voice communication. Non-verbal communication was additionally important. I thought all the people in the group scheduled transitions well. Group members appeared to have discussed things with each to other.	The group communicated well, but <u>I noticed a few minor issues</u> :	I didn't feel as if the group consistency discussed how to maximize effective use of time. Lots of low ALT-PE	Some communication, but nothing of note.	The group showed no signs of communicating or wanting to communicate. Every person had their own agenda and seemed disjointed.

P156 class teaching rubric

Person: _____

Lesson: _____

Date: _____

Area	Description	Points (Circle one)	Comments (what was missing/notations)
Personal qualities	-Arrived 30 minutes before lesson, dressed appropriately? -Effective tone and voice? -Lesson plan? -Is the set up logical and unhurried?	5- Proficient 4-Emerging 3-Average/Inconsistent 2-Must improve 1-Unobserved/flawed	
Group Warm-Up/Introduction	-Does the warm-up seem appropriate to the lesson? -Is the relevance of the activity discussed? -Does the instructor enthusiastic? -Is the class under effective management?	5- Proficient 4-Emerging 3-Average/Inconsistent 2-Must improve 1-Unobserved/flawed	
Main Lesson	-Is equipment used in a logical fashion for the lesson? -Is the teacher giving specific feedback and actively engaged with students? -Are safety concerns in effect? -Are students on task the majority of the class and under effective management?	5- Proficient 4-Emerging 3-Average/Inconsistent 2-Must improve 1-Unobserved/flawed	
Cool-down and misc	-Did closure provide a review of the cues, fit word(s) and main points of the lesson? -Was the team building activity appropriate to the lesson? (If applicable) -Did the teacher answer student questions in a knowledgeable fashion and end with a meaningful thought for the day?	5- Proficient 4-Emerging 3-Average/Inconsistent 2-Must improve 1-Unobserved/flawed	

Please put any additional comments on the back:

_____/20

Program notes/teaching and lesson planning strategies.

I. Procedure

-You will need to choose **five times** for you to attend the afterschool program at the sites of your choice. You will teach approximately from 3pm until 5pm. It goes without saying that you need to be at the school approximately 30 minutes or sooner before you teach, because you need to set up. If you are late, the service learning assistant, myself or Jennifer will deduct points from your teaching. **If you miss your opportunity altogether, you will have your teaching and journal points deducted from your overall grade for the course, which cannot be made up due to time. BE EARLY, ATTENTIVE AND READY TO GO!!!!**

Your lesson plan needs to be turned into me the Friday before you teach, before 5pm, to either myself or Jennifer Anderson. The lesson plan can be turned in as an individual effort or as a group plan. If you do not have your lesson turned in on time, **you will have 5 points deducted from your teaching grade for the lab.**

If you really want to get ahead of the game, it is best to meet early, with each person contributing to the lesson. Group lesson plans need to have a **description of what each person contributed to the lesson.**

A list of students will be provided to the schools, but you need to have on your appropriate IUPUI clothing to identify you as an instructor. When you get to the school, you can park in the front of the school or you may be able to find a visitors spot near the back. I have no way to guarantee the availability of spaces from day to day.

II. Teaching

In order to maximize your success in this endeavor and meet the needs of the student population you are serving, you will need to strategically and logically plan out what you want to happen during the two hours you will have for the afterschool program. Here are some strategies for people who have done well.

-You need to be early in order to set up. If you are scrambling around trying to set up equipment and procedures five minutes before class begins, you will have a host of problems on your hands. There are a host of uncontrollable variables in an afterschool program that you cannot prepare for unless you experience them firsthand. The fact that you are in a setting unfamiliar to you should encourage you to overplan.

-For the people who are teaching in a group, each person needs to have an **equal and designated role.**

-This is the time to practice being an “active teacher”. Are you controlling class or is the class controlling you? Be cognizant of giving directions, being courteous, but at the same time, being in charge. If you stay active, your time will fly by.

-If something is not working, don't be afraid to modify or move on to the next task. Plan backup tasks for your learners.

-Engage students in the activity by asking them questions to get involved.

-Discuss management procedures with the class in less than two minutes. Do not spend more than two minutes giving instructions. Work in small bits. You do not have to give students everything in one session minute class session.

-Don't ask students what they want to participate in. **Tell them.** Divide students up into smaller groups and teach briefly before getting them into activity. I will also provide to each group a list of fitness and sport activities for the programs.

III. Strategy

When creating your lessons, you need to have the following components: a cardio warm-up, an opportunity to work on team skills, a cool down and a brief teambuilding activity. We will discuss this in more detail the first few weeks of class.

Cardio activity can be in the form of an instant activity or by separating the boys and girls to work on a warm up such as cardio aerobics or kickboxing. Music needs to be a part of this activity-which is appropriate, free of profanities and something you would work out to. Current music works better than older music.

Next, you can gather the group together briefly and explain what will be going on the rest of the time, as well as go over your management directives (i.e. when we blow the whistle....)

Team skills in a drill of some sort which relates to the group sport should be covered. After a few minutes, rotate groups and then lead up to the last activity.

The last activity should be a team **related or big group competition**, after which, leave a few minutes for closure if needed. Students can help you with equipment if you want them too.

Again, this is a rough outline. Still, you should stick with the lesson plan components for the class to make your life easier.

What I would like to see taught:

August-Mid September (Football, Frisbee, Basketball)

Mid-September-Mid October (Basketball-Handball, possibly Roundball)

Mid October- Mid November (teacher choice)

Activity should be taking place at all times (four-square, jump rope, challenge drills, dance, aerobics)

– NO DOWN TIME

Reflection Journal-Afterschool questions

Answers to these questions should be turned into Oncourse *no later than a week after each of your teachings*. Your answers should be no less than two pages, double spaced, 12 point font. Late assignments will not be accepted.

These will be graded based on a rubric I will provide to you. Again, these questions are specific to your **AFTERSCHOOL** teaching. A reflection on your individual and group teaching will have separate questions. All articles will be on Oncourse.

First visit:

Describe your initial perception of the school.

Describe your initial perception of the students.

What were two things that you did well your first day and two things that you would improve upon.

Article one reflection

Second visit:

Describe your teaching experience during the second visit. What are some aspects of the experience which stood out to you?

What are ways that you feel you are building a positive rapport with students in the afterschool program?

What activities do you think students are most familiar with? Why do you think this is the case? How would you change this in your future physical education experiences?

Article two

Third visit:

Based on what you have witnessed so far, what aspects of classroom management would you focus on for this group? Would this differ in a physical education setting as opposed to an afterschool program?

Article three

Fourth visit:

Are you noticing differences in students' participation from your first visit to the next visit? List two items (or more) which you remember.

Describe the most interesting conversation you have had with a student.

Article four

Fifth visit:

When looking back on your experience, what have you learned in respect to teaching and planning for an afterschool program?

What have you learned about motivating students in a program such as this?

What have you taken from this program which you think will help you in future endeavors, which have nothing to do with teaching?

Article 5

Reflection Journal-Individual and Group Teaching questions

First Teaching:

What topic did you instruct?

What was your perception of your first teaching and the topic which you taught?

What was the perception of your groups' teaching?

Was there anything in particular you would like to instruct in a different fashion? Why?

Indicate two specific things that you will do for your next teaching to improve upon your instruction.

Second Teaching:

What topic did you instruct?

How did your group perform in this teaching as compared to the last lesson?

How did you perform in this teaching as compared to the last lesson?

How did you improve upon your instruction from the first time?

What did you learn from this teaching and what did you learn from working in a group?

Grading Rubric for all journals on next page

Criteria	4 Proficient	3 Advanced	2 Basic	1 Prestructural
Journal Response	Journal is representative of critical reflection which includes knowledge of content and its inclusion into the teaching episode. Analysis conveys extensive evidence of a personal response to the issues raised in the teaching episode, documented with relevant facts presented in the course. The instructor's entry demonstrates an understanding of personal growth & development in teaching and diverse strategies by which this can take place for different learners. Grammatical mistakes are non-existent.	Demonstrates an ability to reflect on own teaching & student learning. Provides examples consistently throughout the reflection. Analysis conveys evidence of a personal response to the issues observed while teaching in the lab and during course discussion. The instructor is able to make inferences about the teaching episode and the learners in the setting noting previous demonstrations. Grammatical mistakes are virtually non-evident.	Demonstrates an ability to reflect on own teaching and student learning, but minimal examples are provided. Analysis conveys some evidence of a personal response to issues observed while teaching in lab and during course discussion. Journal entry is completed with a few grammatical mistakes.	Content in journal is superficial in nature and descriptive of a reporting of facts. No personal application to the teaching episode is attempted, nor are any examples presented. Conventions of grammar, spelling and punctuation are not followed. No strategies of teaching for diverse learners are discussed

No points for late or unacceptable journals.