

## Physical Education 2017 Fall Semester Reflection

During this semester I was able to gain experience towards becoming a teacher candidate from courses taken at Northern Kentucky University, collaborating with instructors, and working with students at \_\_\_\_ Elementary. I was excited to have the opportunity to be in the elementary setting because of the energy students have and the enthusiasm I have to share. I was curious going in to the elementary school about classroom management but I feel confident about the situation after the experience and going in to future teacher candidate situations. Throughout the semester, I was able to design and carry-out lessons, differentiate instruction, use assessments with technology, reflect on lessons, tutor students individually, collaborate with parents, and implement professional development. I have gained knowledge and added quality experiences this semester to my repertoire of teaching experiences and feel more confident towards becoming a teacher candidate.

When I started with my experience at \_\_\_\_ Elementary, I vowed to learn all the student's names because it helps me with teaching for multiple reasons. I learned the students were on a three day rotating schedule, so I would see students for three days and then see them again seven school days later, which made it tough to learn everybody's name. The scheduling also forced me to plan ahead for my pre-assessment that covered the learning objectives I wanted students to be able to obtain. From the assessment I was able to plan a purposeful unit on volleyball for a 5<sup>th</sup> grade class and guide them towards reaching the lesson objectives. From the pre-assessment, I decided most students needed to start with the basics of volleyball. I was able to teach the process of passing a volleyball by explaining three cues, demonstrating them, and allowing plenty of opportunity for students to practice with a plethora of tasks. I was also able to differentiate the lesson by using balloons, instead of volleyballs, for students who needed more time to work on the correct passing form. For students who had some volleyball experience, I wanted to challenge them by increasing the distance between passes for increased difficulty. There was also a common misconception about how to bump a volleyball and which part of the body to use. Using constant feedback and mini lessons during tasks, I was able show the correct passing form. (KTS: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2)

I was able to use technology during the semester and found out it was a great technique to use as an assessment tool. After explaining how tablets were to properly be used for the assignment, I split the class into groups of three and used one tablet for each group. The groups were given a worksheet with the three cues of passing a volleyball and asked to record each other and decide if they were able to reach the objectives. As students were self-assessing, I was walking around doing a formative assessment while providing feedback from the results I gathered. In my future teaching experience, using technology for students to record their actions and self-assess is a quality step because they were able to see exactly what they were doing incorrectly and fix it. (KTS: 3.4, 5.4, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5)

During my time at \_\_\_\_ I was able to collaborate with my cooperating teacher, Ms. \_\_\_\_ after our third class, during the planning period. Within our professional learning community we were able to plan for a meaningful volleyball unit. With her background knowledge of the students and experience with teaching volleyball, we put together a unit based on many of the spark.pe.org activities. Since the unit continued for another two rotations, we

decided to start with simple tasks and focus on passing. I would design and plan activities and \_\_\_\_\_ would provide feedback. She also provided feedback after each lesson I completed. We discussed activities that worked and didn't, we discussed how to handle classroom behavior from situations which arose throughout the lesson, and we discussed my teaching of the material. Although the community was small, I was able to learn from the cooperating teacher how to maintain an effective learning environment, plan a unit for students to reach their learning objectives, and carryout an effective lesson. Collaborating with other teachers is in important aspect I will continue to do as I enter the profession of teaching. (KTS: 2.2, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4)

One of my best methods of learning is by learning from the mistakes I make. During this semester I have made plenty of mistakes but have also learned from them. After teaching each lesson I would reflect on the activities and decide rather they worked, needed tweaked, or dropped completely. I would also evaluate myself, if I didn't explain a task clearly or mishandled a classroom management situation; I would note it and improve the next time. One way of knowing when activities went right or wrong was by reflecting on the formative assessments. I used a checklist to mark objectives met during the lesson and kept track of the progress students made during activities. Another way of self-assessing was to evaluate the results of the post-assessment. On my post assessment, the majority of students improved on all three lesson objectives, although one objective (foot positioning) some students didn't improve upon. After the unit was complete I adjusted it to include more activities for this skill. Reflecting on the lessons and unit plan allows me to improve on mistakes made, so students get the highest quality lesson, which is something I plan on carrying with me as a teacher. (KTS: 5.2, 5.3, 7.1, 7.2, 7.3)

I attended the Kentucky Association for Health, Physical Education, Recreation, and Dance (KAHPERD) conference held in Lexington, KY November 12-14. I was able to attend five sessions during the conference which included: The General Session, Motivating Students with Perceived Competence, Relatedness, Autonomy, Individuality, Social Support, and Enjoyment (PRAISE), Classroom Behavior Management, Maximizing Moderate to Vigorous Physical Activity (MVPA) in the Classroom, and Focus on the FUNdamentals. The value of attending conferences such as KAPHERD is for professional development, making connections with other physical/health educators, and finding resources which could be used in the classroom. I learned that professional development is important for staying current with new trends and ideas which could be used in the classroom. I was able to evaluate my own teaching strategies and apply what was learned during the conference towards my clinical teaching and for teaching in the future. (KTS 9.4)

I have learned in order to a P.E. teacher you must be flexible. Throughout the semester the gymnasium was overtaken by many different activities such as plays or Veterans Day recognition. During this time and others I was able to tutor students in the resource room. I was able to work one-on-one with students practicing math and word comprehension. We used a lot of flash cards to work on each subject, occasionally students would bring in a worksheet to be completed. One student carried a tablet for communication, which was a good way for him to communicate. Most students seemed a little timid when I first started but warmed up before they left. I really enjoyed the experience of tutoring one-on-one and focusing on one student to accomplish their goal. This really showed me focusing on student's needs and providing support can help them flourish. (KTS: 1.1, 3.1, 3.3)

I feel it is important to have good communication with parents of students. During my Methods and Materials for Health Education course at NKU this semester, I developed a newsletter to share with parents about what I could possibly teach in health education as I become a teacher. Newsletters could be used in Physical Education also, informing parents about myself, of activities, how I go about them, or where I get them from. Hopefully answering any concern or questions parent may have.

I was also able to interact with families of students during a PTA meeting at Meadowview Elementary, I attended this semester. There was a good mixture of parents and teachers at the meeting. The meeting started out, like a board meeting, with the roll call, approval of minutes, and budget discussion. Most of the meeting was about different events the PTA was responsible for. Discussion about the book fair, how much money was brought in, and also how they planned grandparent's luncheon during the book fair to generate profits. A couple of different parents volunteered to help during picture retake day. Another parent was in charge of breakfast with Santa and they all came up with ideas for donations from different restaurants or stores. Planning for a winter father daughter dance was discussed; should prices be increased for the dance and how spending for the dance should be distributed. There was also concern from a parent with a 6th grader who has been overwhelmed with homework because they are not use to all the work. The principal admitted homework is not a major priority in elementary as it is in middle school but the parent was asking for a smoother transition between the grades. Everyone at the meeting was able to see the robotics club, which the PTA sponsors, put together a trial run for a competition they are entering later in the year. There was actually a prize drawn at the end of the meeting for a lucky person who attended. I really enjoyed seeing parents and teachers working together to accomplish goals and see who, how, and where many school events are organized. Everyone seemed to get along, both parents and teachers listened and respected each other's opinions and ideas, it really was a relaxed atmosphere. There was even a brief talk about how to get more parents involved, possibly using Facebook more to promote the meetings. I learned that getting parents involved can really help with school functions and promoting educational needs. (KTS: 8.1, 8.2, 8.4)

I was really excited about my clinical experience in the elementary setting. I feel students at this age students are full of energy and enthusiasm, especially with P.E. **I enjoyed planning and implementing the activities for volleyball and seeing the growth students made from the beginning of the unit to the end. I was most excited about using technology for the self-assessment and thought students really gained a wealth of knowledge from it.** Besides teaching at \_\_\_\_\_, I have gained multiple experiences this semester such as the KAHPERD conference, PTA meeting, and tutoring students which have helped me view education from multiple perspectives. I feel ready to learn more in my next chapter of clinical teaching experience.

### **Kentucky Teacher Standards (KTS)**

#### **STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### **STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### **STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### **STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### **STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

#### **STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

#### **STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### **STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.