Teaching Process 1

Task 1.1
Sunshine High School is in a suburban community. It serves mainly middle class families, with a school low-income rate of 33%. The district that Sunshine is in is District 211. This district is the largest high school district in Illinois, with a total enrollment for the 2009-2010 school year of 12,701 students. Sunshine High School itself had an enrollment of 2,690 in 2009. Sunshine opened its doors in 1874 and has added four building since then. It serves a community of 57,000 residents. It is growing in diversity; the ESL rate has doubled since 1991. An average student to teacher ratio is 13:5:1. Sunshine High School has a graduation rate of 96%.

Task 1.2

There are no new curriculum changes to the PE program within the last few years. The students are all familiar with the classes and procedures. Many classes are offered for grade 9-12, which occur every day. There are multiple spaces to hold classes, including a wrestling room, pool, auxiliary gym, cardio room, track, and a main gym just to name a few. Most classes are full, with 35-45 in each class. My class currently has 38 junior and senior students, but it can change with student altering their schedules over the first few days of school. There are no males in this class, and also none scheduled in any of the other sections of dance. My cooperating teacher said that normally there are several males that choose to teach dance.

The students have physical education for 50 minutes a day, every day of the week. One of the first things I noticed when I walked into the gym was the overwhelming ‘Pirate Pride’. Bleachers were red, the mascot was all over the place, and staff was also wearing
The gym is located at the end of the building, but seems to collaborate all of the school spirit.

Mrs. White is the only teacher in this classroom. There are no aids present. Her classroom management system follows the school's PE Department Rules. This includes, dressing and participating to their full extent. Also, Sunshine High School has a new system in place called 'Commit to the Pirate'. This is a new school wide event involving kids doing 3 things, respect, integrity and achievement. Students can win prizes when they exhibit these characteristics during school.

Task 1.3

The class had approximately 39 students in it. The ethnic makeup was very mixed. The class I have has no ELL’s. There are all girls in the class. One student has a disability that a Senior Leader is assigned to. Normally, an Aid would be present but this students parents’ feel strongly about keeping her as independent as possible. At this school, there is a specific class for most students that need adapted physical education, which occurs during almost every period. All the students in the adapted classes have IEPs.

While observing, all the students appeared to be at the same level. The two separate classes (Dance 1 & 2) help keep ability levels the same.

This class is designed for basic dancers. Most have had no dance experience. We are starting the class off with fitness testing and non-PE things such as bus drills. Once we begin Dance, we will start off with Ballet. This will be the only unit I’ll be participating in because it is about 6 weeks long.
The majority of the class seems eager to begin and learn Dance, although there is one group of about 5 girls that do not seem to take this class, or any physical education class for that matter seriously. I can foresee that their motivation level is going to be an issue throughout the school year.

**Task 1.4**

It is important, especially in physical education, to make sure the students get enough practice time. As shown in the information processing theory, we register things through our senses from our environment. The environment would be the gym or facility, and would consist of what’s being taught. The important thing is to have information learned transferred into their long-term memory, because if it is kept in the working memory it is quickly lost. There are many methods to transfer things to the long-term memory, and one way is to actually practice physically the skill. When setting objectives in the class, I would lean to base them off of Illinois State learning goal number 19, because that deals with the ‘doing’ aspect of the state goals. This is the one thing that physical education offers that other subjects cannot. By physically participating after instruction, the students will be likely to better remember the material being taught.

In addition, I think that it's important that this class is offered to both men and women. Typically, dance attracts females but Sunshine has made this class open to any who wishes to sign up for it. Sometimes people are so worried about Title IV that they forget about the other side of gender equity. Although discrimination in this context doesn't happen as often, males need to have the same opportunities offered to them as females have.
### Process 3 Task 3.1

<table>
<thead>
<tr>
<th>Benchmark/Objective</th>
<th>Phases of Assessment</th>
<th>Type &amp;/or nature of assessment</th>
<th>Assessment adaptations</th>
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</thead>
<tbody>
<tr>
<td><strong>Affective</strong></td>
<td>Pre</td>
<td>Affective group work Checklist</td>
<td>Students will be grouped based on languages spoken for anyone who is fulltime ELL</td>
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<tr>
<td>Benchmark: 21.B.4- Work cooperatively with others to achieve group goals in competitive and non-competitive situations</td>
<td>Formative</td>
<td>Peer checklist</td>
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<tr>
<td>Objective 2: TSWBAT work in small groups to create a 10 pose yoga routine cooperatively at all times.</td>
<td>Post</td>
<td>Affective group work Checklist</td>
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<td>Objective 5: TSWBAT work with their partner during the circuit to increase their weight charts each day.</td>
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<td>Objective 11: TSWBAT work in their groups while creating a dance cooperatively at all times.</td>
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<td><strong>Psychomotor</strong></td>
<td>Pre</td>
<td>Rubric (Foot &amp; arm position)</td>
<td>Quiz will be read in Spanish</td>
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<td>Benchmark: 19.A.5- Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work related activities.</td>
<td>Formative</td>
<td>Checklist (foot position)</td>
<td>Quiz will be read in Spanish</td>
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<tr>
<td>Objective 1: TSWBAT explain the history of ballet accurately.</td>
<td>Post</td>
<td>Rubric (foot &amp; arm position)</td>
<td>Quiz will be read in Spanish</td>
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<td>Objective 4: TSWBAT demonstrate knowledge of first &amp; second position and their extension movements accurately at all times.</td>
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<td>Objective 6: TSWBAT demonstrate knowledge of third and fourth position and their extension movements accurately at all times.</td>
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<td>Objective 7: TSWBAT demonstrate knowledge of third position and its extension movements accurately at all times.</td>
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<td>Objective 8: TSWBAT demonstrate knowledge of fifth &amp; prep position and their extension movements accurately at all times.</td>
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<td>Objective 10: TSWBAT perform their routine in front of the class showing stage presence &amp; proper ballet etiquette</td>
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<td><strong>Cognitive</strong></td>
<td>Pre</td>
<td>Written Test (Ballet Fundamentals)</td>
<td>Test will be translated in Spanish</td>
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<td>Benchmark: 19.B.4- Analyze various movement patterns for efficiency and effectiveness.</td>
<td>Formative</td>
<td>Checklist (Fundamental Checklist)</td>
<td>May be evaluate after class for nervousness</td>
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<td>Objective 1: TSWBAT explain the history of ballet accurately.</td>
<td>Post</td>
<td>Written Test (Ballet Fundamentals)</td>
<td>Test will be translated in Spanish</td>
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<td>Objective 3: TSWBAT differentiate between body positions while in a turn out stance at all times.</td>
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<td>Objective 9: TSWBAT choose which 6 skills fit together to create a routine that flows.</td>
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Task 3.2

Pre-assessments

Written Ballet Test
- This aligns with my instructional objectives by going over all of the fundamentals such as counterbalance, breathing, and turnout to name a few. Anything that I’ve covered in basic fundamentals during the first week of class is on the test. This pre test (the same one given for a post) will show me what the students know so I don’t need to waste time going over something they already learning.
- Reflects an accurate, consistent and fair evaluation of student learning by giving everyone the same test, and grading it the same way for everyone. For the few ESL students that I have, our colleague in the foreign language department will translate the test in Spanish. This way they will have a fair chance to show what they’ve learned.

Foot & Arm position
- This aligns with my instructional objectives by going over all 5 of the positions, including a preparatory position. The students were expected to learn these and perform them accurately according to the goal that I set, and this pre assessment will show what the students know before starting.
- Reflects an accurate, consistent and fair evaluation of student learning by giving the same tests to all students, and grading it the same way. There will also be translation of the position name (numbers) to Spanish. It will be accurate because the students either know the position (and will do it as I call it out), or they don’t.

Cooperation checklist
- This aligns with my instructional objectives by assessing how the students work in groups. There are many different characteristics as to what a cooperative group member looks like and does, and I feel like this teacher-constructed rubric really touches all aspects.
- Reflects an accurate, consistent and fair evaluation of student learning by giving the same test for the pretest and post. This way I can see their progress and also see if I need to plan any lessons on how to work in a group. I don’t expect Juniors and Seniors to have problems but if this is their first time in a dance setting they may have trouble because of the lack of skill in ballet.

Performance based assessments

All are teacher constructed
The assessments are consistent because each student is given the same directions when the test is given. Each assessment is accurate because it assesses what it’s meant to assess which includes linking the benchmarks and learning objectives to each assessment. Each is fair because any adaptations that need to be met are met. I am focusing my adaptations in language barrier issues because I do not have any students with disabilities in the section I’m doing this work sample on.

Fundamental checklist
Foot & arm position
Foot position
Cooperation checklist
Affective peer checklist

Task 3.3 & Task 3.4
See attached files

Task 3.5
Since Sunshine High School has 7 out of 8 periods of adapted/integrated Physical Education, there aren’t any students with disabilities in Dance class. The biggest concern that I have is for the many students in my work sample class are that many speak English as a second language or do not speak English at all. Luckily in Physical Education, many things can be demonstrated and anyone regardless of language spoken can generally follow along. While administering a quiz or written test, there needs to be a translation made in some form. This is the main difficulty this group (without any physical or mental disabilities) will run into, and by translating it will help them demonstrate what they know and/or learned.

One other concern that I had was that because some of the girls are completely new to dance, I will give them the option to take tests outside of class (after school) for this unit. Part of dance is to learn to perform in front of an audience, so I will not extend this invitation past the first unit, but I feel for the first one it’s appropriate.
Ballet Fundamentals

The purpose of this quiz is to fully understand the benefits and general principles of why ballet is important. Read each question carefully and bubble in the letter of the correct answer on the scantron.

1. Which is a benefit of Ballet?
   a. Teaches new vocabulary
   b. Improves flexibility
   c. improves posture
   d. all of the above

2. What is the transfer from one to two feet or vise versa?
   a. Counterbalance
   b. Transfer of weight
   c. squarness
   d. pull-up

3. What is the imaginary vertical line that assesses alignment and vertical centering in the dancer?
   a. Balance
   b. Stance
   c. centerline
   d. alignment

4. Ballet is based on the concept of _______.
   a. Flexibility
   b. Breathing
   c. physical strength
   d. turnout

5. Which answer is not demonstrating proper Ballet etiquette?
   a. Whispering in class is ok
   b. Only leave for emergencies
   c. be willing to try new combinations
   d. stay out of others way when spacing out

6. Keeping your shoulders and hips on the same plane and parallel to each other and the floor is:
   a. Balance
   b. Alignment
   c. squarness
   d. the foot triangle

7. This important component of ballet will help your bodies move more freely, keep your muscles relaxed & decrease muscle tension and injury.
   a. Cardiovascular endurance
   b. Muscle endurance
   c. muscle strength
   d. flexibility

8. Ballet was seen as early as the _____ in what country?
   a. 1800s, France
   b. 1600’s Italy
   c. 1700’s Germany
   d. 1500’s Russia

9. What was said to be the 1st ballet company in America?
   a. New York City Ballet
   b. San Francisco School of Ballet
   c. First American Ballet
   d. Academy of Dance
10. The word Ballet is ___ in origin.
   a. Russian   c. Italian
   b. American  d. French

11. What are the opposing forces that are at work in the body? (HINT: when executing a downward motion, the body lifts before it descents.)
   a. Counter pull   c. lift
   b. Gravity        d. weight distribution

12. Your ____ is when your body weight is centered equally over the arches in your feet.
   a. Turnout   c. stance
   b. Centerline d. weight transfer

13. The ideal turnout is ____, while beginners should try for around _____.
   a. 180°, 25°       c. 180°, 90°
   b. 180°, 175°      d. 90°, 180°

14. What should NOT be done when trying to find turnout?
   a. Rolling of the foot & knee inward   c. stopping when your knees are over your toes
   b. Rotation of legs outward from hip   d. none of the above

15. What is the importance of a warm-up before stretching?
   a. Elevate heart rate                   c. increase blood flow
   b. Transport O₂ to working muscles     d. all of the above
Ballet Fundamentals Answer Key

1. D
2. B
3. C
4. D
5. A
6. C
7. D
8. B
9. B
10. D
11. A
12. C
13. C
14. A
15. D

15-14= A, 12-13= B, 10-11= C, 8-9= D, >7= F
<table>
<thead>
<tr>
<th>Name</th>
<th>Turnout: Outward rotation of legs &amp; feet. Knees over 2nd &amp; 3rd toes</th>
<th>Weight Distribution: Body weight continually re-centers over one or both feet.</th>
<th>Stance: Weight should be equally over the arches</th>
<th>Counter pull: Body lifts before it descents. Body never sinks or gives into gravity.</th>
<th>Balance: Maintains throughout body while stationary or moving.</th>
<th>Total Checks</th>
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Directions: Observe students for the general principals during their Ballet Warm up. Students get 2 days (trials).

5=A, 4=B, 3=C, 2=D, 1=F
**Foot Position Quiz**

*Directions:* Students will be tested in groups of 2. Teacher will announce a position and the students need to accurately perform the position with their feet (arms optional). If they perform it accurately, they get a √. Total checks are added in the last column. Each student gets 1 trial.

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<tr>
<th>Name</th>
<th>1st position</th>
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*5 checks=A, 4 checks=B, 3 checks=C, 2 checks=D, 1 check=F*
### Peer Affective Rubric

<table>
<thead>
<tr>
<th>Name</th>
<th>Points: evaluation #1</th>
<th>Points: evaluation #2</th>
<th>Total Average</th>
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Directions: Students are paired up (based on squad pairs). They evaluate their partner A, then partner B. Students get two evaluations for consistency.

27-30=A, 24-26=B, 21-23=C, 18-20=D, >17=F
Your Name: ____________________

Who you’re evaluating: ____________________

Group name: ____________________

Directions: Evaluate your partner HONESTLY and FAIRLY on a scale of 1-5 (1= worst, 5=best)

______ Helped to keep the group working together

______ Actively participated in group work

______ Attempted all skills

______ Helped with set/up take/down and/or equipment/props

______ Worked with ALL members of the group

______ Encouraged everyone in group to do their best & improve

______ Total/ 30
Process 4

Cognitive Benchmark: 19.B.4

Score /15

Student

Pre-assessment
Post-assessment
Psychomotor- Benchmark 19.A.5

Score /10

Pre-assessment
Post-assessment

Student
From the assessment data, I was able to learn that the student’s mastery of the skills identified in the different learning objectives are lacking severely. I looked at it positively, because it showed me that the students had a lot to learn. I was also glad to see that most of the learning objectives that I made for my class were obtainable, yet still challenging.

I was able to see that most students did not have any background in ballet. Some had dance background, but not specifically in ballet. I had a misconception that most if not some girls would have had a few dance classes growing up, but I learned from the class survey and pre-assessments that only a handful in each class had any background in it. 4.2

The students will use
  o Boom boxes when working on their individual routines,
  o Sound system with a CD or and iPod during Ballet lessons,
  o Heart rate monitors during cardio days

Much of Dance is based on music. Warm ups, content and cool downs are done to specific tempo music. Sometimes, music can help keep student’s interests. At Sunshine High School, we are lucky enough to have each individual small group have their won boom box to use when creating routines. We are able to spread out in the halls outside the dance room so they can practice. Heart rate monitors are occasionally used on Friday’s Fitness days. We can discuss as the lesson goes on where their target heart rates should be
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday (Ballet)</th>
<th>Tuesday (Yoga)</th>
<th>Wednesday (Ballet)</th>
<th>Thursday (Ballet)</th>
<th>Friday (Fitness)</th>
</tr>
</thead>
</table>
LESSON 1
History & Etiquette

Objective: TSWBAT explain the history of ballet accurately.

Benchmark: 19.A.5 - Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work related activities

Procedures:
- History:
  - Definition
  - Origination
  - 1st ballet school
  - 1700's Russia
  - 1791 - 1st American ballet
  - 1933 1st ballet company in America (San Francisco)
  - 1948 - NYC ballet
  - Classical ballet vs. traditional ballet
  - Classical ballet => Modern Dance

- Ballet video clips

- Ballet etiquette

- Review warm up

CFU’s:
- What are some differences between classical and traditional ballet?
- What is ballet’s history in America?

Adaptations:
- Hand out hard copies of Power point for ESL students translated to Spanish
Objective: TSWBAT work in small groups to create a 10 pose yoga routine cooperatively at all times.

Benchmark: 21.B.4- Work cooperatively with others to achieve group goals in competitive and non-competitive situations

Procedures:
- Downward dog
- Warrior I
- Warrior II
- Crescent Lunge
- Warrior III
- Half moon
- Reverse half moon
- Chair pose
- Twisted prayer
- Tree pose
- REPETE on other side

CFU’s:
- How should our breathing be during yoga?
- What can be done to better your balance?

Adaptations:
- Have Rachel work with her Sr. Leader during the workout
LESSON 3
Turnout & Basics

Objective: TSWBAT differentiate between body positions while in a turn out stance at all times.

Benchmark: 19.B.4- Analyze various movement patterns for efficiency and effectiveness.

Procedures:
- Warm up (lead by teacher)
- Posture
  - Upper body
  - Extremities
  - Lower body
- Proper turn out
  - 1st position
  - Centered weight (stance)
  - Rotate from hips
  - Knee and ankle position
- Turn out exercises

CFU’s:
- What angle should your feet at turnout be?
- How can you increase your turnout?

Adaptations: Rachel will work with Sr. Leader, & I will demo close to her.
LESSON 4
First & Second position (& extensions)

Objective: TSWBAT demonstrate knowledge of first & second position and their extension movements accurately at all times.

Benchmark: 19.A.5- Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work related activities.

Procedures:
Warm up (lead by teacher)
First position
  - Legs/feet
    - Heels together
    - Feet turn out from hip
  - Arms
    - Low in front of body
    - Hands nearly touch
    - Rounded arms

Second position
  - Legs/feet
    - Continuation from 1st
    - Feet Outward in straight line
    - Separation= 1 foot distance
  - Arms
    - Continuation from 1st
    - Slightly rounded
    - Wrist lower than elbow

Demi Plié and tendu from each position

CFU’s:
Which ways can we move from first to second position?
How is the preparatory position related to first?
Why are arms important in first and second position?

 Adaptations: Give Rachel a handout on 1st & second position the day before so she can review privately
LESSON 5
Ladies Circuit

Objective: TSWBAT work with their partner during the circuit to increase their weight charts each day. 

Benchmark: 21.B.4- Work cooperatively with others to achieve group goals in competitive and non-competitive situations

Procedures:
- Warm up (done by Sr. leaders)
- Introduction to the weight room
- Introduce each station
  - Discuss muscles used for each
- Begin Circuit

(Circuit includes: sit ups, plank holds, dips, bench press, lateral lunges, lunges, squats, shoulder shrugs, lat pull down, calf raises, medicine ball up & over’s, med ball twists, seated row, tricep extensions, dead lift)

CFU’s:
- How do you properly spot your partner?
- When do you know it’s time to increase your weight?
- Why do we want our knee behind our toe during lunges/squatting?

Adaptations: I will make pictures for each circuit station for Rachel & ESL students to look at. They will clearly demonstrate each activity.
## Classroom management plan:

<table>
<thead>
<tr>
<th>Rules</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students must put forth full effort during every lesson</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; offense: Verbal warning, ask student why what they did was wrong and results it could produce</td>
</tr>
<tr>
<td>2. Students must support the learning of other students at all times</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; offense: Student needs to step away from the activity and observe the other behaving correctly</td>
</tr>
<tr>
<td>3. The learning environment (including equipment and facilities) must be taken care of.</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; offense: Student’s behavior sheet will be filled out with ‘0’s’ for the day and will need to observe for the rest of the day. Following the class I will have a short discussion with the student about the importance of following the rules. We will also write out 3 steps on how to be successful for the next class meeting.</td>
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<tr>
<td>4. Each student needs to be respectful to other students and teachers.</td>
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<tr>
<td>5. All students must adhere to safe practices during all activities.</td>
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<table>
<thead>
<tr>
<th>Procedures / Routines</th>
<th>Area Addressed</th>
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</thead>
<tbody>
<tr>
<td>On time: Students are expected to be in the dance room, ready to go with gym shoes on at the beginning of the class period (5 min. after bell rings)</td>
<td>Entry</td>
</tr>
<tr>
<td>If needed, students can help set up equipment.</td>
<td>Equipment dispersal &amp; retrieval</td>
</tr>
<tr>
<td>Once the activity is finished, the students help clean up the equipment.</td>
<td>Equipment dispersal &amp; retrieval</td>
</tr>
<tr>
<td>Student may take shoes off in dance room, but must wear them in halls.</td>
<td>End of class</td>
</tr>
</tbody>
</table>

**Special Classroom Management Considerations/Situations:**
Some students take their time while changing and congregate in the hallway before class. It’s important to make sure they are in the class ready to go 5 minutes after the bell rings or they will be marked tardy.
Task 4.4
- During all of our dance units, we are lucky enough to have the Dance room reserved for our classes. This is a huge plus because it means we have a room equipped with mirrors and a sound system every day. One downside is that there is not much in it besides mats. This is why I chose to make Tuesdays into a yoga day. Yoga is an activity that can be done with little equipment. Luckily on Fridays we are able to get into the weight room so that we get a new change of scenery. Class sizes tend to be large (Although a request was put in by my mentor teacher to lower dance sizes) so I allowed plenty of time for the basic positions and floor work. It may take me more time to get around to everyone.
- The students at Sunshine High School are very diverse. We took a dance survey during the first week of school when we were not changing into gym uniforms yet. The girls have a preference to other styles of dance rather than ballet. For this reason, my mentor teacher and I chose to keep the ballet unit to three weeks.
- My assessment date showed that most students had never been exposed to Ballet before. I knew that I would need to start teaching from scratch, and take plenty of time on the basic fundamentals. I have created handouts and a list of resources for the girls to look at as well for extra practice.

Task 4.5
- Information processing theory involves students register things through their senses in our environment. The environment would be the gym or facility (specifically the dance room in our class), and would consist of what’s being taught (ballet). The important thing is to have information learned transferred into their long-term memory, because if it is kept in the working memory it is quickly lost. There are many methods to transfer things to the long-term memory, and one way is to actually practice physically the skill. I’ve included as much engagement as possible with maximum practice time. With the exception of across the floor work, every student is practicing what I demo. As I have quickly learned being in a high school setting for a few weeks, students tend to forget information from day to day. That’s why at the beginning of each period I review the skills from the previous day(s) so that the next skills can build upon the current ones.
- The main cognitive procedure that the students will use during this unit is creative thinking. Ballet skills will be knowledge that I need to teach them, but when it comes to choreographing a routine the student need to be creative to put together the skills that they have learned. I also have an affective goal of working in groups for Tuesdays (Yoga) where they will need to be creative when putting together different poses.
- All lessons (with exception to the first History explanation day) involve students being actively engaged in the lesson the whole time. Dance is a subject that needs to be practiced and not just observed. I’ve designed my lessons so that they can get the most practice time. Sometimes, that involves students working in groups and spreading out throughout the hallways near the dance room. This way they can be engaged as much as possible, getting as much practice time as possible to learn the skills.
Many skills in ballet can be modified depending on skill levels. For example, a grand battement is a skill where a forward kick is done. For a true beginner, I’d suggest a minimal kick without arm movements. For an advanced student, I’d instruct them to kick at a high level with strong arms and posture. I am able to make each skill achievable for the student so they do not get discouraged. I also feel that since each skill as a more advanced version, it give the students something to be motivated to strive for.
Process 5

DAY 1 (History & Etiquette):

Task 5.1: During the lesson, the students comprehended the history information quickly, so I moved on after asking CFU questions at an appropriate speed. The CFU’s were the assessment that I used in the lesson, although the information is part of what’s on the written cognitive test. I decided to move through the material quickly because otherwise the students would have gotten bored and not listened anyways on my elaboration for each topic. Since the students were answering CFU’s in unison quickly, that was my sign to show that they were ready to move on. As always, I have over-planned for my lesson, and this was one of the times that I used the extra activity that I had planned.

Task 5.2: As I made each change (going through material as they were ready), they all stayed attentive and alert. For example, I had all the students showing me appropriate body language (eyes focused on me, sitting up, attentive). The ESL group (about 3 students) was one that I had to keep my eye on. They had the PowerPoint translated in Spanish, and had some problems keeping up with the pace I was going at. I decided that I would meet with them quickly after class with a student translator to make sure they comprehended the information. Student learning for all but the ESL students was good. I could tell because the CFU’s were answered by anyone who I called on. For the ESL students, I realized after the lesson that I went too fast. I knew that by the short conference I had after class with them and the student translator.

Task 5.3: As a whole, I need to get the girls in neater attendance line, which in turn will make attendance go faster. This extra time will be useful to use for instruction time.

Task 5.4: For the ESL group, I will create question sheets (CFU’s) in Spanish for them to answer so I can check their progress. Although they were behind, the students who were not ESL were going through the material quickly. Besides the 3 ESL’s, the other 27 students were ready to move on so I could not hold them back because of the 3 students.

DAY 2 (Yoga):

Task 5.1: This lesson was altered greatly from the original plan. I had plans of demoing shortly and then having the girls get into groups to create their own routines. Once I demonstrated and them broke them into groups, I realized they weren’t doing anything because they did not know the poses well enough. I was able tell by starting to do the affective assessment and no one was participating enough to get any scores. My coherent rationale for making these changes was that the girls did not know enough yoga to be on their own without my instruction yet. By observing the students looking ‘lost’, I changed my lesson in the middle of it.

Task 5.2: The students were relieved when I pulled them out of their groups and back into the center of the floor. They knew that they needed more instruction before being on their won. There was a group of two girls who had done yoga before (out of school) and seemed to be bored by me bringing everyone back together to review. I could tell by their body language. When I changed the lesson, I wasn’t able to meet the goal that I had set for the day, but I then set a new goal in my head.
having to do with the students understanding the 10 basic yoga poses. With the new instruction plans, the students were able to learn. I’d rather switch my lesson objective in the middle of the lesson than not meet another objective.

Task 5.3: Next lesson, I plan to move slowly through beginning skills. I assumed that the students knew much more than they really did. I could also have done a specific yoga pre assessment so I’d know how to pace my lessons for the year. Since yoga is not the main part of the unit (ballet is), there are not assessments specifically for yoga. Next Yoga lesson (next Tuesday), I will again review the positions, and then after that we can go into group work. I feel like they need another day.

Task 5.4: For the two girls who have done yoga before, (an advanced group of students), I plan to have more advanced versions of the positions planned for them. By challenging them, they will have a greater chance to stay motivated. This lesson was focused on the majority of the class who was lower skilled, and I think that it’s important to address this small group of students who are more advanced so that they can have a better learning experience.

DAY 3:

Task 5.1: This lesson turned out to go very quickly, so at the end I had to think on my feet and create a short routine for the girls to learn. It only consisted of one eight count, but it was enough to challenge the girls. I was able to analyze this by observing the girls during the lesson. My overall instructional strategy is to keep the girls going (at their own pace), but push to get through basic skills to eventually get to a full unit routine. My goals and objectives incorporate learning basic moves, but also eventually getting to create their own choreography.

Task 5.2: Most students were eager to learn an 8-count routine incorporating what we went through during the day. As the unit progresses, girls are more excited to do ballet. There was one female who claimed to be sick, and once we started to work a little harder she chose to sit out. My mentor teacher said that she has had problems with this student in the past where she often chooses not to participate. I had about half the class that was able to grasp the 8-count routine. The other half was having trouble with it.

Task 5.3: As a whole for the class I want to have them extend warm-ups for a few minutes. The unit will get harder as it progresses, so I want to make sure we stretch enough to prevent any injuries. Those few minutes will allow us to go into deeper stretches and completely warm up our muscles.

Task 5.4: There was one girl that came up to me after class and said that she was not able to see that well, and we figured out it was because she was in the back row. Although the dance room is small, there are a lot of people in our class and the view of myself can be blocked. To surmount this problem, every 5 minutes I will have the front row go to the back, and everyone else moves up a row. I’m assuming other girls had the same concern as the young lady who came up to me after class, so I am making a change for the whole back row of girls who normally stand there. By them being able to see me, they will be able to be in a better learning environment to achieve goals.

DAY 4 (First & second positions & extensions):
Task 5.1: During this lesson, there were 10 students absent because of a mandatory meeting between juniors and their councilors. For this reason, I decided to switch the normal fitness day next week with today. If I taught the remaining students, when the 10 that were absent returned I would have had to re-teach everything, which would result in the present girls becoming extremely bored. The process I used to decide to make this change was the attendance. As I took attendance, I was noticing many girls were absent and a senior in the class knew why. Any lesson objectives stating for example ‘80% of the girls will learn a certain skill’ would not be met just for the mere fact that so many were missing.

Task 5.2: When I first told the students we’d be doing a fitness day instead of dance, many girls were very disappointed. They truly enjoy dance (that’s why they choose to be in this class). Most would prefer to dance 5 days a week, but according to Sunshine High School’s PE curriculum every class must have at least 2 fitness days. Once I explained to the students my reasoning about how bored they’d be when we re-did everything that we would have done already they were more understanding. The impact that this change had on student learning was that the girls would be able to still be physically active for the day, but would not be in a way ‘penalized’ for not being absent.

Task 5.3: Last lesson I decided that I wanted to work on stretching more. I have also decided that the girls should do two days a week of partner stretching during the warm up allotted time. This activity can also work towards some of my affective goals of working together with other classmates. Stretching is a time where a lot of communication is necessary. Too much effort put forth by one partner can result in an injury, and too little can cause an inefficient warm up.

Task 5.4: In general, I am going to make an announcement to the class to inform them that they need to tell me if they are going to be absent. Because I am not a full time teacher, I do not have a district e-mail account, and I don’t get e-mails concerning pre-arranged absences. I will communicate with my mentor, but it will also be helpful if the students could run it past me when they know all juniors have something to do during the period and need to be excused. This information will help me better plan lessons, and have facilities and equipment ready to go for a magnificent learning environment.

DAY 5:

Task 5.1: During this lesson, I did not make any changes during the lesson. I was following my lesson plan, and asking CFU questions. The only thing that I didn’t have accurate was the amount of time they’d do their first circuit for. I thought it’d end up be about 20 minutes, but it ended up only being about 10-15 minutes. Their assessment that I was using for this lesson was an affective group work one. Students were doing well with the assessment that I was giving to a randomly selected group of 5 girls.

Task 5.2: By not making any changes, the students reacted cooperatively and continued the lesson efficiently. Most girls were excited to be in the weight room for the first time, and showed enthusiasm. Out of the 5 random girls I selected, all received at least 4 out of 5 checks.
Task 5.3: As a whole, to better help the students know what to do at each circuit station I will print out a sign for each station. It’ll say the name, what muscle group it works, pictures and directions on what to do. This will alleviate me from having to go over every single station and I can walk around and correct form instead. This will impact student learning by having each station be more efficient.

Task 5.4: There is one female student who is planning on enlisting in the Marines soon. She seemed to be quite athletically advanced. To keep her challenged and focused, I will make sure that the next circuit workout we do has heavier weights for her to work with. She is ahead of all of her classmates in the component of strength, and needs to be challenged further.
Process 6

Task 6.1

Psychomotor- Benchmark 19.A.5

Affective- Benchmark: 21.B.4
The first posttest, which was psychomotor one, was assessing foot and arm positions of the 5 ballet positions. The results were: 17=A, 7=B, 5=C, 1=D. It was a rubric, which was the same for the pretest and the posttest. My main goal for this objective was that the students have at least a C or better which would mean they’d understand at least 70% or the 5-ballet foot and arm positions. Everyone but one student met what I had in mind.

The second affective posttest, which assessed how the students worked in groups. It is a checklist format. The results were: 15=A, 8=B, 4=C, 3>D. For this one, I mainly wanted the students to improve. Every student improved from the pre-test which is what I wanted.

The third cognitive assessment was on ballet fundamentals. It was in written format. The results were: 5=A, 14=B, 11=C. Here once again like the psychomotor test I was looking for the students to have at least a C on the test, which would mean they’d be testing at average or above. All the students met this and it made me see that most people had a grasp on the history of ballet.

A learning objective where students were most successful was Objective 1: TSWBAT explain the history of ballet accurately. With the posttest, 5=A, 14=B, 11=C. This is a great improvement from the pretest when 28/30 students got an F. I believe that the students were very successful because I was reiterating the information every day. During each lesson, I was able to incorporate it into a lesson so that they could learn by repetition. By hearing the information every day it became engraved in their head.

The least successful (but still successful in many ways) was the affective assessment. I feel like the reason this one didn’t show as good of results was because 1. It was only out of 5, so the amount they could improve was less and also many girls had high scores to start off so there was less room for improvement. Now, 15=A, 8=B, 4=C, 3>D. Because of the way the unit was set up, many days were for instruction by
myself. Where I could I would add in group work, but it was not feasible all the time. This learning objective would have shown more improvement if I could have dedicated more time to the students working in groups.

The main adaptation that I used was for the students who were ESL. Most of the girls who are ESL are progressing with their language development except for 2, who speak and read very little English. For them, I had a friend in the Foreign Language department translate anything written that I gave them. This helped these students demonstrate what they truly know and not be affected by a language barrier.
Task 6.2

My data represents several things. First, the improvement from the pretest to the posttest shows that the students actually learned the objectives that I had set. I did not have any students who did worse on the posttest than on the pretest. To me that showed that most students learned at least something. There were a few who did not improve, but I attribute that to their attendance history. I have several girls who do not attend class regularly; and have no excuse as to why they are not present. Second, the improvement shows that I set good learning objectives. Not only were they obtainable goals, but they were also challenging (which is shown by very few people getting a perfect score).

I could tell that my lesson objectives were met based on their performance on their pre-assessment. The pre-assessment scores were not very good. The affective objective was the best test out of all of them and I still had the majority of scores in the D-F range. Based on the pre-assessment data, I made sure that all of my goals and objectives were appropriate so they were challenging, yet obtainable. The large increase of scores shows great improvement during the 15-day unit. This once again can be attributed to setting challenging goals.

During the unit, I used formative assessments and visual monitoring to monitor progress in between the pre and post assessments. It was rewarding to see student slowly improving in each of my learning objectives.

Task 6.3

The post-assessment data clearly shows that learning has occurred. There was a big improvement from the pre to the posttest. I believe that a big reason for this was because the students did not know much about ballet to start off with. This is what I think explains the low pre-test scores. Because the lesson objectives were appropriately set after seeing the pretest scores, there was plenty of room for improvement for posttest results. Based on observations I could tell that all the students were trying, which was shown by their performance. I had levels in mind that I was hoping the post test would show (as stated in 6.1). For two of the tests, I wanted students to obtain a C or better. All of the students met that. The affective test was one that I wanted to see improvement in. Although in all the tests I was looking for an improvement from pre to post, I also had these few criteria’s in my head that I would like to see.

Since no students did worse on the posttest, I know that at least some learning occurred for each student, some more than others but as long as everyone took something from the unit I am content. I understand that not everyone enjoys ballet as much as myself or some other students, so for learning to occur under those circumstances is a great accomplishment. Dance is something that I feel (and I expressed this to my students) you can always use. Whether you are at a family wedding, or just hanging out with friends, dancing can always be used. Even though this unit was Ballet, it was the first unit in the Dance curriculum so I did go over how dancing is done in 8 counts, etc. I tried to teach the class so that the basics could be covered. This helped keep many students attention. They knew that they could go home and use that I taught them about music being set in 8 counts to make up their own dance of any genre. In the future, I will continue to set appropriate yet
challenging goals so that student will put forth effort and be able to reach the goals by the end of the unit. There were some students who did not improve much, or their scores showed up on a ‘0’ on one of the graphs. I attribute this to their attendance. Some students do not attend class regularly, and many have no excuse as to why they’re not in class. Not only does that affect their ability to do the assessment (especially if it’s performance based), but by not being in class they are missing valuable instruction time. When someone has no other dance background, they are depending on getting all of their instruction from myself.

If I was actually teaching a Dance class (and not just a student teacher) I do not think that I would start with a ballet unit. This genre was the least favorite for many students, and at times it was hard to keep student’s attention. I do believe that Ballet should be taught, but it is not attention grabbing enough to start a school year with. Also, if I would have had more notice that I was teaching a ballet class, I would have taken a refresher course over the summer. I had 1 week notice that I would be teaching this, so I relied heavily on reading textbooks and watching video clips on the internet. This would help my technique, and also give me more ideas to incorporate into my lesson plans.
Process #7

Task 7.1
My unit that I taught was Ballet. It was a Dance 1 class; so most girls didn’t have any exposure to ballet before. The student characteristics that I considered were not only the low skill level of the majority of the students, but also several girls are ESL. The Illinois benchmarks that I concentrated on were State Goal 19 & 21. My general objects were spread out between affective, psychomotor, and cognitive goals. I mainly wanted them to have a general knowledge of basic ballet, demonstrate the skills physically and be able to work together in groups.
The unit that I taught was a challenge for myself in addition to my students. Although I grew up dancing, I had not taken a specific ballet class since 8th grade (over 8 years ago). I had to refresh my memory by reading books and meeting with a friend who dances in a company. As for my students, they seemed to struggle at the beginning. My pretest scores can attest to that. For many girls, they had never taken a ballet class before. They sign up for this class with hopes to learn dance. I believe that my beginning level content knowledge helped the students learn more efficiently. I only exposed them to beginning level skills, which helped keep it easy for them. One of the teaching skills I used was repetition. Every day, we would start off by reviewing skills learned in previous lessons. It was not easy to memorize all of the terms, especially because many had a French root.
If students can have a choice (or think they do) they will have more motivation to do the activity. Often, I would ask what order the students would like to do the days tasks in. This doesn’t affect my lesson plan, but makes the students think that they have some control. In my dance classes, I learned that the students enjoy ‘meditation days’. This consists of a guided meditation. The students and I agreed that once they successfully competed the ballet unit, we could have a relaxation day. If the students were having a hard time cooperating during a lesson, I would remind them that when we successfully complete the lesson we could have the relaxation day. This motivated them to push on.

Task 7.2
My teaching style is to have mutual respect between the students and myself. If they respect me, I will respect them. I do not believe in standing on a pedestal and acting like a teacher is so much ‘better’ than the students. By being on the same level, they can feel more comfortable communicating with me. Because of the open relationship, I have not had many classroom management issues. If there is an issue with student behavior, I simply discuss with the students why a rule is in place, and for the most part we don’t have issues after that.
My biggest strength as a teacher is having such a wide variety of physical education background. Growing up, I played sports, did dance classes, took group fitness classes, and many other activities. I have general knowledge in many areas, and it helps me create a wide range of lesson plans to keep students interested and motivated.
I need to improve on reflecting after each lesson. Towards the end of my placement at PHS, I started a notebook writing down personal feedback I gave myself, but also feedback given by my department chair, or mentor teachers. At the beginning I thought I could just remember all the feedback, but I now know having it written down will make it so I always have it.

Since being at this placement, I’ve learned that to be an effective teacher, you must go above and beyond what is asked of you. Although my school is in a very well respected district, the teachers don’t have that much accountability. They are not asked to write lesson plans on a regular basis and align them with benchmarks and standards. It is up to each individual person to plan, execute and reflect on each lesson.

Task 7.3
My goal (and I’ve communicated this with my students) is to expose them to many different fitness activities so that they can find something that they like. Fitness is vital to everyone’s well being, and therefore everyone must find something that they like to do. With a wide variety of activities, the students can be on a good track when they enter into college or whatever they choose to do after high school. I want them to be ready to continue to upkeep their fitness levels on their own.

To strengthen my weakness of not efficiently utilizing feedback, I plan to keep a notebook with feedback written down from myself, and any other veteran teacher. This way, I can organize the feedback to specific units (if applicable) and keep them with each unit so when I begin it I can see what I should do different or what went well.

IAHPERD has several conventions throughout the year that have and abundant amount of information. I plan on staying actively involved in the organization, and attending as many conferences as possible. Each one can give me new activity ideas, demonstrate new equipment, update me on new laws and policies, and many other things. In addition, I plan to expand my fitness knowledge as much as possible. If I see a new group fitness class offered at my local health class, I will attend it with hopes to gain new activities and ideas.