

Name Sarah Kangas

Date of Lesson 12/2/11

Grade 3O

Unit Basketball Lesson Number in Unit 1

Focus of Lesson Dribble

Self-Evaluation of Lesson

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

Domain 1 – Planning and Preparation

1a. Demonstrating knowledge of content and pedagogy

Students in the 3rd grade have already played a form of bulldozers and excavators. They need to review the activity, and be challenged in the various movements. They have also learned the dribble using instructional cues in 1st and 2nd grade. This will be the first time learning the dribble using the critical elements.

1b. Demonstrating knowledge of students

Students in the 3rd grade are better developed with their large muscles groups, primarily the legs. The WU allowed them to do different movement patterns (such as the frog leap) that focused on developing the large muscle groups. The dribble encouraged the use of hand-eye coordination, which is developing in 3rd grade students.

1c. Setting instructional outcomes

The affective objective of self-awareness was met when the students kept their bodies in control by not falling on the ground or bumping into other students. The objective was assessed by teacher feedback during the activity and question and answer during the warm-up closing discussion.

The cognitive objective of discussing why muscular strength related to the activity was assessed by the teacher during the warm-up closing discussion when the students answered the question regarding what movements they did that included muscular strength.

The cognitive objective of describing the critical elements of the dribble was met when the students answered questions during the closing discussion.

The cognitive objective of defining what muscular strength is was met when the students answered questions in the WU closing discussion.

The psychomotor objective of developing muscular strength was met when the students participated in the warm-up by doing movements such as the leap and moving hop.

The psychomotor objective of developing flexibility was met when the students participated in static stretching.

The psychomotor objective of being able to perform the dribble was met when the students participated in practice and a closing activity. This was assessed by feedback from teacher observation.

The cognitive objective of being able to discuss how dribbling improves hand-eye coordination was met when the teacher talked about it during the closing discussion.

1d. Demonstrating knowledge of resources

I used material from www.pecentral.com for the WU and “Basketball Steps to Success”.

1e. Designing coherent instruction

I prepared the warm-up activity in such a way that it was the appropriate amount of time for the students to warm-up their bodies. I stopped the activity to give feedback and to switch the movement patterns. I also prepared simple, basic static stretches that the students would be able to perform. 3rd graders have a short attention span, so I used a few different practice activities for the basketball dribble so that the students would not get bored with just one practice activity.

1f. Designing student assessments

I gave teacher feedback during the activity and then asked the students questions during the closing discussion to warm-up. During the closing discussion of the lesson I asked students different questions related to how to perform the basketball dribble.

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

Prepare appropriate amount of time for the different parts of the lesson.

Find ways to challenge the students so that they will stay engaged in the activities.

Domain 2 – The Classroom Environment

2a. Creating an environment of respect and rapport

I talked to the students in gender neutral language. Before the lesson began I reminded the students about the classroom expectation of keeping bodies in control by staying on feet and staying in own space.

2b. Establishing a culture for learning

I involved the students when demonstrating either the WU, or the practice and closing activity(ies). I outlined the unit and the students showed excitement towards learning and practicing the different basketball skills. During the beginning of the lesson I went over the discipline guidelines, so that the students would know that if they caused disruptive behavior it would come with consequences.

2c. Managing classroom procedures

Whenever I was talking I made sure that all the students could see and hear me. While demonstrating the activity I positioned myself so that all the students could see me.

Before transitions, I clearly described to the students what to do and what was expected of them before I let them go.

2d. Managing student behavior

During the beginning of the class I told the students about the class expectation: keep bodies in control and cooperation. Throughout the lesson I encouraged this behavior by praising the students who stayed on their feet and didn't bump into other students. When I did notice students falling down, I tried to give them corrective feedback right away. As mentioned in 2b. I told the students about the discipline 3-strike program.

2e. Organizing physical space

Before the lesson began, I set out the cones for the WU in various spots around the gymnasium, making sure that they were not too close to the boundary lines. I placed two buckets of basketballs in two different spots so that when the students got a ball it would create better flow and fewer bottlenecks.

For my next teaching experience, my goal(s) for The Classroom Environment is/are: Consistently follow-through with the discipline program so that the students will know that they can't get away with disruptive behavior.

Domain 3 – Instruction

3a. Communicating with students

I talked to the students in simple language that all would be able to understand. As the students walked into the gymnasium I greeted them and quietly told them to sit on the small green circle. When speaking to a specific student, I used his/her first name.

3b. Using questioning and discussion techniques

I asked the students questions during the warm-up ending discussion. Time was allowed for the students to think of a response. After the demonstration of the activity I gave the students the opportunity to ask questions about the activity to make sure they understood what they needed to do. At the end of the lesson I led a closing discussion and asked the students questions on the critical elements of the dribble.

3c. Engaging students in learning

I tried to involve the student as much as possible. Whenever I needed to demonstrate an activity, I had a few students help me in the demonstration. During the WU discussion and closing discussion I tried to not have the same student answer all the questions, but instead call in a variety of the students to help with answering the questions.

3d. Using assessment in instruction

During the activity I used both skill feedback and behavior feedback. I gave a lot of corrective behavior and positive specific feedback during the warm-up. When I paused the warm-up to switch the students' roles, I used that time to give group feedback, both

positive specific and corrective. During the WU discussion I was able to give positive specific feedback to the group. During the practice activities for the dribble, I gave individual corrective. During the lesson closing discussion I gave the group feedback challenging them to work on keeping bodies and equipment in control.

3e. Demonstrating flexibility and responsiveness

By being aware of what all the students were doing at all times, I was able respond to any disruptions by the students. During the CA I forgot to tell the students to do jumping jacks if they were tagged by a statue, however, when I switched the statues and dribblers, I used that time to correct myself and tell the students to do jumping jacks if tagged by a statue.

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

Work on giving feedback to EVERY student. Allow appropriate amount of time for the students to practice the skill.

Domain 4 – Professional Responsibilities

4a. Reflecting on teaching

Continue to develop muscular strength by participating in activities that involve using body to lift own body weight during warm-up: this objective was met when the students performed the leap and moving hop.

Continue to develop flexibility by participating in activities that involve bending and stretching during warm-up: this objective was met when the students participated in the static stretching portion of the WU.

Continue to develop self-awareness by participating in activities that involve keeping bodies and equipment in control during warm-up, practice activities, and closure activity: this objective was met by a majority of the students who were able to keep their basketball in control during the practice and closing activity.

Be able to describe the critical elements of the basketball dribble during closure to lesson: this objective was met when the students answered questions during the closing discussion related to the critical elements of the dribble.

Be able to discuss how muscular strength relates to the warm-up during closure to warm-up: this objective was met when the students answered questions related to muscular strength during the WU closing discussion.

Be able to discuss how self-awareness relates to the warm-up during closure to warm-up: this objective was met when the students gave examples of how they kept their bodies in control during the WU during the WU closing discussion.

Be able to perform the basketball dribble using the critical elements of fingers spread wide, contact w/ all five finger pads, push down w/ finger pads, receive with finger pads, and keep head and eyes up during the practice and closing activities: this objective was met when the students practiced the dribble during the practice and closing activity.

Be able to discuss why learning the dribble is important during closure to lesson: I talked to the students about why the dribble helps with self-awareness during the lesson closing discussion.

4b. Maintaining accurate records

During the activity I was able to observe the skill of each student in regards to if they were following directions correctly and performing the skill correctly.

4e. Growing and developing professionally

I welcome feedback, both positive and corrective, because it allows me to see mistakes that I had made that I may not even be aware of. Feedback only makes my teaching better. I then can apply the feedback given in the future when I am preparing lesson plans and teaching.

4f. Showing professionalism

I came to class prepared with my lesson plan in hand. I also arrived early so that I had time to make any last minute adjustments. I was dressed professionally in a clean and neat collared shirt, athletic pants, and clean sneakers.

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

For my next teaching episode I aim to make sure that I give clear and appropriate directions and make sure that each student correctly follows the directions by observing them.