

Teacher Candidate(s): Robert W. GoldkranzDate: December 2<sup>nd</sup>, 2011Topic: Table Tennis: Backhanded Loop and ChopCue: Hip, ShoulderAssessed by: Robert W. GoldkranzIs there alignment between and among the following? ☐ Objectives ↔ ☐ Cues ↔ ☐ Feedback ↔ ☐ AssessmentEssential Elements of InstructionTeaching Style:☐ Command☐ Practice☐ Reciprocal☒ Guided Discovery+ Positives:Loud and Clear VoiceGood DemoPositive Feedback FirstΔ Challenges/ChangesWhistle is too loud forenvironment.Said the word "guys"instead of class.1 (1) Instant Activity/Warm-up X Starts within 30 sec X All active X Aerobic X Flexibility Specific  
(at least 2 items)1 (1) Introduction X Name X Expectations1 (1) Protocol/Signal of Attention X Whistle Voice(s) Music Other: Implicit1 (1) Hook/Anticipatory Set X Peaks interest & motivates X Objectives1 (1) Safety Statement X Rules Each Segment1 (1) Visual Aids X Color X Neat Mnemonic/acronym X Prop  
(at least 4 items) X Contrast X Spelling X View from 30 Feet X Used during lesson1 (1) Demonstration X Whole w/ equip. X Whole w/out equip. X Slow motion with cues  
(at least 3 items) Different angles X Whole w/ equip. in context of task Common fault1 (1) Tasks/Explanation X Develop Approp. 1-3 main points X Imp. rules X Cues X Uses Visual Aids  
(at least 2 items)1 (1) Intratask Variation changed task for low-skilled X changed task for high-skilled1 (1) CPU X Asks questions X 3-5 sec. wait X Varied Questions X Student  
(at least 2 items) Sample the group Physical X Gestures Performance  
(hi & low achievers) Response1 (1) Practice Activity matches obj Hi-time on task Foresight Equip Ready X Play-Teach-Play  
(at least 2 items)3 (3) Feedback X Used Names (I) X Specific to cues-congruent (I) X > 50% / total (I) X Positive first1 (1) Closure View of Group Questions Refocusing the Learner Student Part.  
X Students in sight Preplanned Restating expectations X Answered ques.  
X Backs to cues X Various types X Restating objectives Student demon.  
Hook next lesson (Dangle carrot) Wait time0 (1) Assessment Authentic Reliable Valid  
Must resembles samples on PE Profile or 255 Packet (B10-B37)

Sub-Total A

15 /16

Bonus

+ 1 TII

+ 1 Scaffolding

+ 1 Pignost

Sub-Total B

/4

(2) Presentation of LessonS Equipment & SuppliesS Teacher PlacementS Student AttentionS DirectionsA Maximum ParticipationA PaceS StrengthS PreparedS VisibleS Enforces SignalA ForesightA Students ActiveA On TaskA AverageA TransitionsS Facing ClassS Commands AttentionS Clear and ConciseS Safety AwarenessA Transitions OrderlyW WeaknessS Clean-upA Keeps Students backs to DistractionsS Uses a SignalS Student PlacementS Specific to ActivityA Speed of Presentation(2) Professional AttributesS VoiceS ClearS FirmS EnunciatesA PronouncesS Prof. AppearanceS LanguageS ProfessionalA IntelligentA PreciseS Self-controlledS GroomedS EnthusiasmS EnergyA IntensityA Body LanguageS DressNotesTime Coding\_\_\_\_\_ (1) Management < 15%\_\_\_\_\_ (2) Activity > 50%\_\_\_\_\_ (1) Instruction < 30%\_\_\_\_\_ (1) Waiting < 5%Forms (loaded and published using Google Docs)

1. Lesson Plan

2. Feedback

3. Time Coding

4. Transcript (if possible)

Reflection (4)

Describing growth difference b/w labs with appropriate evidence published as webpage to Google Docs. Audio/video and photos posted to blog.

Total

/4

/10

December 2nd, 2011

Topic: Table Tennis: Backhanded Loop and Chop Cue: Hip, Shoulder Assessed by: Robert W. Goldkranz

**Is there alignment between and among the following?** ☐ Objectives ↔ ☐ Cues ↔ ☐ Feedback ↔ ☐ Assessment

Essential Elements of Instruction Teaching Style: ☐ Command ☐ Practice ☐ Reciprocal ☐ Guided Discovery

1 (1) Instant Activity/Warm-up X Starts within 30 sec X\_ All active X Aerobic X Flexibility Specific

(at least 2 items) 1 (1) Introduction X Name X Expectations

1 (1) Protocol/Signal of Attention X Whistle Voice(s) Music Other: \_\_\_\_\_ Implicit

1 (1) Hook/Anticipatory Set X Peaks interest & motivates X Objectives

1 (1) Safety Statement X Rules Each Segment

1 (1) Visual Aids X Color X Neat Mnemonic/acronym \_X\_ Prop

(at least 4 items) X Contrast X Spelling X View from 30 Feet X Used during lesson

1 (1) Demonstration X Whole w/ equip. X Whole w/out equip. X Slow motion with cues

(at least 3 items) Different angles X Whole w/ equip. in context of task Common fault

1 (1) Tasks/Explanation \_X\_Develop.Approp. 1-3 main points X Imp. rules X Cues X Uses Visual Aids

(at least 2 items)

1 (1) Intratask Variation changed task for low-skilled X changed task for high-skilled

1 (1) CFU X Asks questions X 3-5 sec. wait X Varied Questions X Student

(at least 2 items) Sample the group Physical X Gestures Performance

(hi & low achievers) Response

1 (1) Practice Activity matches obj Hi-time on task Foresight Equip Ready \_X\_ Play-Teach-Play

(at least 2 items)

3 (3) Feedback X Used Names(1) X Specific to cues-congruent(1) \_X\_ ≥ 50% students(1) X Positive first

**1 (1) Closure View of Group Questions Refocusing the Learner Student Part.**

X Students in sight Preplanned Restating expectations X Answered ques.

X Backs to cues X Various types X Restating objectives Student demon.

Hook next lesson (Dangle carrot) Wait time

0 (1) Assessment Authentic Reliable Valid

\_\_\_ Must resembles samples on PE Profile or 255 Packet (B10-B37)

**(2) Presentation of Lesson S = Strength A=Average W = Weakness**

S Equipment & Supplies S Prepared A Transitions S Clean-up S Teacher Placement S Visible S Facing Class A Keeps Students backs to Distractions S Student Attention S Enforces Signal S Commands Attention S Uses a Signal S Directions A Foresight S Clear and Concise S Student Placement A Maximum Participation A Students Active S Safety Awareness S Specific to Activity A Pace A On Task A Transitions Orderly A Speed of Presentation

**(2) Professional Attributes**

S Voice S Clear S Firm S Enunciates A Pronuciates S Prof. Appearance S Language S Professional A Intelligible A Precise S Self-controlled S Groomed S Enthusiasm S Energy A Intensity A Body Language S Dress

## Notes

C9

### + Positives:

Loud and Clear Voice

Good Demo

Positive Feedback First

### △ Challenges/Changes

**Whistle is too loud for environment.**

**Said the word “guys” instead of class.**

Sub-Total A

15 /16

### Bonus

+ 1 TBI

+ 1 Scaffolding

+ 1 Pinpoint

Sub-Total B

/4

Forms (loaded and published using Google Docs) 1. Lesson Plan 2. Feedback 3. Time Coding 4. Transcript (if possible)

**/1 Time Coding**

### Reflection (4)

Total Describing growth \_\_\_\_ (1) Management < 15%

difference b/w labs with appropriate evidence

\_\_\_\_ (2) Activity > 50%

published as webpages to Google Docs. Audio/video and photos posted to blog. \_\_\_\_ (1) Instruction < 30%

\_\_\_\_ (1) Waiting < 5%

**/5**

**/4**

**/10**