Student Teaching Reflection

Casey Case once told me at a Purdue Volleyball Camp, “Never be satisfied because there is always something you could do better!” That quote has been my motivation to constantly improve myself in my teaching abilities. What I have learned through my six years of undergraduate college is that the more I learn the more I realize you don’t know. It is essential for all educators to be lifelong learners that strive to improve themselves on a daily bases. This outlook on teaching and my Manchester College preparation has helped me grow into a very promising young professional.

Since I have transferred to Manchester College my senior year from the University of Evansville, my views of teaching physical education have changed dramatically. The more that I was exposed to the more I changed for the better. There are three areas that I have changed my thinking on since the early days of my teaching preparation; which are in why I wanted to teach physical education, advocating, and the importance of assessing student performance.

You all can just call me Coach Carlisle! When I first wanted to become a physical educator, I did it for selfish reasons. I wanted to teach high school education just to be a volleyball and cheerleading coach. Through my two and half years at Manchester, I changed my reasons for wanting to teach physical education. I use to think coaching and teaching where that exact same thing. I soon found out that one has to use a different mentality for each field. With coaching one has to be challenging with the basic same population of athletes. With teaching one has to set students up for success as any ability level while being nurturing. A semester of Fundamentals of Physical Education was that class that changed my mind.

Through this class I learned how to teach young age children about locomotor and manipulative skills. I learned how important it is to learn those skills before learning any sports related skills because I was teaching students the foundation of all athlete movement to them. This class was challenging for
me because I never had experience with young children in physical education. Not only was I teaching students how to move their bodies, but I was also teaching them how to learn and interact with their peers. After teaching a semester to pre-school students, I realized the importance of physical education cognitively, psychomotor, and affectively. This realization led me to advocating for physical education.

Advocating is the next area where I change my views of since my early days of college. When I first switched my major over to physical education, I thought the main purpose was to keep children healthy and active. I wanted to help reduce the obesity rate through playing sports. During my student teaching my cooperating teacher introduced me to Action Base Learning and the way I advocate for physical education changed. Action Based Learning taught me how much physical education helps with cognitive learning. Physical education activates the left and right hemisphere of the brain allowing for optimal learning and retention of material taught to them, because motor development provides the framework that the brain uses to sequence the patterns needed for academic concepts. With 85 percent of all children being kinesthetic learners it very important that physical education is kept in schools. This has led me to my new way of advocating for physical education.

Never in my wildest dreams did I think I would have the desire to go to Washington DC to be political with physical education. I dislike politics very much but my passion for physical education changed my view on politics. I realized that the only way to keep quality physical education programs in schools during these very hard economic times was to advocate the effects of physical activity on learning in the core academic areas of English, math, and science. Through my professional organization of American Alliance of Health, Physical Education, Recreation, and Health I increased my knowledge of how to communicate with my congressman and state senator. I was appointed the only student representative spot on AAHPERD Legislation and Affairs Committee which plans a conference in DC to
change laws regarding physical education. One of the ways I help make physical education a true academic area is providing senators and congressman with data from student assessment.

Assessment is another area where my ways have changed for the better through my education at Manchester. When I first started learning about assessment I only knew how to assess students through written tests and quizzes and skills test. I use to think my perception of a student’s effort was effective in grading. I soon learned that that way is so subjective and not objective. I couldn’t justify why I gave that student a particular grade if I was by a parent. Through my PEP one through four labs, I have learned other ways to assess that are objective. I learned how to create rubrics, observation check offs, and task reciprocal analyzing sheets as ways to grade student performance. Learning how to do these different types of assessments helps me validate physical education to teachers, principals, and parents. Assessment is one area where I want to continue to learn about and grow throughout my lifetime as a lifelong learner.

Being a lifelong learns means that you never stop striving to become better and that you are always striving to learn more. I am never content with the knowledge that I posses now with adapted physical education because I know that there is so much more to learn about my chosen profession. I strive to be the best I can for the sake of my future students. I plan to continue to grow as an educator by attending workshops, conferences, and national conventions for adapted physical education and physical education. Continuing my membership in American Alliance of Health, Physical Education, Recreation, and Dance; American Association for Physical Activity and Recreations; and National Association for Sport and Physical Education are vital to development of being a highly qualified teacher. I also, plan to continue my subscription to Palaestra, Journal After teaching for five to ten years I plan to get masters in adapted physical education. In the very far future I would like to strive to get n doctorates in deaf blind education. What I have figured out in my six years in undergraduate college is
that the more you learn the more you realize you don’t know. That is my motivation to continue learning more about my field along with the 24 CARE objectives.

Manchester’s Teacher Education Programs of the 24 CARE objectives has prepared me well for the future in becoming an effective teacher. The 24 CARE objectives are broken down in four categories, which are curriculum, assessment, relationships, and environment. Each category has subcategories that further explain what it means to achieve the category.

The goal of the category of curriculum is to construct and deliver appropriate curriculum for students. I learned how to create appropriate curriculum through my PEP Labs. I was taught the national and state standards for physical education for each grade level. Before a lesson plan could be started, we had to follow the state standards for physical education. The sub-standards helped me know exactly how to write the performance objectives. We were required to pick a standard for the cognitive, affective, and psychomotor domains. We were also required to pick a different state standard from another subject area for each lesson plan to create interdisciplinary instruction.

I use interdisciplinary instruction on a daily bases during my adapted physical education placement. It came natural to do so as time went on. I did one lesson where I had students jump each time they spelled a spelling word. This is called action base learning where physical movement promotes learning. After a couple of weeks of jump spelling students ability to spell increased. Another way I like to incorporate interdisciplinary learning in physical education is through critical thinking and problem solving activities. When I was teaching badminton at Whiko Middle School, I asked the students why it matters to position the racquet in different angles and then broken them into groups to test out holding the racquet in different angles on their court. After allowing the students to experience the racquet and birdie I pulled them all in for a closure where I asked them questions. I asked them questions from various levels of Bloom’s Taxonomy of questioning. By asking questions during the
closure allowed me to receive instantly assess how much the students did or didn’t learn from the day’s lesson.

Assessment is a way to measure how much a students learned and developed using various measures. Many assess tools are needed in assessing students progress properly. During my methods class I created my method of grading students in the cognitive, affective, and psychomotor domain. While student teaching I frequently used written quizzes, worksheets, and closure questioning to assess students’ cognitive growth. For assessing the affective domain, I mainly used rubrics to determine participation points. Students received a two if they participated fully in warm-ups, fitness activity, and the focused of the day. Students received a 1 if they did or didn’t participate in warm-ups, fitness activity, and the focused of the day. They would receive a zero if they didn’t no participate in warm-ups, fitness activity, and the focused of the day. For assessing in the psychomotor domain, I would use observation check off sheets focusing on the use of techniques and skills test. For the students’ grades I would average together the scores from the observation check off sheets and skills test. I created a lot of my own assessment materials because I thought my assessing should be based on my teaching cues for the students rather than someone else’s. May favorite assessment in student teaching was when I had the students label what kind of shot was going to be made in badminton based on how the racquet was being held. It required the students to recall the three names of the shot and their experiences exploring how to hold a racquet. I feel like assessment can only be as good as the relationship a teacher has with students.

Relationships within the professional field, school, and classroom are the key to learning. Relationships are started with one’s attitude. I have been to two workshops that have help me become better at accepting diversity. I participated in a poverty simulation that let me experience what it is like for a student to live in poverty along with attending schools. I have now realized that I need to be more
sensitive when a child doesn’t bring tennis shoes for physical education class. Being an adapted physical educator, I am naturally accepting of diversity in the sense of physical, emotional, and cognitive disabilities. During my adapted physical education student teaching placement I demonstrated full awareness of my ethical and legal responsibilities by following students’ Individual Education Plans (IEP). When I would plan a lesson I first looked at the IEP to see what areas I needed to cover and time frames. I was even given the opportunity to develop IEP goals and objectives for a few students. This is one area I hope to improve on with the help of other special education teachers.

I love bettering myself through professional development. I have been a member of my professional organization at the state, regional, and national level. I am so willing to learn more and American Alliance for Health, Physical Education, Recreation, and Dance provides me with the materials to be the best I can be. I have presented at two state conferences and one national convention. Through these experiences I have improved on my oral and written communication skills. I had to get in front of veteran teachers and teach them new activities to do in physical education. I practice at home talking clearly and to the point. To do the presentation I first had to use my writing to skills for the proposal. I had to write and have others edited my writings. I also created a handout that had to be error free for all participates to take home. My other responsibility at these aahperd conferences is promoting Council for Future Professionals (CFP) to other college students. I created brochures, booklets, PowerPoints, and social event all categories where I improved in all forms of communication.

Being able to teach students how to communicate and work together to accomplish goals is another area where I strive to improve on. At Whitko Middle School, I taught students many different line dances and one lesson required the students to create two eight count line dance. I love seeing the creativity and the participation from the students. I believe collaborating with other teachers is very beneficially for the growth of the students. I first experience of how much a student can grow
academically was at Covington Elementary School. My cooperating teacher contacted the kindergartner teacher on spelling words that three students needed to learn. When we had the three students in their adapted physical education class we included the spelling words by jumping and spelling. By the end of four adapted physical education classes they all learned their spelling words. Having great relationships with other professionals allows for a better learning environment for the students.

Environment for the students starts with pre-planning and ends with managing a class for optimal learning. When I am instructing students, I constantly use three of Gardner’s Multiply Intelligences. The three that I use the most are body kinetics, visual, and auditory. I have noticed with my adapted physical education classes I need to first tell the students what to do then show the student followed by doing the task together. Early in my adapted physical education placement I made the mistake of just using visual and auditory. My instruction wasn’t effective for that particular population. After the lesson I asked my cooperating teacher if I needed to do the task after explaining it and she told me yes. She told me that it helps the student process the information better. Another way that helps students process information better is technology. I created a PowerPoint that flashed the new dance movement for each eight count. I displayed the PowerPoint on a huge screen in the gym for all students to see. The students were given two visual aids to watch, which was myself and the screen.

The best advice that I have received from my adapted physical education cooperating teacher is that when correcting a student tell they what they should do as opposed to what not to do. The reason for doing that is that the student might just hear the last part. For example, when a student sitting instead of jumping one should say jump with two feet instead of saying don’t sit get up. I later read in Palestra, my professional journals, about how to communicate positively with students. I want to be the best teacher that I can be, so I read professional journals, attend conferences, and purchase reading
material from National Association of Sport and Physical Education to be up to date with the new best practices. I have been keeping up with the best practices for the past three years.

I know I am destined to be a great teacher that changes students’ lives! I believe students deserve a teacher that is willing to better themselves on a daily bases in orders to provide them with the best education. My journey has just begun. I hope to adventure on and get a masters in adapted physical education followed by a doctorates in deaf blind. I hope to become the president of Indiana Association for Health, Physical Education, Recreation, and Dance where I can help promote lifelong learning to all physical educator and pass on the passion of physical educators.