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PED 434, Statistics

Teacher Work Sample Reflection

What I learned from my teaching was always to expect the unexpected. In my lesson I had a few children who were in the pre-assessment. This threw me for a loop. I started my lesson by explaining to the students some different types of universal grips. This means that you can use these grips no matter what club you are using. I started with the 10 finger grip, and demonstrated it and then had a student demonstrate the grip. After explaining the grip, I gave the students some time to practice the grip. I also taught the students how to do the interlocking grip, and overlap grip. I also explained to the students that they should keep their wrist straight, and not to snap the wrist. When I looked at my assessment results, I saw that the students' scores improved. I believe that one of the solutions was that they kept their wrist straight, instead of breaking their wrist. This also helps students to have a better control on their ball, and control the speed of their ball. I also had to focus most of my time on a few students who had trouble holding the club. I learned from my teaching that I can't expect every child to be able to catch on to what I want out of them right away.

When giving my assessments, I learned many things. First I learned that I need to spread the assessments out more throughout the gym. I could see that some students were closer than I wanted, which could lead to one student cheating from another student. Also, I need to have better management of my time. I thought that I would have enough time to teach the students different grips, and a few other items. I found that I turned into rushing. When I told the students to practice each grip, I started to cut the students off before each student had practice. Also, when I gave the test, I didn't have as much time as what I wanted. I started to force students to do the test because I was running out of time. I gave the test with 4 minutes left in my lesson. I should have given students about 7 minutes to

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complete the test. I also didn't explain the purpose of the pedometers. I wanted the students to understand why they were keeping track of their steps. I should have explained to the students that while they are playing a round of golf, they can actually walk near 5 miles. This would help to connect the students to a number, and a reason for their pedometers.

During my teacher work sample, I learned that I am very determined to get my work done. I created my test ahead of time. I made sure to think about how much time each student was going to need to take the test. Also, I made sure to get my cognitive test done ahead of time. I like to plan ahead, and think about my lesson ahead of time. This allows me to think about my lesson, practice my lesson ahead of time, and fix anything that needs to be fixed. Also, my group did a great job planning everything, and communicating with each other. We had many situations thrown at us, and we were able to handle their obstacles, and still able to get our lesson done. We had to have trust in our group members. We trusted each other to do work outside of our meeting time. Also, this lesson helped to work on our group's affective domain. It worked on our commitment to each other, determination to our lesson, and our leadership. We all had to take a lead on the project, and figure out what each person was going to do. Overall, I feel like that my planning, and my groups planning went well. I feel like we did a great job teaching. However, I would recommend that we don't change future cognitive assessments. As a group, we felt that the first cognitive test was too easy. We changed our cognitive test, and this tricked out students. There was a few questions that the might not have known the answer to. This also messes up our data. This showed that many students went down in score from the first to the second assessment.