**TWS Criterion 1: Contextual Information and Learning Environment Adaptations**

***District Environment***

The district that I am doing my student teaching in is a very rural school district that covers about 263 square miles. Most of this land is used for agricultural purposes. There are three schools that are a part of this district, a elementary school, a middle school, and a high school. The enrollment is usually around 1200 kids for the entire district. Of those 1200 kids 45% of the kids are bused in and 40% qualify for free or reduced lunch. The district runs under five administrators and 74 teachers. The average number of years experience for teachers in the district is 16.6 years. This district is located only a few miles from the great attraction, Greenbush, giving the schools great accessibility for outside of the classroom learning.

***School Environment***

The elementary school contains students from Pre K- 5th grade and has approximately 500 students. The original building was built in 1954 but there were many additions added on as the district grew. The additions were made in 1972, 1974, 1978-1979,1987, and 1995-1996. The middle school, containing grade 6-8 has approximately 300 students. The building was converted to the middle school in 1962 with additions coming in 1964, 1966-67,1995-96. The high school has grades 9-12 and has about 400 students. There was a fire on October 24, 1964 and caused the building to be rebuilt. There were additions made in 1966-1967, and also in 1995-1996. I did my student teaching at the elementary school and the high school.

***Classroom Environment***

The class that I did my teacher work sample on is a Lifetime Sports class that meets every day during 3rd hour, which lasts from 9:49-10:34 am. The class consists of a total of 20 students, 13 boys and 7 girls. I decided to teach my unit in the gym. The gym is a nice big open area with enough space to accomplish things but I am still able to monitor the students and correct their mistakes. On the west end of the gym there are 4 sets of doors that lead out to the middle school. Those doors stay closed at all times. In the north east and south east corners are the entrances to the locker rooms. Along the east end of the basketball court runs a stage. The stage curtain remains closed at all times and students are instructed to stay off of the stage at all times. The gym is a great learning environment for the kids and was very good to me when I was teaching.

***Ethnic and Gender Make-up***

Of the High School’s 400 students 46.48% of them are females and 53.52 are male. In my 3rd period class though, there were 65% males (13 out of 20) and 35% female (7 out of 20). In the building 94.19% of the students are white, 2.14% are African American, 1.22% are Hispanic, and 2.45% are of another race. In my class 5% (1 student) was African American and 95% (19 students) were White.

 

***School’s Socio-Economic Make-up***

In the district I was located in, 10.2% of the households earn less than $10,000 a year, 9.3% earn $10,000-$14,999, 13.5% earn $15,000-$24,999, 19.9% make $25,000-$24,999, 20.6% earn $35,000-$49,999, 17.8% earn $50,000-$74,999, 3.8% earn $75,000-$99,999, 2.3% earn $100,000 to $149,999, 1.2% earn $150,000-$199,999, and 1.4% earns $200,000 or more. The median household income for the town is 32,874 and the income per capita is 16,668. Overall at the high school 61.16% of the students are Non Economically disadvantaged and 38.84 are economically disadvantaged. In my class, 6 of the 20 were economically disadvantaged (30%). I did not see much of an effect on my teaching.



***Developmental Characteristics***

The students in my class were at the middle thinking level. The kids were able to make decisions and work out problems, and also make plans for the future. Identity is was the main struggle my students had. Their identity is based on their physical appearance and abilities, their sexual identities, and their perceived future occupations. The students are easily peer pressured and influenced by other peers. By the time the students get to high school, they have a basic understanding of most of the movements in a physical education program. The students are now applying their basic understanding and converting it to knowledge about each movement. By the time they leave high school they will have a complete understanding of the entire physical education program.

***Students with Special Needs***

In my 3rd period class I had one student with and IEP, and one student who was pregnant during the time of teaching. These students will go by student A and student B. Student A has mild Mental Retardation. The student also struggles with tracking things and complex body movements. Although these problems exist, the student still participates all hour every class period, and gives it his all. Other students in the class include student A very well and are very supportive. Like mentioned, student B was pregnant at the time of teaching. Because of this the student was not allowed to participate in activites. The student though was able to help record scores, run the game clock, or monitor student behavior as to be a part of the class as much as possible.

|  |  |  |
| --- | --- | --- |
| **Student** | **Exceptionality** | **Strategies** |
| Student A | Mild Mental Retardation | Include the student in all activities. Be patient with student to complete movements.Utilize “chunking” when teaching |
| Student B | Pregnant | Include in activities as much as possible. Have them record scores, or run the clock. Keep the student involved |

**TWS Criterion 2: Learning Goals and Objectives**

***State Physical Education Standards Addressed***

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmark 1:** The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 1:** The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities

**Knowledge:** The learner will be able to**:**

1**.** After watching various soccer clips off the internet the students will be motivated to shoot and dribble a soccer ball. (1.1)

2. After observing me shooting and dribble a soccer ball the students will be able to perform the proper way to shoot and dribble a soccer ball. (1.2)

3. Demonstrate correct technique for dribbling and shooting during the lessons for skill assessment. (1.3)

4. Demonstrate knowledge of the rules of soccer on a written test. (1.4)

**Skill**: The learner will be able to

1. Apply effective dribbling and shooting skills in a game like situation. (2.1)

2. Demonstrate complete understanding of rules of soccer by making participating in games correctly, following the correct rules. (2.2)

**Reasoning:** The learning will be able to:

1. Develop effective offensive and defensive strategies during game situations. (3.1)

2. Design appropriate drills/activities to practice dribbling and shooting. (3.2)

I have listed eight objectives that are divided between three different focus areas, knowledge, skill, and reasoning. Under the first category, knowledge, there are four objectives. These four objectives should be completed by every student very easily and will allow each student to be successful. The second category, skill, has two objectives that are a little tougher but still should be accomplished by all the students. I will make adaptations for students that need them. In the last category, reasoning, I have two objectives also. The students should be able to complete these objectives by the end of the unit with some collaborative work. By making the objectives how they are, this gives the students a challenge but yet still allows them to be successful.

**TWS Criterion 3: Instructional Design and Implementation**

**Knowledge:** The learner will be able to**:**

1**.** After watching various soccer clips off the internet the students will be motivated to shoot and dribble a soccer ball. (1.1)

2. After observing me shooting and dribble a soccer ball the students will be able to perform the proper way to shoot and dribble a soccer ball. (1.2)

3. Demonstrate correct technique for dribbling and shooting during the lessons for skill assessment. (1.3)

4. Demonstrate knowledge of the rules of soccer on a written test. (1.4)

**Skill**: The learner will be able to

1. Apply effective dribbling and shooting skills in a game like situation. (2.1)

2. Demonstrate complete understanding of rules of soccer by making participating in games correctly, following the correct rules. (2.2)

**Reasoning:** The learning will be able to:

1. Develop effective offensive and defensive strategies during game situations. (3.1)

2. Design appropriate drills/activities to practice dribbling and shooting. (3.2)

At the beginning of each class I gave the students 6 minutes from the time the tardy bell rang to get changed and come to the gym. Once all the students were in the gym, roll was taken and the then I began class. I had the students jog two laps to get their muscles loose and then do a few stretches, including sit and reach, hurdler stretch, quad stretch, and jumping jacks. Once all the stretches are completed the students then await my next instruction for the class period.

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| --- |
| Day 1Learning Objectives: 1.3, 1.4Instructional Activities: The students will take pre-tests about the rules and regulations of soccer. Then the students will be pre-tested on their dribbling and shooting abilities. The dribbling pre-test consists of 5 cones set in a strait line and the students are timed how long it takes them to dribble in and out of the cones. I will be running the stop watch and recording the times. In the shooting test the students are given 10 shots from 15 feet from the goal. I will count the number to goals they score and record.Assessment: Participation and effort. The pre-test is just an evaluation of knowledge and skill so the grades will not be recorded from the tests. The written test will be reviewed for the final test at the end of the unit.Adaptations: Student A needed the test read to them and help understanding some of the questions. Student B recorded the times that I read off the stopwatch for me since they could not run. The student also recorded the scores in the kicking pre-test. |
|  |
| Day 2Learning Objectives: 1.1, 1.2, 1.3Instructional Activities: While the students are stretching, I will pull up video clips of professional soccer players performing outstanding dribbling and shooting. As the videos are playing I will make sure and point out the important factors to good dribbling and shooting. Once the clips are finished I will then demonstrate myself how I want the skills completed. For dribbling, the ball needs to be kept under control using small light touches with the inside and outside of the foot. For shooting, the plant foot should land right next to the ball while the kicking foot is swung through striking the ball in the middle with the instep of the foot. The students need to make sure their knee of the kicking foot is over the ball. They also need to make sure and keep their head down and watch the ball. After I had demonstrated I will divide the students up into groups and have them practice the skills.Assessment: Participation and effort. I walked around and ensured that each student was practicing the correct technique and then challenged the students to practice at home. I also challenged the students to find more video clips of amazing soccer dribbling and shooting to help motivate them.Adaptations: Student A participated as much as they could. I spent some extra time explaining and demonstrating with the student while they were practice. I did not have to modify the activity for the student to be successful. Student B ran the time clock so that the students knew when to switch groups. |
|  |
| Day 3Learning Objectives; 1.3, 2.1Instructional Activities: I will begin class by reviewing the pre-test questions while they are stretching. Once that is finished I will divide the class up and review shooting and passing techniques. The students will have a short period of time to practice the skills while I continue to walk around and provide feedback on their skills. Once I feel the students have a strong grasp of the skills I will have them apply them in a game like situation. The students will play a game called “Split the Cones.” The objective of the game is to pass the soccer ball through the cones to another team mate. The ball must be passed under control to your team mate and the team mate must receive the pass under control for a point to be awarded. Assessment: Participation and Effort. I will evaluate everyone skills while walking around and instructing, and I will also evaluate skills during the game. I will evaluate how well they are able to pass the ball and control the ball and make sure all the students are overall putting out a good effort.Adaptations: Student A will be able to participate with the class. Extra instruction may be given where needed. Student B will run the score board and game clock. |
|  |
| Day 4Learning Objectives: 1.3, 2.1, 2.2, 3.1Instructional Activities: When class begins I will review the pre-test questions again, ensuring the students are familiar with the rules and regulations of the game. Once I feel that the students have a good grasp, we will then discuss proper dribbling and shooting techniques. I will ask students to demonstrate properly how to complete the skills necessary. The students will then be divided up into teams of 10 to play the game of soccer. I will pick the teams based on my observations of skills and abilities. I will have six team members from each team on the court to play and the rest will be on the side. I will have a stop watch and ever three minutes I will sub in the remaining players so that all students get an adequate chance to play. While the students play I will be observing, giving help in strategy and tactics as I see necessary.Assessment: Participation and Effort. While the students are playing I will be observing how each team I playing and the skills they are applying to the game. I will be looking for students to be putting out 100% effort in trying to learn and get better.Adaptations: Student A was selected for a team just like the rest of the class. The students include the student and allow them to be successful in the game. Student B is in charge of running the game clock and the score board. |
|  |
| Day 5Learning Objectives: 1.4, 2.1, 2.2, 3.1, 3.2Instructional Activities: At the beginning of class students will be asked to fill out the post test for the unit. After finishing the post test then the students will complete the skills post test. I will separate the class into two groups, so that I can evaluate one group while the other group practices skills. After I have evaluated both groups in dribbling and shooting, the teams will play a game for the rest of the period. I will continue to observe and instruct during the game, helping the kids to excel at the game. At the end of class I will challenge the class for extra credit to write up a practice routine for a soccer practice. They will be able to use any resources they may need.Assessment: The post test taken will be graded and the scores will be recorded in the grade book. For the skills evaluation, participation and effort will be the main thing I’m looking for. Times on the dribbling and scores on the shooting should all improve.Adaptation: Student A was assessed and played with the rest of the class. The student should be able to improve their scores in the skills aspect. The written test was read to them also. Student B recorded times and scores and then ran the score clock for the game. |

***Sequence:***

On the first day of the unit I gave an overview of all the skills and tactics we would be coving in the unit. I administered pre-tests to evaluate student’s ability and knowledge of the game. In my explanation of the drills for the skills test I explained to them that the scores would be recorded so that they can see their improvement at the end of the unit. By the end of the pre-tests I had a strong grasp on the general knowledge and skill of the class in the game of soccer. The next thing I did was show some short videos of professional soccer players, hoping to spark their excitement about the game of soccer. I explained how I wanted them to dribble and shoot and compared it to what the athletes were doing. The students were then able to take this knowledge and apply it in the drills and then apply them in a game like situation. On the last two days of the unit, when we were playing the actual game of soccer, the students were able to apply all the knowledge and tactics that had been discussed throughout the week to an actual game of soccer they were participating in. The extra credit challenge was given to them to help motivate them outside of the classroom to continue learning and growing with the sport.

***Adapt Instructional Strategies:***

Within the class that I had, I knew that everyone was not an athlete and everyone did not have the same amount of knowledge about the sport as each other. In all of the activities I made sure the students that looked like they needed the most help with matched with kids who were excelling so that they could help each other out. The students seemed to react to a peer instructing them a little better then when a teacher is. During instruction is a student was not paying attention, I would ask a question to them. I would do this to redirect their focus back on me and off of their distraction. I made it around to any student that needed one on one explanation during the practice time and was able to give them the adequate instruction they needed to be successful. I tried to make all of the activates fun and exciting to keep the students attention. The last three days we played a game at the end so the students could have fun and apply the skills they had been working very hard on.

***Technology:***

I was not able to use too much technology in teaching the sport of soccer. I did use the computer to show video clips of professional athletes to give the students a visual aid of how the skills were supposed to look like.

***Multiple Learning Strategies:***

While I taught my unit I used a few different learning strategies to convey the information to my students. The first was the auditory learners learned by me teaching the skills during my demonstration. I stressed proper technique to compete the skill. The next was done to catch the visual learners by showing the students videos of professional athletes completing the skills they would be performing. By doing this the visual learners have evidence that what I am teaching them is correct and gives them an idea of how the skill is supposed to look. Also in my demonstrations, I was able to give a close up visual of the skill. I also used cooperative learning in my teaching by dividing the students into groups. The students were able to watch each other and give tips to one another to help complete the skill. And last when I assigned extra credit to the students to design a practice routine this achieved their higher level of thinking. By completing all of the learning strategies I was able to reach all of the students in the classroom.

***Community Resources:***

This unit did not have community reasources included in it. I did use the world wide web to find the videos of the professional athletes.

**TWS Criterion 4: Demonstration and Integration Skills**

***Integrate Instruction:***

I only included a few integration of topics into my instruction. I used social skills and then the use of video. I used the video aspect when I showed the students the videos of the athletes doing the skills they were about to perform. I also used social skills when the students were in groups. I gave them permission to help each other so there was a lot of socializing amongst the students.

**TWS: 5 Analysis of Classroom Learning Environment**

***Classroom Environmental Factors that Affect Learning:***

 I felt that the gym at high school is a great place for a PE teacher to hold class. I noticed in my observing of the first few weeks that there are hardly any distractions to the learners during class. I believe that this is because it does not act as a hallway or passage way for anything. The doors stay shut and the is never any outside noise or traffic distracting the learners. There are two factors that make the guy inconvenient for some games and that is the stage, and an air vent at the top that seems to catch balls very often. Both of which can limit the game selection but other than that I believe the gym I taught in was great.

***Classroom Management:***

 The students have 6 minutes from the time the tardy bell rings to get dressed out and up to the gym. They need to be in proper gym attire to participate unless otherwise specified. Proper attire includes gym shorts or sweat pants and a t shirt. The school policy is facial hair must be shaved and the hair on the head must be trimmed so I followed those guidelines as well. The students play games and there are always two rules in effect at all times: No one gets hurt, nothing gets broken. By following those two rules everyone stays safe and the equipment stays safe as well. The students are expected to respect each also and treat others as they want to be treated. Lastly, when the whistle blows the game should stop unless it is part of the game itself. This ensures that if I need to get the attention of the class I am able to quickly with a sound of the whistle.

***Learning Environment:***

When I am teaching a physical education classroom I like to create as positive atmosphere that I can create so that defiantly applied while I was teaching this unit. I was always going out compliments, letting the students know that they are completing a skill correctly. I feel like if a student sees me excited about it then they will be excited about it also and want to continue learning. I also like to teach things in the so that students will enjoy learning them. I want them to learn something but still have fun at the same time. When I was picking out the teams the last two days I tried to make them as fair as I could based on observation. This also is proof that I try and keep things fair in class. If the teams are fair then its going to be a close game and the kids will play hard. My main goal is for the students to walk out of gym class and feel like they accomplished something positive for the day.

***Motivate Students***

First I motivated the students with my voice. I was very encouraging and excited about what I was teaching. My hope was that my excitement would translate into excitement inside of the students to learn the material. Some of the less athletic kids did not seem motivated that they would ever be able to complete the skills correctly and I encouraged them to do their best. I also motivated the students by showing them video clips of the professional athletes. This gives them motivation to practice so that they can be as good as the professionals. I felt like if I gave positive feedback then the students would feel good about themselves and what they are doing. Some students do not get that often but I want to make sure they do in my classroom.

***Group Motivation:***

When I picked the teams, I made sure to pick them evenly so that the game would not be swayed one way or the other. If the game is close then the students are going to try harder so that their team can be the one that comes out ahead. I also noticed that when one student sees another putting out effort and excitement it translates to each other. The students encourage each other to do be successful and I do not allow criticism amongst one another. By doing this no student walks away sad or upset.

***Individual Student Motivation:***

My positive encouragement was the main way that the individuals were motivated in my classroom. If a student knows that I am watching them and hears me tell them they are doing a good job then that is going to let them know they are completing the skill properly and motivate them to continue practicing correctly. It also makes them feel good about themselves which is want I want also. Special individual positive motivation was given to Student A. They were so happy to know they were doing it correctly and I always made sure they knew that they were doing a great job. The videos were also a individual motivator because some could see that and think that they want to be like one of the professionals. This would motivate them to practice more and more which is great also. I wanted each student to walk away feeling good about themselves and the effort they put out during the activity.

***The Development of Verbal Communication:***

One of the first things I learned what I arrived at my assigned district is that the students are very good to each other. The students get along great for the most part and are very encouraging of each other. They had a good respect for the teacher and listened when she taught. That translated over to me when I was teaching this lesson. The students communicated well when they were in groups practicing the skills. They were giving each other tips and hints and supporting one another when they did the skill correctly. I felt like the communication between all parties was very good.

***The Development of Non-Verbal Communication:***

While I was teaching my unit I gave the students high fives or pounds periodically what I was observing. Those are non verbal communications that I see them doing a good job. The students can see when I smile, or if they are miss behaving, they can see my angry face and those communicate my feelings in a non verbal way as well.

***Encouraging Effective Student to Student Communication:***

I always promote a positive atmosphere in my classroom, and do not allow trash talking of another student. I encourage the students to say something positive all the time and they also hear me being positive and that translates to them. The students are especially positive towards Student A. They are always every excited when they are successful and understanding when they are not. I also tested their abilities for effective motivation by having them give each other tips and hint while they were practicing the skills. By doing this the students were forced to stay positive in their critiques of how the skill was being performed. The students did a great job and were very good to each other.

***Student Interaction:***

In a physical education classroom there is a lot of student interaction. Sometimes it is my job to control the student interaction and focus it on the task at hand. The students interact with each other by being in groups and also being on teams. They interact discussing proper technique and tactics for the game. There were a few groups of friends that interacted more then others, so I had to separate them in groups. Lastly the students interact in the locker room. Like mentioned the physical education classroom is full of student interaction and student support.

**TWS Criterion 6: Analysis of Assessment Procedures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of Assessment | Assessment Name | Learning Objectives | Format of Assessment | Percent of class Mastered 70% or above |
| Diagnostic | Pre –Test | 1.3,1.4 | True/FalseFill in the blankMultiple Choice | 25% |
| Formative | Skills Pre-Test | 1.2, 1.3,2.2 | Dribbling | 30% |
| Formative | Skills Pre-Test | 1.2,1.3,2.2 | Shooting | 35% |
| Formative | Skill Game | 1.2,2.1,2.2,3.2 | Performance and effort | 100% |
| Formative  | Soccer Game | 1.2,2.1,2.2,3.2 | Performance and effort | 100% |
| Summative | Skills Post Test | 1.2,1.3,2.2 | Dribbling | 75% |
| Summative | Skills Post Test | 1.2,1.3,2.2 | Shooting | 80% |
| Diagnostic | Post Test | 1.3,1.4 | True/FalseFill in the blankMultiple Choice | 80% |

***Source of Readiness:***

When I learned that there was not even a soccer team at the high school, I knew that I was going to have few students with a strong grasp of the skills necessary to play at a high level. The students that did master the skills in the first test were good athletes and can be good at anything they try and do. I could tell in just observing the students as they practiced the skills, who was going to be better in the games and who was going to struggle. I tried to mix the athletic kids with the non athletic kids to give the non athletic kids some peer motivation.

***Pre-Assessment:***

Reference attachment 1 for the written pre-test. The written test consisted of four multiple choice questions, four true/false questions, and two fill in the blank questions. The test covered basic rules, terms and positions on a soccer field. One of the questions was to draw a soccer field and label the positions on the field, and some students could not even draw the field its self. That let me know that I needed to cover the information in full detail.

***Dribbling Skill Pre Test:***

On the dribbling test I set out five cones in a strait line and had the students dribble in and out of all the cones. I timed them using a stopwatch and I set the passing time at 13.5 seconds. I set the time limit by dribbling the course myself at a moderate speed and then adding a couple seconds because I understand that I have a background in soccer, unlike most of my students. This assessment, the students did not do as well as the shooting pre test, but had more success then the written test. Six out of twenty students were able to complete the test in under the set time limit which is only 30% of the class. This made it very evident to me that I needed to cover and practice this skill with my students a lot.

***Shooting Pre Test:***

The students seemed to really enjoy participating in the shooting pre test, although their scores did not show that many of them had a long history in soccer. The shooting test was given to the students by setting up a goal, and having the students shoot at the goal from 15 feet away. At this distance it gave the students a good chance to be successful, but still was fairly challenging for them. Seven out of the twenty students were able to successfully make five out of ten shots or more, which was the passing mark. That was 35% of the class able to pass. Although this score is slightly higher than the dribbling test, it still proves that a lot of focus needs to be put on the core aspects of the game.

***Skill Game***

During this formative assessment I graded the students on participation and effort. I observed the class and how hard they were playing and graded them based on my observations. I was looking for students to be playing hard and giving all of the effort that they had. I felt like 100% of my class gave me everything that they had in the class and did a great job. The skill game that the students played was a game that not only worked on dribbling, but also worked on passing as well. The students were asked to pass the ball between two cones, set on the center court line the width of the center circle, to another team mate and the team mate must receive the pass and control it for a point to be awarded. Students were allowed to go anywhere on the basketball court. This assessment was put in place to give the students a chance to practice the skills in a game like situation.

***Soccer Game***

During the soccer game assessment, I again graded the students on participation and effort. The students were asked to try their very hardest, even though they were not completely confident in their soccer skills. The student did a great job and I graded 100% of the class as passing this assessment. During the soccer game I set up one goal at each end of the basketball court and divided the students into two teams based on my observations from the day before. There were no boundaries for the game so the action was non-stop. The students played hard the game was close motivating the students to give it their best. Once again, this assessment was given to allow students to apply the skills and knowledge they had acquired to a game like situation.

***Post-Assessments***

The post tests that I gave to the students consisted of a written test, and then the dribbling and shooting tests. The written test was the same test as the pre test and was the only one that I told them would affect their grade. The dribbling and shooting tests, my summative tests, had passing times and scores but did not affect their grade but I was looking for effort and improvement. I was very pleased with the scored on the written tests, noticing that the students improved from 25% of the class passing to 80% of the class passing or sixteen out of twenty. On the dribbling assessment most of the students were able to better their scores and fifteen out of twenty or 75% of the class were able to breaking the passing mark. On the shooting test I saw, again, great improvements. 80% or 16 out of twenty students were able to make five out of ten shots or more to successfully pass the mark. The students overall showed great improvement in all areas.

***Disaggregation***

*Student with MD vs Rest of Class*

The class as a whole showed great improvement over the course of the semester. Only 20% of the class minus my MD student mastered the pre test and 75% of the class minus my MD student mastered the post test. That is a jump of 55% in students showing great improvement. The student with MD scored a 40% on the written pre test but was able to improve their score to a 70% on the written post test. That is an increase of 30%. On the skills tests the class was able to increase their scores 45% and the student with MD was able to increase their score by 30%. Everyone showed great improvement.

*Males vs Females*

During the unit the males and females completed the pre and post tests with very similar scores. The females average score on the written test was 5.5 points out of 10, or a 55%. The males average score on the written test was 6.3 out of 10 or 63 percent. On the written post tests the females averaged 7.8 out of 10 or a 78 percent and the males averaged 8.2 out of 10 or 82%. For the females, they increased their average by 23% and the males increased their scores by 19% making the females increase slightly greater. On the skills pre test only two females were able to master the skills and four males were able to master the skills. By the time the final skills test was given seven females were able to master the skills and nine males were able to master the skills. This was also a major increase.

***Alignment Among Objectives, Instruction and Assessment***

When I built this unit I wanted it to align with itself and for the students to have an enjoyable introduction to the game of soccer. My goal was to fill them with as much knowledge and skill about this foreign game to them. On the first day of class I made the students fully aware of the objectives that I have come up with for them to learn and then at the end of the unit I tested the students over what they had learned throughout the unit. A good example of this is objective 2.1 was covered in the first skills game we played. The students were able to apply the dribbling skills they had acquired during the practices and see results. Then objective 3.2 was covered when I asked the students to design a practice for extra credit. This was done to achieve their higher level of thinking.

***Assessment Criteria:***

I felt like the assessments that I gave were performed very well by the students and the necessary effort was put forth. I told the class that I wanted to see improvement most of all out of every single student and each student showed improvement in every aspect of the assessments. Every student did not master all the skills required of them, but they at least put forth the necessary effort to better themselves at something that was not natural or an everyday event for them.

**TWS Criterion 7: Reflection and Self-Evaluation**

***Successful Activities:***

My evaluation of the unit is that the activities that I put in place were very meaningful and important to the unit. The games that we played worked on skills that were necessary to be successful in the game of soccer. The students were very skeptical at the beginning of the unit because they had no idea what the game was really about. Throughout the unit the students learned to like the activities and the game of soccer. The videos I showed really helped to motivate the students and made them excited to do what the professionals were doing. Also the soccer game, being a close game, really motivated the students to play hard and try and win. I felt like the unit as a whole was a very successful unit.

***Communication***

Communication is an important aspect in any classroom, but especially in a physical education classroom. I believe that communication between students, teachers, and parents is important so that everyone is on the same page and student can get the best education that they can. During my class I want my students to feel like they can come to me about anything. When students ask questions I listen attentively and answer to the best of my ability. No question is a dumb question. Positive remarks are constantly coming out of my mouth during activities and games because I want the students to know that I care and that I do see them putting forth their best effort. My relationship with my student teacher and all the other teachers in the building is great, I feel as though I can ask any of them questions that I may have. I have had some time to talk to the principal about discipline and things of that nature and I have very comfortable going to him also if I were to need anything. There was not a whole lot of interaction between myself and the parents of my students but I would have been willing to talk if any parent had an issue. The relationship between me and my student teacher is great. We talk about all different kinds of teaching strategies, situations that may arise, or even topics that have been or need to be covered. I am very comfortable asking her any question I may have and know that I will get an honest and credible answer. The communication in the school is very good.

***Implications for Future Teaching:***

My overall evaluation of the unit was that it went very well. The students learned a lot about the game and were able to be successful at the skills they were asked to perform. I knew going in that the overall opinion of the students for the unit before starting was not a good opinion but I was confident that I would be able to change that and I feel that I did. Looking back on the unit though there were a few things I wish I would have done differently. First I wish that I would have focused a little more on the history of soccer and also the soccer leagues today. Soccer is so rich in history and fans in foreign countries are so passionate about the sport it would have been good to show that to the students. If I would have done this I could have had a few small quizzes, even if they were open note, and that would have achieved a few more objectives. Also if I would have made the unit a two week unit instead of one, I could have included more skills that are important to the game giving the students an even wider range of knowledge for the game. I also could have spent an entire day talking about different formations teams play in and different strategies used to be successful. Overall the unit was a great unit, but there is always room for improvement.

***QPA Process:***

I was not a part of the QPA process in my school because I am not a licensed teacher yet. I plan on being highly involved in the QPA process when I become a licensed teacher.

***Implications for Professional Development:***

There is no way that I could think that I am a perfect teacher and have nothing to improve upon. With this teaching experience being my first submersion into full time teaching, my flaws were exerted tremendously. I have learned there is a lot more to teaching then standing in front of the class and telling them the things they need to know. The things I am learning are also helping me because I someday want to be a baseball coach and part of being a good coach is being a good teacher. I know that I will grow into a great teacher and this experience has been a huge step in the right direction. I truly believe that each and every student can learn and it is my job to figure out what I need to do better to help them learn. These goals I have set for myself are high but attainable and with hard work and dedication, I know that I will be successful. I plan on attending conferences and workshop to further my knowledge in the field of physical education and coaching.

My professional goal is to be a successful educator and a successful baseball coach. I want my students/players to respect and trust me and believe that I will do what I feel is best for them. Coaching the students during my unit and seeing the results was very fulfilling and gave me reassurance that I am in the correct profession and I love what I am doing. This teaching experience has been an memorable and amazing experience and I am glad that I was able to be a part of such a great school district. Because of this experience I am 100% positive that this profession is for me and I will be happy each and every day that I come to work.