Student’s use of time coding form

Teacher: Catherine Smrekar
Class: Kines 366
Topic: Golf Putting
Grade: College
Date: April 13, 2012
# of Students: 6

Time analysis codes: Decision is based on what 51% of the observed students are doing at the time.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M=Management</td>
<td>Time when most students (over 50%) are not receiving instruction or involved in lesson activity (e.g., changing activities, getting out or putting away equipment, listening to behavior rules or reminder).</td>
</tr>
<tr>
<td>A=Activity</td>
<td>Time when most students (over 50%) are involved in physical movement (e.g., catching a ball, throwing at a target, running).</td>
</tr>
<tr>
<td>I=Instruction</td>
<td>Time when most students (over 50%) are receiving information about how to move or perform a skill (e.g., how to move using all the space, watching a demonstration, listening to instructions).</td>
</tr>
<tr>
<td>W=Waiting</td>
<td>Time when students are not involved in other categories (e.g., group activity but only one or two are participating, waiting for a turn, off-task behavior, waiting for the teacher to give directions).</td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

Percent of M time = \(\frac{1.5}{10} = 15\%\)
Percent of A time = \(\frac{5.5}{10} = 55\%\)
Percent of I time = \(\frac{3.0}{10} = 30\%\)
Percent of W time = \(\frac{0}{10} = 0\%\)
Name and Roster Number: 24 Catherine Smrekar

FEEDBACK ANALYSIS FORM

Date: April 13, 2012  Class: Kines 366  Grade Level: College

Topic of lesson: Golf Putting

For each person tally the type of feedback under the respective column(s) with a (I)

<table>
<thead>
<tr>
<th>Names</th>
<th>General Feedback</th>
<th>Specific Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>List your peers</td>
<td>(no specific referent)</td>
<td>e.g., Great Job everyone!</td>
</tr>
<tr>
<td>1. Kailey</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>2. Alyssa</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>3. Nick</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td>4. Matt</td>
<td>III</td>
<td>III</td>
</tr>
<tr>
<td>5. Jen</td>
<td>III</td>
<td>II</td>
</tr>
<tr>
<td>6. Kyle</td>
<td>II</td>
<td>II</td>
</tr>
</tbody>
</table>

What did you learn regarding your distribution of feedback in MT3?

I found that I definitely need to provide more specific feedback to my students. I need to work on giving students specific and congruent feedback so they can improve their skills. Knowing this, in my future lessons I will try my hardest to provide specific and congruent feedback to every single one of my students.
Name and Roster Number: 24 Catherine Smrekar

DEVELOPING THE CONTENT
Teacher’s name: Catherine Smrekar
Observer:
Class taught: Golf
Date: April 13, 2012
Lesson focus: Putting

Directions: Write down the statements the teacher makes to the entire class, not to groups or individuals, about motor skills – not about behavior or management. At times you may need to abbreviate but try to capture the intent of the meaning. When the lesson is over, classify each statement as tasks (extend), cues (refining), or challenges (applying), then graph the statements in order in which they occur. Color Code and Number off each task, cue, and Challenge respectively. (see sample)

Example: 1. Throw the ball at a target on the wall (Task)

1. Putt back and forth to each other. (Task 1)

2. Just lightly tap the ball to get used to it. (Task 2)

3. Pendulum swing, bring it back a little bit and just tap the ball forward. (Cue 1)

4. Remember to have the knuckle grip. (Cue 2)

5. Hit the ball about three times (Challenge 1)

6. Get back with your partner and you’re gonna shoot at the cups. (Task 3)

7. Putt in onto the target. (Task 4)

8. Have a competition with your partner. (Task 5)

9. Keep track of how many points you get (Challenge 2)

10. Knuckle grip and a pendulum swing. (Cue 3)

11. Have a competition against the other teams (Task 6)

12. We’re gonna keep score as a cognitive challenge. (Challenge 3)