Jim Moran

Kines 469W

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MNMS Reflection

As I continue my practicum experience at Mount Nittany Middle School, I find myself constantly reflecting on each lesson that I teach. Some lessons have gone much better than others; however, it seems as though there is something new to be learned each time. Whether it is poor voice projection, a weak set-induction, or ineffective transitions; there is always an area in need of improvement. This has taught me that there is no such thing as, “too much preparation.” As I continue to develop as a physical educator, I have formed a habit of planning for the variety of scenarios that I may face in any given lesson.

In comparison to my previous lessons at the middle school, I feel as though my most recent lessons have gone more smoothly. This is most likely a result of the adjustments that I have made to lessons, after conducting them for the first time. For example, during my most recent badminton lesson, I took time to actually demonstrate the rotation for switching to a new court. This made the transition run more smoothly because I gave a visual example of the rotation, rather than simply using verbal instruction. In addition, I feel as though I have improved with demonstrating, as I am giving verbal instruction. This has been beneficial because it gives students a visual description and increases activity time.

Along with improving my demonstrations, I have seen progression in my ability to plan out transitions. I now recognize that lack of planning transitions usually results in off-task behavior and has a major impact on the effectiveness of a lesson. For instance, I previously had students return equipment and come to the center of the gym for the badminton closure. I found that many students were walking away from me, as I was speaking, eager to get to the locker room. In the most recent lesson, I had students come to the center of the gym and place their rackets at their feet. This eliminated any traveling out of the gym, because the students knew they had to return their rackets after the closure. It was clear that this simple adjustment for the transition, made managing the class much easier.

Although I have developed my teaching strategies and skills in many areas, I continue to set daily goals to improve my teaching ability. I have noticed an increase in my voice projection; however, I would like to keep this consistent. In addition, I would like to increase my enthusiasm throughout each lesson. I recognize that enthusiasm and excitement are contagious and influence the student reaction to a lesson. Finally, I have been working on developing more creative set-inductions for the middle school age group. If my students are not excited at the beginning of a lesson, they are less likely to enjoy the activities throughout the period. I plan to take these teaching goals into consideration when I am preparing for my next lesson!

Overall, I have benefitted greatly from my teaching experience at Mount Nittany. I have enhanced many of my teaching characteristics and continue to seek areas in need of improvement. I now value the importance of planning and preparing prior to each lesson I teach. As I continue to develop as a teacher, I recognize that reflection is an ongoing process in the physical education profession and there is always room for improvement!