

Competency #1 Reflection

Nothing seems to captivate an audience more than an experienced and engaging entertainer, presenter, or teacher. For a lucky few, this happens to come relatively naturally, while for others they spend years practicing and honing their skills to entice those that they are trying to reach. My belief is that regardless of one's abilities, they still must possess the foresight to see their performance through, and to direct their audience to the outcome they wish for them to have. I am sure we can all think of a time that we were watching a movie or performance, or sitting in a class that seemed to have little direction. A skilled teacher must command their students' attention, while guiding them to an end result.

Because of this, it is imperative for a teacher to have obtainable objectives for their students, while also possessing the skills and experience needed to get them to these outcomes. I believe that I have met this competency time and again. However, it is fair to say that one should never stop learning how best to serve their students.

The artifact that I have submitted that demonstrates my adeptness regarding this competency is a lesson plan that I created in a previous class. It is a lesson that informs students how to successfully pass a baton from one teammate to another. In order to create this artifact, I began by thinking about what I wanted my students to be able to do with these newly acquired skills. Therefore, I began by working on the student objectives. These would be the outcomes I wanted my students to possess and be able to demonstrate. I knew that I needed to implement objectives that reached the three core areas of a physical education student.

I started with the psychomotor domain. It was important, considering the task, for me to convey how students would be moving during the lesson. After feeling confident in my psychomotor objective, I moved on to the cognitive domain. Again, it was important for me to be able to assess my students and their understanding of the concepts that were being taught and covered either written or verbally. Once I had these two objectives in place, I moved my attention on to the affective domain. Because of the nature of the lesson, I felt that students would be forced to work together in a way that promoted teamwork. However, it was important for me to assess whether students had met this objective because of its relevance to the overall success of the lesson.

After spending time deliberating and coming to the decisions I made regarding the objectives, I then moved on to creating the activities that would be needed to address the objectives. Because I wanted to be successful in guiding my students, I realized that I would need to organize the performance cues, the orientation of the task (be it an extension, refinement, or application), and how I would organize my students during the course of the lesson. By doing these things in my planning, I was ensuring a lesson that would be organized and that would demand the most out of my students, thus setting an environment of high expectations.

The gist of my lesson involved teaching a concept and giving my students the opportunity to work on that concept. This was followed by a short period of questioning to see if my students understood the concept and then allowing them to use their knowledge to refine it and then do it again, only better. It is also important to offer students the opportunity to extend by introducing new concepts as they master the previously introduced concepts to continue or further their understanding. I tried to

incorporate this element throughout my lesson to encourage my students to continually build on their own foundation. While this was taking place, I found it important to reconvene from time to time, to reiterate what was being taught (the cues) and allow my students to reflect verbally on what they had learned. This culminated in a final event, or race, where my students were asked to apply their newfound knowledge to successfully complete their baton passes. I was pleased with the outcome as all students were able to do this.

In retrospect, I believe that I could have woven a few more applications into the lesson itself. I realize that the physical education teacher must account for these things when planning their lessons in order to ensure that their students will gain the outlined objectives. It is this on-going analysis that separates the master teachers. I believe that I have been able to demonstrate my proficiency with content knowledge, and will continue to work on getting even better as I ensure my vigilance to these tasks and concepts. My students are sure to reap the benefits of my abilities in this competency.