

HPE 476

Time Analysis Assignment Part I

Name Mike Radlbeck

Time analysis codes: (from AMTP Pedagogy Study Guide)

Waiting (W): Time when most 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 direction).

Activity (A): Time when most students are involved in physical movement of the planned lesson (e.g. catching a ball, throwing at a target)

Instruction (I): Time when most students 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).

Management (M): Time when most students are not receiving instruction or involved in lesson activity (changing activities, getting or putting away equipment, listening to behavior rules or reminder).

30	I	30	2	30	3	30	4	30	5	30	6	30	7	30	8	30	9	30	10
I	I	A	A	I	I	A	A	A	A	M	I	I	M	I	I	I	I	I	M
30	11	30	12	30	13	30	14	30	15	30	16	30	17	30	18	30	19	30	20
A	A	A	A	A	I	I	A	A	A	A	I	I	A	W	A	W	A	W	A
30	21	30	22	30	23	30	24	30	25	30	26	30	27	30	28	30	29	30	30
W	A	M	M	I	I	I	I	I	I	I	M	M	A	A	A	A	A	A	I
30	31	30	32	30	33	30	34	30	35	30	36	30	37	30	38	30	39	30	40
I	I	I	M	A	A	A	A	A	A	M	M	I	I	I	I	M	M	M	A
30	41	30	42	30	43	30	44	30	45	30	46	30	47	30	48	30	49	30	50
A	A	A	A	A	A	A	M	M	I	I									
30	51	30	52	30	53	30	54	30	55	30	56	30	57	30	58	30	59	30	60

Total Wait Time = (# of W's × 30 seconds) = 1 minutes and 30 seconds

Percentage of Wait Time = (# of W's ÷ total # of **boxes** completed) = 3%

Total Activity Time = (# of A's × 30 seconds) = 22 minutes and 30 seconds

Percentage of Activity Time = (# of A's ÷ total # of **boxes** completed) = 50%

Total Instruction Time = (# of I's × 30 seconds) = 15 minutes and 30 seconds

Percentage of Instruction Time = (# of I's ÷ total # of **boxes** completed) = 35%

Total Management Time = (# of M's × 30 seconds) = 5 minutes and 30 seconds

Percentage of Management Time = (# of M's ÷ total # of **boxes** completed) = 12%

HPE 476
Student Teaching Seminar
Video Analysis of Teacher and Student Behaviors

Part II. Time Analysis Reflection

1. Total number of minutes per class: _____ 45 Minutes _____
2. Total number of meetings per week: ___ 1 meeting per week _____
3. Total number of lessons in unit: _____ 6 _____
4. Age/Developmental Level of Students: _____ Grade 2 _____

5. Briefly describe the lesson that you recorded and conducted a time analysis. Make sure to include the objectives and the placement of the lesson within the entire unit (first lesson of a unit, last lesson, etc.)

This was the second lesson in the unit. In this lesson we covered basketball passing and reviewed basketball dribbling which was covered in the previous lesson.

- A) **Psychomotor:** As a result of this lesson students will be able to demonstrate a basketball pass at the utilization level.
- B) **Cognitive:** As a result of this lesson students will be able to demonstrate their knowledge by telling me the 3 parts of chest passing.
- C) **Affective:** As a result of this lesson students will be able to demonstrate their respect and cooperate with others by passing the basketball appropriately to another classmate.

6. Overall Lesson Reflection

- a) How did it go?

The lesson went very well overall. The students enjoyed themselves as well as had enough practice time.

- b) What worked well?

The passing lines were a good idea because they made a pass against the wall aiming for a target so they had the freedom to practice the correct form, but passing to a person is much different for them.

c) What didn't work so well?

In the first skill practice section the students were told to make a pass against the wall and then to a partner. I like the idea of this although at times the pass to the partner would get them a little silly. So I needed to stay on top of them to take the second pass seriously.

Another part that I did not like was the passing in a circle activity. It taught a good lesson which was that you should call somebody's name before you pass to them so they are looking, although there was too much wait time and the students got too silly too easily.

d) What changes will I make for next time?

Next time I might replace the circle passing activity with another activity in an effort to cut down on the wait time. Also I would have had a basketball wait for the students on the partner passing station to eliminate a transition.

Using the Data from the **Time Analysis Sheet Assignment** please complete the following questions.

Total Wait Time	Total Activity Time	Total Instructional Time	Total Management Time
___3___%	___50___%	___35___%	___12___%

7. Which of the above percentages are appropriate?

The wait time of this lesson was appropriate.

8. Discuss in detail why the percentages are appropriate?

The wait time percentage was appropriate because it is 3 percent. Wait time is typically supposed to be fewer than 5 percent. Especially with this elementary physical education classes which meets only once a week for 45 minutes. Being physically active should be the main focus of every class. Skill development takes a lot of repetitions and a lot of time, so Physical Educators should be using the little time they have to their full advantage and should be striving for the most activity time as possible which means keeping the waiting time down to a minimum.

9. Which of the above percentages are inappropriate?

The activity, management time and instruction time percentages are all inappropriate. The activity

time needs to be higher and the instructional and management time percentages both need to be lower.

10. Discuss in detail why the percentages are inappropriate?

The activity time needs to be higher because physical activity is the basis of the physical education profession. The purpose of physical education is so that students can learn through being active and the most amount of time possible should be spent doing so. Also to improve at a skill you need as many repetitions as possible so you should be spending the most amount of time possible in activity. The activity time percentage in the class I examined was 50 percent. This is lower than the recommended range of 60 to 85 percent. Especially since this is a lesson where a new skill is being introduced, there should have been far more opportunities for practice and repetitions.

The percentage of time spent managing the class was higher than what it should be. Management time should not take away from time which could be spent being active. It is necessary that students receive equipment so they can work on skills, although it should be as efficient as possible. The percentage of time spent managing the class was 12 percent. This was more than double the recommended range which is 3-5 percent. This extra time could have been spent in activity instead of spending time changing tasks. I believe this time should have been much lower and I think that with a few changes it would have been easy to reduce the management time and increase the activity time.

Instruction time is also much higher than where it should have been. This could have been due to one of the activities which was too difficult to explain and did not include enough activity time. In retrospect I should not have included this activity, although it taught a good lesson I do not think that it provided student with enough solid time for practicing the new skill. The time spent on instruction was 35 percent while it has been recommended that instructional time should be between 5 to 15 percent of the total class time.

11. What changes to your unit, lessons, instruction, equipment, and management techniques, etc. could be made to improve this lesson and make the percentages of each category of your time analysis the most appropriate? Be specific and offer realistic and thoughtful alternatives focused on improving student learning.

A way to increase activity time and decrease management time would be to have the students perform a locomotor movement when transitioning instead of walking. I could have said, "If you are wearing red then hop over to the word wall and have a seat." This would replace the management time with activity time which would improve the percentages in both categories.

I also could have a basketball already set up on the station where they are going to be working at. So at the partner station I could have put a basketball on a poly spot which would almost entirely eliminate the transition of getting a basketball, once again replacing management time with activity time.

While I am talking I can allow students to move the ball around in their hands. This would mean they are being active and working on ball handling skills while I was talking which would count as activity time. This should not be too distracting as long as I give them specific instructions and demonstration such as, "While I am talking you may move the ball from one hand to the other as long as you do not bounce the ball." This would replace instructional time with activity time improving the percentages.

Overall during the initiation and explanation of activities I should have talked less and give more individual feedback. I should have given much more simple instructions and let them figure it out on their own and then corrected what I needed to with feedback.

12. Find a professional resource that justifies your reflection and proposed changes. Attach the reference as well as the information/discussion that led you to make the changes. Briefly describe the resource here and explain why it justifies your reflection.

The book, *Teaching Children's Physical Education; Becoming a Master Teacher*, it explains that generally you want to at least 60 percent activity time. This supports my reflections above where I am making changes where I could have cut down on instructional time and increase activity time.



Feedback Analysis Assignment Part I

Teacher's Name: Mike Radlbeck

Observer's Name: Chris Keithan

Activity Name: Basketball Passing

	Positive +	Negative -	Corrective ♥
Behavior Related	SSSGG	SSSSGGSSGGSS	SSSSSSSSSSSSSS
Total incidences	<u>5</u>	<u>12</u>	<u>14</u>
	Positive +	Negative -	Corrective ♥
Skill Related	GGGGGG		SSSSSS
Total incidences	<u>6</u>	<u>0</u>	<u>7</u>

USE "G" AND "S" ONLY IN THE BOXES...

G = GENERAL FEEDBACK S = SPECIFIC FEEDBACK

BEHAVIOR – Statement having to do with behavior of student

SKILL – Statement having to do with skill attempt

POSITIVE – Statement which indicated the teacher would like for the behavior to increase or stay the same.

NEGATIVE - Statement which indicated the teacher would like for the behavior to DECREASE.

CORRECTIVE – Includes information about how to get better, Prescriptive.

HPE 476
Student Teaching Seminar
Video Analysis of Teacher and Student Behaviors

Part II. Feedback Analysis Reflection

1. Total number of minutes per class: _____ 45 _____
2. Total number of meetings per week: _____ 1 meeting per week _____
3. Total number of lessons in unit: _____ 6 _____
4. Age/Developmental Level of Students: _____ Grade 2 _____

5. Briefly describe the lesson that you recorded and conducted a feedback analysis. Make sure to include the objectives and the placement of the lesson within the entire unit (first lesson of a unit, last lesson, etc.)

This was the second lesson in the unit. In this lesson we covered basketball passing and reviewed basketball dribbling which was covered in the previous lesson.

- A) **Psychomotor:** As a result of this lesson students will be able to demonstrate a basketball pass at the utilization level.
- B) **Cognitive:** As a result of this lesson students will be able to demonstrate their knowledge by telling me the 3 parts of chest passing.
- C) **Affective:** As a result of this lesson students will be able to demonstrate their respect and cooperate with others by passing the basketball appropriately to another classmate.

6. Overall Lesson Reflection

- a) How did it go?

The lesson went very well overall. The students enjoyed themselves as well as had enough practice time.

- b) What worked well?

The passing lines were a good idea because they made a pass against the wall aiming for a target so they had the freedom to practice the correct form, but passing to a person is much different for them.

- c) What didn't work so well?

In the first skill practice section the students were told to make a pass against the wall and then to a partner. I like the idea of this although at times the pass to the partner would get them a little silly. So I needed to stay on top of them to take the second pass seriously.

Another part that I did not like was the passing in a circle activity. It taught a good lesson which was that you should call somebody's name before you pass to them so they are looking, although there was too much wait time and the students got too silly too easily.

d) What changes will I make for next time?

Next time I might replace the circle passing activity with another activity in an effort to cut down on the wait time. Also I would have had a basketball wait for the students on the partner passing station to eliminate a transition.

Using the Data from the **Feedback Analysis Assignment** please complete the following questions.

Total # of Behavior Related Feedback Incidences

___31___

Total # of Skill Related Feedback Incidences

___13___

7. Which is higher? **Behavior Related Feedback** or **Skill Related Feedback**

Why do you suspect that type of feedback occurred at a higher rate?

I think that there was more behavior related feedback because the class that I recorded has some behavior problems. So I had to address those issues before I felt that they were being safe enough for me to concentrate on skill related feedback. Also these students are used to my cooperating teacher's behavioral expectations which are a little less strict than myself, making this lesson difficult to teach because of the level of behavioral maturity required.

8. Are the above numbers appropriate for the developmental level and age of students you were instructing?

<p>Total # of Specific/Skill Related Feedback Incidences __6__</p>	<p>Total # of General/Skill Related Feedback Incidences __7__</p>
<p>9. Which is higher? <u>Specific Skill Related Feedback</u> or General Skill Related Feedback</p> <p>Why do you suspect that type of feedback occurred at a higher rate?</p> <p>The specific feedback was higher but only slightly. This is because I usually start my feedback off with a general positive and follow it up with specific or corrective. This gives me the best of both worlds because I peak their interest by giving them a positive comment like, "Good job." After that, I have their attention and I can help correct their form or help them improve their skill.</p> <p>10. Are the above numbers appropriate for the developmental level and age of students you were instructing?</p>	

11. What changes to your unit, lessons, instruction, equipment, management techniques, etc. could be made to improve this lesson and make the types and amount of feedback the most appropriate? Be specific and offer realistic and thoughtful alternatives focused on improving student learning.

I think that next time I would have changed some of the behavior protocols throughout the class. I would have greeted them before they entered the door. Then I would tell them with a clam voice that they may walk and have a seat in front of the word wall. From there I would have to be on them immediately if they run and not walk because if they get away with not following direction the first time, then they will try and get away with not following directions every time. I think that the first thing. I think that this would have allowed me to concentrate on more on skill related feedback rather than behavior which would improve learning.

12. Find a professional resource that justifies your reflection and proposed changes. Attach the reference as well as the information/discussion that led you to make the changes. Briefly describe the resource here and explain why it justifies your reflection.

In the book, *Teaching Children's Physical Education; Becoming a Master Teacher*, they talk about communicating what the teacher expects from the student, to the students. It also talks about how setting up protocols can do this for you and how protocols take time and practice. Although mine time is limited, I still could have practice protocols more in order to communicate what standard of behavior I expect from the students.