

Goal: I will learn and apply strategies to redirect student behavior when necessary and consistently enforce appropriate consequences, so that my students will be able learn and move in Physical Education class. (Based on Indicator CCT 2.4)

Initial Summary: In my fourth period class, some of my students have many side conversations during instructional and activity time. It is very distracting to me and the learning of other students. Certain students currently need to be asked 2-3 times not to have side conversations during instructional time. During activity time, this same group of students needed to be redirected to participating 3-6 times. Specifically, K and M tend to need to have their behavior addressed the most during instruction and activity times.

After an initial district wide TEAM meeting my mentor and I were able to sit down and use the CCT Performance Profile, to examine my current teaching practices and how they influence my students' learning. As my mentor and I examined the indicators on the CCT Performance Profile, I started to get an idea of where I fell on the spectrums. We started talking about classroom management; my mentor explained classroom management is something all teachers are always trying to tweak, not just first year teachers. I recalled an incident that had occurred earlier in the year in my fourth period class between two of my students. I had just finished giving feedback to some students when I saw two of my students pushing each other. I addressed the issue with them and brought the two students to an administrator.

My mentoring teacher and I discussed how I handled the situation and we both acknowledged that I handled the situation appropriately. My mentoring teacher and I discussed how the students perceived the class and whether they understand my daily expectations. On the first day of class I told my students that I have the expectations that they come to class on time, come prepared, and work hard. I elaborated on each topic by explaining they should be in the locker room when the bell rings, they should have their appropriate change of clothes, and they participate to the best of their abilities. When I explained these to my students I felt this was a good set of expectations. Based on some of the issues I was having in class such as students not coming to class prepared or having to be redirected multiple times each day, it was becoming clear that some of the students were having difficulty meeting these expectations. My mentor and I began comparing the behaviors of all of my classes. I told him that in my first period class, my students seemed to more readily give their attention to me, and follow directions much better than in my fourth period class (the class the incident occurred). We then compared my fourth period class to all of my other classes and it seemed that I didn't have any other classes that I struggled with as much as this one. In my fourth period class I found myself waiting for the students to quiet down often. I also found that the students had many side conversations when I was talking. I had been having similar issues in my other classes but not with the frequency of my other classes.

In order to address the problems of keeping my students attentive during instructional time and engaged during activity time, I began to decide which resources I would use to address the concern for my fourth period class, I decided that the head of the physical education program in my district would observe me, along with a physical education teacher that I work with in my school, and my mentoring teacher. I also

thought it would be extremely beneficial if I was to observe one of the physical education teachers in my school, and my mentoring teacher. By observing another physical education teacher, I could obtain proven strategies that work in physical education and incorporate them into my teaching. By watching teachers outside of the physical education discipline, I could see my students in a different setting to help me gain a better perspective of the whole student, rather than just seeing them in my class. With the use of these resources I hope to not only learn new teaching strategies but to learn more about how my students learn. Also, by having teaching professionals come observe me, they can point out deficiencies in my teaching and help me to address them.

When observing another teacher's physical education class, I noticed that she used a different strategy for organizing students into teams than I had been using; the strategy she used was to have students line up in front of her in small groups by assigning each student a number. In my classes I'd been assigning students numbers and trusting that they were going to an area with the corresponding number. With her strategy she was able to monitor how well each of the students listened to where they were supposed to go. Her strategy made the students accountable for their actions because it was easy to compare every group side by side before sending them to an area on the field. Prior to the use of this strategy I had difficulty getting each student exactly where I wanted them. With the use of this strategy I have been able to establish a great routine that helps start my class. By starting the class faster and in a more organized style, my students don't have as much opportunity to misbehave or become distracted.

Next the district athletic director and another physical education teacher observed me; I did a lesson on ultimate frisbee. The athletic director said I did a nice job and we would meet to discuss his observations. He said although my voice is loud enough for the students to hear when they are spread out in the playing area, keeping them all closer might make the class easier to manage and easier to get to more students to provide feedback. The Physical Education teacher that observed my class had very helpful feedback as well. She mentioned I should try pulling any problem students aside and asking them why they behaving as they were. She also told me I did a nice job organizing the students quickly and keeping them on task. We also discussed some of the topics we've learned at our professional development meetings. Our school theme this year is to, "Look through the eyes of the student". When we talked about what my class looks like through the eyes of the student, I realized that some of them might perceive physical education as free time. I decided that throughout my completion of this module I would discuss a variety of topics such as how my students perceive my class, with my students to get a better picture of what they are seeing and feeling. One particular class, as I began to get the students into ultimate frisbee games, I observed that a few of my boys had nearly zero interest in participating. I pulled the group of students in to address their level of effort: M and K were two of the boys in the group. In an attempt to see my class, "Through their eyes", I asked them what was causing them not to participate in ultimate frisbee, when in other units such as football or soccer, they participated at least a little. They replied that they would rather discuss the new video game that came out yesterday than play ultimate frisbee. I told the students that they were in control of their choices. I told them I want them to make the right choices because their effort will have an impact on their participation grade. After I talked to the group of boys most of them

went out and showed better effort. Mk and K however, still chose to use some of their effort talking about their new video game. In the future I plan to address issues such as this immediately. By separating students who have a tendency to distract each other I can create a better environment for my students to succeed. I can also call any students over to me immediately to address issues pertaining to effort.

I began another class of ultimate frisbee with the same warm ups we've been using all year. Three of the more rambunctious students did not show effort as they walked their warm up lap instead of jogging it as they were instructed to do. After I got the class started and into games I called them over. I told them that I would give them a choice. They would be allowed to start class over by running a warm up lap, stretching and doing their body weight exercises properly. I told them that if they met the same warm up expectations that the rest of the class had, they would be able to participate in class, if they did a nice job, they would not have homework. I then told them if they chose not to make this decision that they could sit on the side and make up the work at home. The three boys chose to participate in class. They did a really nice job as well for the remainder of class. At the end of the class I pulled them aside and complimented them on their behavior and the effort they had exhibited and how it was the best I've seen all year. With the experience I gained through my observations of other teachers, I was able to successfully redirect student behavior. I was able to make it clear to them that their behavior was unacceptable and they responded to my instruction.

After discussing how my communication with my students had been going with my mentoring teacher, I decided to put a new strategy in place with my fourth period class. I spoke with five of my boys that tend to struggle in my class including M and K. I decided I would do a check-in with them to see how other things in their day were going; I wanted to know if they might be having a rough day, or perhaps they've already had a few quizzes or tests before fourth period. I felt this would give me a better sense on how to approach each class on a daily basis. As I began to have more of these conversations with my students, I began to learn a lot about them. They shared many stories about how their day was going, but most importantly, they shared many stories about some of their hobbies and interests. Some shared stories about how their hockey season was going and some shared stories about how their recent guitar lessons were going. As these conversations continued my students seemed to respond to my instruction much more closely. Using the theme from our professional development of, "Seeing through the eyes of the student." has been a very valuable teaching tool. The students seemed to really appreciate that I was taking an interest in their lives outside of physical education. For the rest of the time that we played ultimate frisbee I didn't have any issues with this class.

I had been sharing my new successes with my mentoring teacher and while he was glad to see I was making progress, he warned me that behavior issues tend to pop up again before and after holiday breaks. After we got back from Thanksgiving break we began new units with our students. My fourth period class was learning basketball. After allowing the students to shoot around for approximately four minutes I asked them to put each of their basketballs away and come sit on a specific free throw line. Most of the students became quiet as soon as I asked them to. M and another student continued to

talk. I told them, “You are now being disrespectful to me and I do not appreciate it”. The few boys who were talking became quiet and I was able to teach them the skill of dribbling. As I got ready to begin the next part of the lesson M and the other student were not quiet. I decided it was time to readdress my classroom expectations and to clearly set consequences if they were not met: if we could not get through all the material during class the students would have homework to make up the missed time. While the rest of the class was productive I did end up having to assign homework. It was important that the students saw that I took class seriously and there would be consequences if they didn’t.

One of the most interesting portions of my TEAM Project was observing classroom teachers. I chose to observe one my mentoring teacher’s social studies classes, and the English teacher that my fourth period class has for the year, Ms. W. It was great to see some of the strategies that my mentoring teacher used with his students. He was able to keep his class very well under control and his transitions were great. One of the best strategies that I saw him use directly related to my goal. There was a student in his class that continually asked lengthy off topic questions. My mentor was able to recognize that this student had a tendency to ask these questions. After the first lengthy, off topic question my mentor noticed that this student had his hand raised again. My mentor then told this student that his next question had to be specific to what they were talking about and he had to ask it in less than one minute. My mentor told the student that he was welcome to come speak with him after class and they would discuss his ideas. My mentor did a great job understanding that this student needed to be redirected and immediately addressed the issue in a polite and encouraging manner. I find myself answering many questions that don’t pertain specifically to my lessons and using this strategy will be a great way to redirect students and get them moving faster in class.

Ms. W had many of my students from my fourth period physical education class, in her seventh period English class. In her class, her students were working on assignments they had due in a few days. She seemed to have a great handle on the behavior of the class. Ms. W has become so proficient in classroom management that she was able to manage and discipline the students who were working independently with hand signals. As a first year teacher observing a veteran teacher, the most compelling difference I saw between my class and hers, was that she knew the appropriate strategies to have in place. She made it very clear to her students that inappropriate behavior will not be tolerated. This benefitted the students in Ms. W’s class because they knew exactly what was expected of them. Ms. W. actually keeps yellow signs in the front of her class. They are all related to an expectation that she has of them such as: Be Punctual, Work Hard, and Be Respectful. Although I have verbally expressed my expectations, it was apparent that having these posted made it incredibly clear to the students. Considering we do not have a classroom in physical education, it will be a fun challenge to find a way to post these expectations in our teaching spaces. Perhaps at a future professional development day, our department can make a list of 5 expectations we all would like the students to meet. We can then post these around the gyms and the weight room. Perhaps we could even create a board to post them to outside. My goal for the beginning of next year is to pass written expectations out to each of my students.

Overall, working towards completing the first TEAM Module was very helpful. It has forced me to explore resources I have around me and put them to good use. It has also made me very aware of how I am adapting my teaching to my students. I have found that my students in my fourth period class have been doing much better with regards to staying on task and keeping the side conversations to a minimum. Considering that when I started, my students were interrupting me up to three times during instruction and getting off task up to six times a class, I am very happy with the progress I made. Although M still interrupts me the most, the class is now doing much better as a group. Most of all I am most pleased with my teacher/student relationship with K. K went from my most difficult student the first few weeks of school, to a student who enhances my class by setting a good model for behavior and effort.

Another result of this process has been my awareness of how each class is different. Having students come talk to me before class begins has been a great way to get to know them. It has also given me the opportunity to evaluate how their day is going, and whether I will need to make any adjustments before class begins. This practice has allowed me to become so much more proactive than reactive. I will most certainly continue to use it in the future.