

## Engaged Learning Models to Enhance PETE Student Professional Preparation

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10:30 am - 12:30 pm  
Convention Center 618-620

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### The PETE majors:

- ☑ All have passed PETE 3100 (Pedagogy) with a "C" or better
- ☑ Have passed, or are currently enrolled in, skill analysis courses
- ☑ Most are in their second semester of the PETE program (mainly junior standing)
- ☑ This is the FIRST teaching experience for most PETE students



### The children:

- ☑ Homeschooled children - mainly from WHEN (Wasatch Home Educators Network)
- ☑ Ages 5-12
- ☑ Children with disabilities encouraged to participate in program
- ☑ Parent/guardian brings child to campus weekly
- ☑ \$10 fee per child for semester



### The paperwork:

- ☑ Information sheet completed by parent/guardian for EVERY participating child
- ☑ Video release form completed for EVERY child
- ☑ Risks and Hazards form completed for EVERY child
- ☑ Video release form completed by every PETE major
- ☑ Risks and Hazards form completed by every PETE major



### The groups:

- ☑ Children grouped mainly by age with accommodations made by parent or child request
- ☑ 20-25 children per group
- ☑ PETE majors separated into four groups
- ☑ Each group of PETE majors responsible for one group of children throughout the semester



### The teaching responsibilities:

- ☑ Assess student learning EVERY session
- ☑ Develop curriculum based on student learning and interests
- ☑ Develop weekly lesson plans
- ☑ Rotate "head" teacher weekly



Teaching times & locations

- Younger two groups meet 9:00 - 9:30 am
  - Youngest group on main gym floor (5-6 year olds)
  - Second youngest group on tartan floor (6-8 year olds)
- Older two groups meet 9:40 - 10:20 am
  - Oldest group on main gym floor (10-12 year olds)
  - Second oldest group on tartan floor (8-10 year olds)



During teaching:

- "Head" teacher in charge of teaching class
- Assist "head" teacher as necessary (PETE majors in same group)
- Video / audio recording (PETE student in non-teaching group)
- Systematic observation (ALL non-teaching PETE students)



After teaching:

- Everyone reflects online every Friday
- Professor uploads all teaching videos to YouTube (unlisted) asap
- "Head" teacher:
  - Completes Audio Transcription w/ Teacher Feedback Form
    - first teaching episode only
  - Completes Observation Foci form
  - Completes Teacher Feedback form
  - Responds to list of reflective questions



Audio Transcription with Teacher Feedback Form:

Teacher \_\_\_\_\_ Student Name \_\_\_\_\_ Date \_\_\_\_\_  
Children's ages \_\_\_\_\_ # of children \_\_\_\_\_ Length of time \_\_\_\_\_

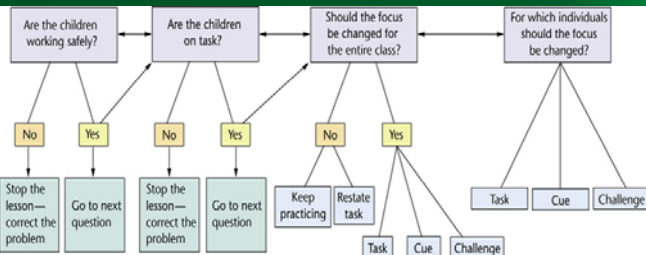
**Audio Transcription with Teacher Feedback Assignment**

Begin by transcribing every sound you made from your audio recording. Then your transcription using those three terms (a prior task for another early readable form). Then complete the following:

- Highlight **all** every "child's word" and delete your own voice. Remove all words which include "um", "uh", "ah", "oh", and other words in sound which add nothing to the meaning of your words.
- Underline **all** given to the class, groups, and individuals. After underlining the feedback statements, complete the Teacher Feedback form below.
- Highlight **all** the names of all students used while teaching the lesson.
- Check whether the following is true or another method of your choosing prior (1) obligatory act, and (2) chosen statements.

Teacher Feedback	Behavior Feedback		Skill Feedback			
	Focus	Goal	Positive	Corrective	Negative	Disruptive
Specific						
General						
Total						
Notes/Comments						

Observation Foci:  
used during teaching, observation, & video analysis



List of Reflective Questions

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_

**Analysis of Video Recording Questions**

Begin by watching & listening to the entire video of your teaching episode. Then respond to the following questions:


- 1) What percentage of time was my back-to-the-wall? Do I need to improve in this area?
- 2) Briefly explain at least 2 situations during your lesson that you used proximity control.
- 3) Briefly explain at least 2 situations during your lesson that you used selective ignoring.
- 4) Briefly explain at least 2 situations during your lesson that you used positive prompting.
- 5) Did you use student names during your lesson? Why or why not? What can you do to improve your use of student names?
- 6) Did you set up (if necessary) and follow management protocols?
- 7) Were the tasks used during your lesson appropriate for ALL students in your class?
- 8) Briefly explain at least 2 situations during your lesson that you used teaching by invitation.
- 9) Briefly explain at least 2 situations during your lesson that you used intrasocial variation.
- 10) What did students actually learn during your teaching episode?
- 11) What are the most important things you need to work on to improve your teaching? List them in order of priority. (maximum 5)
- 12) Any other comments? Feel free to add comments to the end of this paper.

Sample Video Analysis & Discussion




In Class Discussions

- Always begin discussion asking PETE majors what they did WELL during their teaching
- Students tend to generalize their teaching and often focus on the negative, so focusing on specific positive areas of teaching helps students be more positive & more open to suggestions.
- View video snippets to help everyone learn from experiences
- Open discussion asking for ideas that could improve student learning (guided discovery, but looking for several ideas)
- Discuss specific area(s) each teacher wants to work on for next teaching episode (avoid overwhelming preservice teachers)




Establishing Protocols (8-9 year olds)




Boundaries (5 year olds)



Skip Alone (5 year olds)




Fast/Slow & General Space (5 year olds)




Jumping Demo (5 year olds)




Jumping Lines (5 year olds)




One Ball then Retrieve? (5-6 year olds)




Parachute Progression? (5 year olds)



Review @ Beginning of Class (6-7 year olds)



Closure (6-7 year olds)



Organize Class (6-8 year olds)



Forming Groups (6-8 year olds)



Dribble Task Progression (8-9 year olds)



Instant Activity Dribbling (8-9 year olds)



Builders & Dozers Dribbling (8-9 year olds)



Teaching Basketball Passes (8-9 year olds)



Power of a Challenge (8-9 year olds)



Stations (10-12 year olds)



3-Person Weave (10-12 year olds)



Basketball Lead-Up Game (10-12 year olds)



3 Lines (10-12 year olds)



Videos Available (unsearchable) at:

[https://www.youtube.com/playlist?list=PLxfbyB1jfc\\_dC6PiCr3GttDopUzhBxbY5](https://www.youtube.com/playlist?list=PLxfbyB1jfc_dC6PiCr3GttDopUzhBxbY5)

- These videos are copyrighted by UVU
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