**3-Day Physical Education Learning Segment Reflection**

**Lesson Revisions**

I employed effective instructional techniques efficiently, ensuring that students spent more time actively engaged in movement rather than standing and listening to instruction. With only slight adjustments to my teaching approach, I might consider dedicating additional time to thoroughly explain basketball skills, provide more detailed demonstrations of techniques, or encourage more student demonstration. However, with my teaching experience and familiarity with the sport, I believe the time allocated for skill and technique explanation was adequate for this age group. This confidence stems from the fact that the majority of the students are upperclassmen who have previously engaged in a basketball unit sometime during their high school experience.

I believe I successfully maintained effective classroom management. Students were paired up, each with a basketball. When it was time to transition to the next task, a simple directive like “hold the ball” effectively commanded immediate attention. When a couple of students were conversing with their peers during instruction, I waited patiently until they quieted down. This approach proved successful, particularly given the students enthusiasm for playing basketball. The strategy of pausing and waiting proved efficient, as students promptly took notice, quieted down, and attentively listened.

In the realm of assessment, having two written assessments in a single lesson proved to be quite a lot, and it might have been more effective if spread across two lessons (which I thought of before the lesson and then during the lesson it was confirmed). In the future I would only have one assessment or allocate more time for the assessments. An engaging method for students to evaluate both themselves and a peer on their dribbling technique could involve studying the techniques of a professional basketball athlete. Students could assess their own dribbling technique by comparing it to that of their favorite professional basketball athlete, pinpointing areas for improvement. To document their findings, students might choose a format resembling a news report, explaining the correct technique and its significance in the game of basketball. However, this form of assessment would likely extend beyond a single class period, potentially requiring additional time outside of regular class hours.

**Student Learning**

 Students expressed positive insights about good sportsmanship and effective communication with teammates and opponents. I enjoyed reading their reflections and the illustrative examples they shared on their exit ticket. I observed variations in the level of effort students put into their exit ticket responses. Instead of assigning fewer points to those who provided minimal responses, I could consider the possibility of having students redo the assignment in future lessons.

 Teaching this lesson revealed that students tend to evaluate their peers more favorably, often leaning towards the “proficient” level for skill and techniques, possibly to avoid assigning lower ratings despite varying skill levels. One potential adjustment I could make is to inform students that they won’t receive a skill-level grade. Instead, their task is to provide an accurate assessment on the evaluation paper, with the primary goal of aiding in their peers' skill improvement. It was great to see that many students voluntarily provided written feedback to their peers, going beyond the expectation of merely circling the skill level.

**Value and Overall Reaction**

With six years of experience teaching PE, this discipline feels the most comfortable for me. Basketball is also a sport I am confident in due to my teaching experience and coaching background. The familiarity with the majority of the students and the popularity of basketball at West Valley also contributed to the natural flow of the lesson, with students eager to engage in the activity. In recent weeks, Mr. Nylund has allowed me to lead warm-ups and other activities associated with the planned unit. This experience has facilitated a smoother transition into teaching a full class lesson.

Observing Mr. Nylund over the past six weeks has provided me with valuable insights of effective teaching methods, student engagement techniques, and how to create lessons that are meaningful and relevant to students' lives. Mr. Nylund adopts a more “old school” teaching style, aligning closely with the traditional approach that mirrors the way I was taught and raised – an approach I find highly admirable. I value his commitment to genuinely understanding his students and the fact that he consistently makes weekly phone calls to parents to discuss students’ progress and well-being. I appreciate his emphasis on students not only learning in physical education but also applying those lessons to their lives outside of school. Furthermore, I admire his dedication to instilling motivation for students to maintain an active lifestyle even after they graduate from high school.

**What’s Next**

 Mr. Nylund places less emphasis on a competitive sport mindset and competition in general, advocating for a focus on healthy competition and teamwork. He encourages individuals to compete with themselves rather than against others. I also highlight this aspect, and I admire Mr. Nylund’s effective approach. I aspire to integrate the valuable lessons I’ve gained from him into my future physical education classes. Mr. Nylund fosters meaningful connections with students, attends students' extracurricular activities, consistently follows up with students and parents, collaborates with his colleagues, and radiates an infectious enthusiasm that positively influences his students and everyone around him.

Mr. Nylund not only exemplifies an active and healthy lifestyle through his passion for teaching, but everything he engages in beyond the classroom, supported by years of valuable experiences, stands as a genuine source of inspiration. With that said, I plan to develop a deeper understanding of my students, and continuing to build connections with them. Amidst the various demands of life, such as emailing and grading, it’s easy to lose sight of our primary focus – our students. My goal is to help them excel not only academically, but also socially, emotionally, and physically. Recently, juggling full-time teaching, graduate classes, and caring for my two children at home, I’ve noticed an increasing sense of detachment from my physical job of teaching and the opportunity to strengthen connections with my students. My thoughts have been consumed by the tasks required for my classes, the long readings in my graduate textbooks, and articles on my list of “to-do’s,” rather than setting aside these concerns and compartmentalizing my focus to better engage with and support my students. That being said, as I am nearing the end of my graduate program, I anticipate achieving a greater sense of mental clarity. My goal is to redirect my energy toward teaching and to integrate the tools and strategies I’ve acquired into my professional practice.