

Dimension Rating: Novice (1); Intermediate (2); Advanced (3)
Individual & Overall Reflection Rating: Novice: 9-15; Intermediate: 16-21; Advanced: 22-27

Student	Type of Feedback	Reflection	Length	Breadth (X2)	Accuracy (X2)	Depth (X4)	Individual Reflection Score & Rating	Overall Total & Rating
SD	Peer-Generated	In order to improve my use of key words as teaching cues during independent practice and giving individual feedback, I need to practice, practice, practice. I can use peer evaluation to find out if I am improving on these skills. Also I can videotape myself and watch it to see how well I am performing these skills. (#2; 57)	3	2	3	1	17 - Int	19 Intermediate
		I need to provide more group feedback while the whole class is performing an activity. Especially, I need to provide positive and specific feedback to the class. Also, I need to work on providing corrective general and specific feedback. I can improve this by practicing and being observed by my peers or by an expert teacher. (#4; 56)	3	1	3	1	15 - Int	
	Visual Record	I could have had my student that helped me demonstrate be more in front of the class so that everyone could see the demonstration better. I should not be involved in the guided practice when I was a students' partner. I need to be supervising the whole class. Also I need to go step by step during guided practice with the class to perform the skill. (#1; 66)	3	2	3	3	25 - Adv	
		Granted I was on crutches so I could not demonstrate to the class how to properly perform the different activities. I had to simply explain to the class about how to perform the activities. So if I was not on crutches I could perform the activities to the class. I just need to keep practicing my instructional skills to improve and get better. (#3; 63)	3	1	3	2	19 - Int	
DE	Peer-Generated	It can be done better if I take my time while giving instructions, not rush, that way I will remember to be loud and clear, and also remember to use the proper cue words. (#2; 34)	2	3	3	2	22 – Adv	20 Intermediate
		I will make sure I know all my students' names, and I will really work on learning them so that I won't leave any of them out when giving feedback. (#4; 30)	1	1	3	3	21 – Int	
	Visual Record	I think I need to speak a little slower and use more cue words. Don't give too detailed instructions. I should just allow more time to practice and improve the skill. (#1;31)	1	3	3	2	21 – Int	
		I will prepare a little bit better so that my lesson is taught smoothly, and that I remember to demonstrate using different angles & use students to demonstrate. (#3; 28)	1	2	3	1	15 – Int	
SG	Peer-Generated	I can demonstrate a skill from different angles. I can show the entire skill first a couple of times and then explain the skill mechanics. (#1; 25)	1	2	3	1	15 – Int	17 Intermediate
		I need to give safety instructions, check for understanding, and close the tasks more effectively. (#3; 15)	1	3	3	1	17 – Int	

	Visual Record	I need to observe all the students. I missed some of them doing the task incorrectly. (However they only did the task for 1 minute.) I need to check for understanding of the actual task and check for understanding before dispersal. (I forgot to.) To improve this I have to practice! (#2;51)	2	2	3	2	20 – Int	
		I was above average on positive, general feedback. I need to give students more positive, specific feedback. I also need to give more corrective feedback. I rarely gave group feedback. I think it would be easier to give feedback to a larger class. (#4;43)	2	1	3	1	14 - Nov	
KH	Peer-Generated	Make sure I am trained effectively, am knowledgeable about the skill I'm demonstrating; Be more confident in my instruction—that will help increase my volume & clarity. (#1;27)	1	2	3	1	15 – Int	20 Intermediate
		Demonstration should be from different angles; check for understanding; Make sure to explain safety rules for a game (Steal the Bacon) and for techniques (hurdles). The hard part & what I need to work on is explaining all of the information & safety rules without babbling—which I can tend to do. (#3;52)	2	3	3	2	22 – Adv	
	Visual Record	I think the second day I was more confident. I used the “load & explode” key words a lot & I think the students responded to that very well. My explanation of the task where people should stand exactly and where the partner should throw from needed some work because they were a little crowded & with that skill & the other person starting in the way it could have been a safety hazard. (#2;74)	3	2	2	3	23 - Adv	
		I need to learn more about speaking to students individually, but not singling any of them out. It's easier to talk to everyone then find something specific. I need to practice that every time I have a class experience. (#4; 39)	3	1	3	2	19-Int	
DK	Peer-Generated	Karen said I can better my performance by giving more exact feedback while teaching my lesson. Personally I feel I can improve by gaining more confidence in myself and what I am doing and I believe that will come with time. (#2;41)	2	1	3	1	14 – Nov	13 Novice
		I will spend more time preparing and getting more confident in myself. I think it is important to build a managerial system in order to help yourself manage the students. In order to do this I am going to continue to try and build a system that I can believe in. (#4;51)	2	1	3	1	14 – Nov	
	Visual Record	I think you can always improve on everything. However, I plan to really work on confidence by going out there and letting it all hang out, so to speak. I think I am clearly prepared to teach. I just need the confidence to give the best performance. (#1;47)	2	0	3	1	12 – Nov	
		I think that I will prepare to teach more, and that will benefit my teaching. In order to improve I will make sure that I am prepared to teach the lesson for the day. This will make me more confident in myself and teaching also. #3;45)	2	0	3	1	12 - Nov	
KK	Peer-Generated	I know the main thing I can do is speak up. I also neglected to give safety tips and that is very important. I need to warn them of hitting someone w/ the racket. My managerial tasks could improve by having	3	3	3	2	23 – Adv	20 Intermediate

		the rackets out & by using more guided practice instead of individual practice. I should have them do it at the same time. (#1;64)						
		My managerial task could use work. I felt like I would disperse the group & then remember to tell them things. I need to make sure I go over everything before I disperse. (#3;33)	1	1	3	3	21 - Int	
	Visual Record	Safety: give specific instructions about what to be careful of. Giving specific feedback to more students so they can improve their serve. Making sure to do a demonstration between students. Making sure the demonstration is done in the correct place. (#2;40)	2	3	3	1	18 - Int	
		In this lab, the students could have used some directions on safety tips. I could have done a little different when it came to managing. I want to make sure I give them all the information in the smallest amount of time so I don't use up active time. (#4;49)	2	2	3	1	16 - Int	
BM	Peer-Generated	Come up with better cues & use them more often so the students remember them. I also need to check for understanding before sending the students off to do the task because I had to waste some time explaining how to do it again while they were practicing. (#2;48)	2	2	3	2	20 - Int	17 Intermediate
		I did a good job w/ individual feedback, but completely forgot about group feedback. I didn't give any group feedback until the end. I need to make sure I use group feedback throughout the class. (#4;35)	2	1	3	1	14 - Nov	
	Visual Record	I need to demonstrate from more than one angle as well as incorporate students into demonstration better. I also need to give more specific feedback to individuals and more feedback for the class as a whole. (#1;36)	2	3	3	1	18 - Int	
KM	Peer-Generated	There are a number of ways I can improve in an attempt to become a more effective teacher. When I performed my demonstration at the beginning of the lesson, I should have thrown and released the Frisbee to have given them a more realistic and accurate picture of the skill. I needed to be more clear and concise in my question to them on a skill element. When the students performed their skill, I should have been walking around and observing their technique. This would have been a perfect opportunity for me to have given specific feedback to individuals. I should have had them executing more than one throw so they could have built & formulated an understanding in technique. At the end of the drill I should have had them gather around me and asked them key questions about the skill. This would have given me feedback of whether or not they understood the key elements of the skill. (#1;160)	3	3	3	3	27 - Adv	24 Advanced
		I can improve in a number of ways. After sending the students to execute independent practice, I was too predictable in walking around and supervising the students. I need to project my voice across the area and acknowledge the farthest group. During one of my drills, I disclosed too many rules. While questioning them for understanding, I forgot some of the rules. During my instructions, I didn't keep it simple and short. I gave them the important information then added more information. While questioning them for learning, I discovered	3	3	3	3	27 - Adv	

		they were clueless. I've learned only to deliver the essential information. (#3;100)						
	Visual Record	I will question the students after my demonstrations and listen to their responses to see what they understood. I will note their responses and pattern my teaching to meet their level of understanding. I will try to include some safety rules in my demonstration and questions. I will try to use complete sentences instead of broken sentences which are unclear. I will try not to pace so nervously during demonstrations. (#2;70)	3	3	3	3	27 - Adv	
		I can improve my feedback and deliver more individual positive general feedback. My results were slightly below the goals of three per minute. My individual positive specific feedback met the goals of three per minute. The categories that I had not given feedback in were individual corrective general, group corrective general and specific. Of all the categories I only met my goal in one of them. I would really like to improve the group feedback because I fell quite short in this category. To improve I will conscientiously try to give more feedback in the area I was low in. (#4;100)	3	1	3	1	15 - Int	
NN	Peer-Generated	To improve for next time, I need to make sure the kids have a formation to get into before we learn, make sure I tell them to have enough space to do the action w/o hitting their neighbor & also make sure I do a guided practice when needed instead of an individual practice. (#1;54)	3	2	3	2	21 - Int	20 Intermediate
		To improve these things I should write out what I want to say & the main things I want to achieve. To check for understanding I just need to make sure I do it. (#3;34)	2	3	3	2	22 - Adv	
	Visual Record	I need to improve on stating what they need to do as far as safety goes before I release students to do the task. I need to make sure I check for understanding as well. (#2;35)	2	2	3	2	20 - Int	
		I need to improve on giving corrective feedback & also on more nonverbal feedback as well. In order to improve I need to look more consistently at what students can do to improve their performance. (#4;35)	2	1	3	2	18 - Int	
GVR	Peer-Generated	I feel that I had a pretty good lesson plan. I used more of an individual practice setting. I can improve by using more key words to describe the movement as well as using guided practice. I used more of an individual practice setting. (#1;44)	2	1	2	1	12 - Nov	15 Novice
		I can do this better by preparing and practicing before the class session begins. I'm sure this will become easier with time and practice, but at the beginning of my career, it will be vital to take the necessary steps to improve the presentation of my lessons. (#3;47)	2	0	3	1	12 - Nov	
	Visual Record	The one thing I noticed I could have done better is to use one of the students in the demonstration. I also could have made the demonstration a little more clear by having a Frisbee thrown to me. I just assumed the students knew what a pass would look like. Another thing I noticed is I could have included more cue words for the catch.	3	2	3	2	21 - Int	

		(#2;65) One thing I can improve on is my general corrective feedback. I feel this feedback is important because it keeps every student on task and thinking about how they can improve. I also think it would be beneficial to stop the entire group to give corrective feedback so I don't have to continue repeating my feedback. (#4;56)	3	1	3	1	15 - Int	
LV	Peer-Generated	Maybe I can use a note card to help remind me to do all the activities so it will help me remember to check for understanding and know all the activities as well. (#2;33)	1	3	3	3	25 - Adv	22 Advanced
		Instead of giving more specific positive feedback than general positive, I also should concentrate on both corrective feedbacks. Also I didn't even give any group feedback so this is a must. (#4;31)	1	1	3	1	13 - Nov	
	Visual Record	I can run through my routine more so it will feel automatic on what I say so even if I do get nervous I can still run through the entire exercise. I can have a signal on when to start so everyone is going at the same time. (#1;48)	2	2	3	3	24 - Adv	
		I need to get closer to the students and teach with confidence & not shy away. I can do the relays in order & at the end do leap frog. That way they are already grouped the entire time & no time would have been lost. I need to start moving around randomly & not be so stationed. (#3;58)	3	3	3	3	27 - Adv	
GW	Peer-Generated	For improvement, I could devote more time to making and giving students more in depth teaching cues and check the students' understanding of those cues before sending them off to perform the task. (#2;33)	1	1	3	1	13 - Nov	19 Intermediate
		Giving feedback could be done better by practicing it often & by also making a good conscious effort to give feedback. (#4;21)	1	1	3	1	13 - Nov	
	Visual Record	After observing myself in this teaching video, I would try to make sure that the students fully understand what the correct mechanics of the skills are before having disperse & also allow for more practice time and feedback. Hopefully w/ more time & practice, I could decrease my anxiety levels & relax more during the lecture. (#1;56)	3	2	3	2	21 - Int	
		It could be better if I made sure I gave more clear & simply defined instructions on what I want done, then demonstrated the activity followed by checking for understanding. From observing my video, I felt like I only briefly described what they were to do for the task in general instead of giving clear & explicit task instructions. Improvement should come with practice. (#3;64)	3	3	3	3	27 - Adv	