

The Five Keys to Woolard's Approach

1. Professionalism ... in everything
 - Attitude
 - Dress
 - Communication
 - Written Communication ... remember your audience
 - Spoken Communication
 - Professional Speech
 - Regional/Cultural Speech and Colloquialisms
2. Planning & Preparation ... cannot be overemphasized
 - May not equal good teaching, but it is good first step.
 - Some experienced, good teachers don't plan. But, eventually their lessons become stale and the quality diminishes.
 - Old saying: "Those who fail to plan, plan to fail."
 - Remember the "6 Ps" - Proper Planning and Preparation Prevents Poor Performance
3. Structure, Order and Progression (SOP)
 - SOP should be SOP (Standard Operating Procedure)
 - I believe that youth and humans in general have a need and desire to order.
 - Jerome Bruner (*Process of Education*) says if a teacher presents material in SOP manner, some learning will occur.
 - This gives me confidence. I may not be the most charismatic teacher, and my style may not be to your liking, but if I incorporate SOP, I can be an effective teacher.
4. Application of Effective Teacher Research
 - I can incorporate what is known about the characteristics of effective teachers into my classes and become a more effective teacher myself.
5. Thoughtful Reflection... upon how teaching can be improved and how students can be better served. Careful and diligent thinking about all aspects of the teacher/student dynamic.

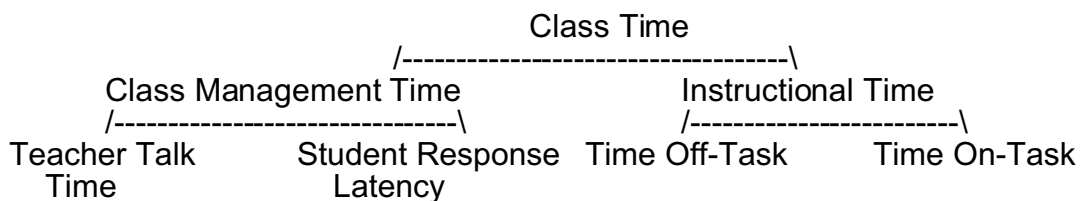
The Three Duties of Teachers

1. The Duty to Instruct - The duty to teach - can be violated by
 - Omission - failure to teach (i.e., rolling out the ball, not teaching skills, not meeting individual needs, not teaching safety measures, etc.)
 - Commission - teaching something wrong or incorrectly (i.e., keeping head up in a forward roll, teaching students to use ballistic stretches when warming up)
2. The Duty to Supervise
 - Implies "Super Vision" - vision that would make Superman jealous see 360° X-Ray vision that can even see into the future
 - Two types of supervision
 - direct supervision - the teacher is right there
 - indirect supervision - teacher not in that immediate vicinity
 - Must use your very best common sense (the standard is what a prudent person would do)
3. The Duty to Maintain a Safe Environment - Inseparable from other duties
 - This duty is shared by everyone in the school. Don't ever believe that a potential safety concern is not your job!

Characteristics of Effective Teachers

Research has revealed that teachers who do an effective job of promoting student learning have certain characteristics in common. These characteristics include:

1. **Teacher Modeling:** Teachers should be aware of the powerful effect their behavior has on students and should use this to help students develop healthy activity habits and socially effective behaviors. Teachers should be careful to analyze personal policies and behaviors. Many times teachers fail to realize the inconsistencies they have developed in the learning environment.
2. **Teacher Enthusiasm:** Teachers need to display their enthusiasm for physical activity and their joy in teaching. Effective teachers take the time to know their students so they have some basis for judging individual situations. In contrast, some teachers communicate their negative and suspicious attitudes toward their students. (I call them Adversarial Teachers.) Perhaps this is because they feel that students are "cheating" on them or hold them in contempt. Initially, students should be given the benefit of the doubt.
3. **Teacher Expectation:** There is a story about an elementary school teacher with low-skilled students miss read their records and thought they were high functioning. At year's end they were the top class in achievement test scores. It was only when the principal congratulated her for a job well-done that she found out the truth. This may story may or may not be true. But, this circumstance has been duplicated under controlled conditions. In most cases, end-of-year performance is directly related to the information the teacher received at the beginning of the year. Abundant evidence shows that teacher's expectations for students come true. If students are expected to be unmotivated and troublesome then the possibility is strong that these behaviors will occur. If students are expected to learn and work hard, then the chance is better that they will.
4. **Lots of Academic Content Time:** Effective teachers spend a high percentage of class time on academic content. This is the actual time spent on instruction.



Effective teachers are effective class managers. Effective class management leaves more time for instruction.

5. **High Rates of On-Task Behavior Among Students:** Students are doing what they are supposed to be doing, when they are supposed to be doing it.

6. **Appropriate Matching of Content to Student Abilities:** Effective teachers challenge all students. Gifted students are not bored (therefore probably off-task) and the struggling student is not frustrated (and off-task out of a sense of failure).
7. **Development of a Warm, Positive Class Environment:** Students are comfortable and are not afraid of failure. They are secure and confident.
8. **Appropriate Class Management Structures:** Effective teachers use class management techniques that contribute to high rates of on-task behavior, but do not take away from the warm friendly, relaxed atmosphere. On the other hand, the environment is not so "warm and friendly" that there is essentially no class structure, no on-task behavior, and no student learning.

There are teachers who do not exhibit several of these characteristics. Nevertheless, these adversarial teachers often seem to be effective teachers. Example: "Bulldog." College students return 2 or 3 years later to say they learned a lot in their class. But, I wonder about the students who don't come back. How do they feel? Did they go on to college or did their experience turn them off high level learning? Regardless, I have no desire to be like them. I doubt that you do either. So, how did they get that way?

The Four Most Common Mistakes of Novice Teachers

1. Beginning Teachers Talk Too Much - Students are eager to get started. If you talk too long you will lose their interest and they go off-task and become discipline problems. KISS = keep it short and simple.
2. Have Problems Establishing and Maintaining Class Control - Most of these problems can be solved by remembering that interested and properly challenged students are too involved in their tasks to be problems.
3. Take Problems Personally - Students are going to misbehave and will sometimes perform poorly. Just because they misbehave or score low on a test does not mean that you cannot command respect or that you are a failure as a teacher. Don't take it personally.
4. Fail to Adequately Plan for Class Management - Novice teachers will spend hours on instructional lesson plans, but forget to plan how they will give out equipment, divide into teams, or move from one place to another. But, these are the areas in which the lesson is most likely to fail.

CLASS MANAGEMENT VS INSTRUCTION

Instruction - is composed of all of the activities that teachers use to meet the lesson objectives

1. diagnosing class needs - pre-tests, looking at past records
2. lesson planning
3. presenting information
4. asking questions
5. evaluating student progress

Class Management - include the operations that are required to move the class smoothly from one activity to the next, from the beginning of the lesson to its conclusion

1. creating and maintaining instructional conditions - establishing student groupings, selecting teams, distributing equipment
2. disciplinary techniques - rewarding appropriate behavior, reprimanding inappropriate behavior
3. developing teacher-student rapport and the like - heart to heart talks

Many times a lesson is unsuccessful because the teacher fails to manage the class effectively. Regardless of how well the instructional phase is planned, failure to be concerned with management operations leads to disaster.

Classroom management procedures are essential to good teaching. **Good classroom management results in good child self-management.** This in turn results in the teacher being able to concentrate more on instruction. I believe that the best determinant of how good a class manager you are is what do the students do when you are not with them.

Beginning teachers are often so concerned about the content of the lesson that they overlook the management operations. Yet, **it is in the area of class management that lessons most often break down.**

The time taken to manage the class should be minimal. If the teacher is a good class manager, and has helped the students become good self-managers, then the total time spent on management should decrease and instructional time should increase. Furthermore, if the teacher takes too long over management tasks then there is a greater chance of losing student attention, which in turn results in disruptive behavior by the students.

Class management techniques should be unobtrusive. They should not detract from the instructional aspects of the lesson. If well planned, they will move the group quickly into activity and smoothly from one activity to the next. **Rather than merely reacting to problems as they occur, class management procedures should prevent problems from occurring. Class management should be pro-active, not reactive.**

THE FITNESS BOOM & PHYSICAL EDUCATION

The fitness boom is not affecting school children, older adults, and lower income families. The fitness boom has been promoted by fitness industries (health clubs, clothing manufacturers and shoe companies) and is affecting only the white, upper class college graduate. The poor or non-white high school graduate is being left out of the fitness boom. Some sectors of society are more active, but when the total population is considered, there are still large numbers of unfit, inactive people.

Young middle-class males are the most likely to be active. Young women are reporting increased activity, but they are still less likely to exercise than are men. Older adults are nearly twice as likely to be inactive and the poor and disabled are even less active than older adults.

Facts concerning obesity in children reveal that between 30% to 60% of children are overfat (depending upon the source and the criteria used). Children in the U.S. do not start with a weight problem. Although a small group struggles with weight throughout life, most are not overweight when they reach age 20.

The American Academy of Pediatrics reports that children age 2-12 watch 25 hours of TV a week; that's more time than they spend in school each week.

Only about 1/3 have daily physical education in school: and that is declining and insufficient. That compares poorly with the Surgeon General's 1990 goal for 60% of American children participating in quality daily physical education programs.

In 1987, the U.S. Department of Health and Human Services reported that 1/2 of American children were not developing the necessary exercise and fitness skills to promote cardiovascular and pulmonary health. The report also voiced concern that children were not developing the sound fitness base to serve them into adulthood.

The President's Council on Physical Fitness and Sports reports that youth have not gained in fitness levels since 1976. In fact, in some cases the fitness levels have actually declined. In general, children today are as fit as kids were 30 years ago, with 1 exception, they are fatter.

Another disturbing fact is that teenagers are even less active than children. This is particularly disturbing because adolescence is the time that the skills for life-time activity should be acquired.

Since the Gallup Poll on exercise began in 1961, there has been a consistent increase in the physical activity of adults. In 1961 only 24% said they exercised. Now more than 50% say they participate in physical activity. However, research shows that most really don't exercise enough to improve fitness and many are totally inactive.

In the last decade (1983-1993), the average weight of American adults increased about 15 pounds. In 1991, 33% of adults were at least 10% above recommended body weight. In 1993, this figure grew to 40%.

This indicates that people are ignorant of the facts about exercise and fitness. For example, 50% of inactive adults think sports such as softball, baseball, and bowling provide enough exercise to develop good physical fitness. Those who don't exercise at all are the ones who are most likely to believe they get all the exercise they need. Interestingly, those who do exercise are most likely to report they don't get enough exercise.

THE ULTIMATE GOAL OF PHYSICAL EDUCATION

The most important goal of physical education is to ultimately help students incorporate physical activity into their life-style in amounts sufficient to contribute to adequate levels of fitness and wellness. Therefore, the ultimate measure of success is the number of students who incorporate physical activity into their adult life-style.

Surveys reveal that 63% of American adults believe that what they learned as students in physical education (20 years earlier) was not applicable to their adult lives. They feel too much emphasis was placed on team sports. They assert that more time should have been spent on activities that keep adults fit and can be done alone or with a partner (Life-time sports and activities).

Research indicates that participation as a child is important in predicting adult involvement. In general activity patterns are set by the child's 8th birthday. There is empirical data that supports the notion that inactive children grow up to be inactive adults and that obese children become obese adults. This points to the importance of changing activity habits as early as possible.

How May Be More Important Than What

Evidence also points out that in general children enjoy physical activity. Yet when children advance to junior and senior high school that positive attitudes towards physical activity remain, but that attitudes toward physical education are not favorable. Therefore, it seems something is wrong!

This research and other studies suggest that **how** physical education programs are being conducted is more important than **what** is taught (at least in regard to assuring a positive attitude toward physical activity and physical education, and promoting life-long participation).

APPROPRIATE AND INAPPROPRIATE PRACTICES

Developmentally Appropriate Physical Education Practices for Children. (1992). A position statement of the Council on Physical Education for Children. Reston, VA: NASPE/AAHPERD.

Teacher Education Handbook: Healthful Living K-12. (1993). Raleigh, NC: NC Department of Public Instruction. pp. 210-232.

STYLES OF TEACHING

A style of teaching is basically a set of decisions to be made in conjunction with the teaching act. All teaching decisions can be assembled into three categories. These three categories are the planning phase, the execution phase, and the evaluation phase.

PLANNING PHASE DECISIONS

1. Whom to teach
2. What to teach
3. Where to teach
 - a. starting
 - b. stopping
 - c. duration
 - d. rhythm/pace
 - e. interval
 - f. termination
4. Quality
5. Quantity
6. Communication
7. Teaching style
8. Anticipated learning style
9. Class climate
10. Why
11. Evaluative procedures and materials
12. Others

EXECUTION PHASE DECISIONS

1. Implementing and adhering to planning decisions
2. Adjustment
3. Others

EVALUATION PHASE DECISIONS

1. Feedback
 - a. Reinforcement immediate or delayed
 - b. Correction immediate or delayed
2. Interpretation, procedures, and materials
 - a. Instrument
 - b. Frequency
 - c. Norms
3. Teaching-Learning transaction
4. Others