

Introduction

In this graded unit, I will undertake the three stages involved in successfully coaching intermediate level participants. These will be planning, developing and evaluating. Planning involves providing the vital information i.e. aims and objectives, placement details, mentor details, dates, etc. This planning stage also involves constructing session plans based on skills in netball, fit for the appropriate level of ability.

The developing stage will consist of using said session plans to deliver 5, 45 minutes coaching sessions, carried out either internally and externally. An internal assessor will assess at least one of the 5 sessions and I will document feedback in my logbook.

In the evaluation stage, I will gather feedback from myself, participants and mentor in order to adapt my sessions to make them more suitable and specific. These will give me an idea of what will work and what won't in the future.

I will be coaching S3/4 pupils with who have been playing this specific sport for a few years in their school team, at Cardinal Newman High School. The mentor in charge of my sessions will be Laura Ferguson. I will undertake the sport of netball and will explain and demonstrate how to effectively use the skills involved in the sport. i.e. passing, footwork, and shooting accuracy and consistency.

In order to gain an idea of this groups' strengths and weaknesses, I went out and watched a few training sessions. This gave me a greater understanding of what would work best with the group and why and how the specific skill I chose would be used effectively. The specific skill and tactic I will be looking at is attacking in order to shooting i.e. moving up the court effectively to create a shooting opportunity. I chose this specifically in order to improve upon the speed, movement, space on the court and play when attacking. In netball, to attack you need to have high levels of coordination, be aware of the situation around you and have skills in developing good tactics on the court, especially at intermediate level. 5

External

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Overall Aim

Graded Unit Planning Stage Example

Matthew J. Jennings

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the name bar.

Graded Unit Planning Stage Example:

Mathematics Unit Planning in a PLC at Work®, Grades 3--5 Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build collaborative teacher teams committed to fostering student self efficacy and increasing achievement in mathematics Part of the Every Student Can Learn Mathematics series this practical resource provides a framework for collectively planning a unit of study in grades 3 5 Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units Help your team identify what students need to know by the end of each unit and build student self efficacy Understand how to collaboratively plan thematic units in grades 3 5 Study the seven unit planning elements and learn how to incorporate each in essential unit design Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration Observe three model fraction units one for each grade level Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3 5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3 5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources *Lesson Planning for Skills-Based Elementary Health Education* Holly Alperin, Sarah Benes, 2021 Over 180 field tested lesson plans learning activities and assessments for implementing a skills based approach in your class This resource is aligned with the National Health Education Standards and comes with a web resource that includes English and Spanish versions of the book s reproducible forms Interdisciplinary Instruction Karlyn E. Wood, 2015-03-23 The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content learning standards required by an increasing number of states The author provides an easy to follow step by step guide to designing creating and implementing unit and lesson plans for all learners Both pre service and in service elementary and middle school teachers will find Wood s approach to be comprehensive with a strong theoretical foundation Using Wiggins and McTighe s backward design process Wood offers specific protocols for creating unit and lesson plans at the elementary and middle school levels By emphasizing differential instruction constructivist educational philosophy application of skills in meaningful context and the art of engaging student interest he demonstrates how diverse student populations can benefit from the interdisciplinary approach Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving creativity and social interaction Examples abound with an appendix of sample unit plan designs filled with ideas for lessons and activities Teaching Disciplinary Literacy in Grades K-6 Sarah Lupo, Christine

Hardigree, Emma Thacker, Amanda Sawyer, Joi Merritt, 2021-09-06 Accessible and engaging this text provides a comprehensive framework and practical strategies for infusing content area instruction in math social studies and science into literacy instruction for grades K 6 Throughout ten clear thematic chapters the authors introduce an innovative Content Driven Integration CDI model and a roadmap to apply it in the classroom Each chapter provides invaluable tools and techniques for pre service classroom teachers to create a quality integrated thematic unit from start to finish Features include Chapter Previews Anticipation Guides Questions to Ponder Teacher Spotlights Now You Try it sections and more Using authentic examples to highlight actual challenges and teacher experiences this text illustrates what integrating high quality rich content infused literacy looks like in the real world Celebrating student diversity this book discusses how to meet a wide variety of students needs with a focus on English Language Learners culturally and linguistically diverse students and students with reading and writing difficulties A thorough guide to disciplinary integration this book is an essential text for courses on disciplinary literacy elementary primary literacy and English Language Arts ELA methods and is ideal for pre service and in service ELA and literacy teachers as well as consultants literacy scholars and curriculum specialists

Practical Steps to the Research Process for Elementary School Deborah B. Stanley, 2001-12-15 The third and final book in Stanley s three volume group for all grade levels this work simplifies teaching the research process with step by step instructions that are adaptable and comprehensive geared especially for your youngest students If Stanley s practical steps to the research process for middle and high schools are already a hit with your students reach for this book next

Performance-Based Assessment for Middle and High School Physical Education Jacalyn Lea Lund, Mary Fortman Kirk, 2019-03-25 The third edition of this popular and authoritative text includes three new chapters and numerous revisions and updates all designed to help you effectively develop and use performance based assessments Comes with a web resource

Designing Effective Science Instruction Anne Tweed, 2009 *Creating a Culture of Excellence* Jeffrey Glanz, 2024-05-21 School leaders are busy overwhelmed and may not always be cognizant of the latest cutting edge theories and practices in the field of instructional improvement Drawing from research *Creating a Culture of Excellence* is a resource that serves as a guide to the best practices in teaching curriculum professional development supervision and evaluation Attending to these five processes utilizing best practices in the field of research and practice will ensure high quality instruction in any school This book is replete with engaging learning activities and vignettes to reinforce ideas and concepts

Using Technology to Increase Student Learning Linda E. Reksten, 2000-03-20 All across the country teachers superintendents directors of curriculum and especially principals are being pressured to develop quality technology programs Business leaders consider technological expertise to be mandatory for success in the workplace parents feel technology training is as basic as reading writing and arithmetic And here is the first step toward a solution a practical jargon free pathway for principals to create the best possible environment for implementing and teaching technology

including a detailed exploration of the principal's role in leadership curriculum planning and implementation A must for education in the 21st century Includes a list of related Web sites and a glossary of technical terms Becoming a Better Science Teacher Elizabeth Hammerman,2006-06-23 With this simple guide teachers can analyze their existing curriculum and instruction against a rubric of indicators of critical characteristics related standards concept development and teaching strategies to develop students scientific literacy at the highest levels Every chapter includes charts sample lesson ideas reflection and discussion prompts and more to help teachers expand their capacity for success From publisher's description

Immersive Arts Integration Jennifer Katona,Jennifer Masone,2025-04-22 This step by step guide takes you through the process of transitioning your K 8 school to the Immersive Arts Integration model The model develops deeper connections with content stronger relationships and a positive school climate Co authors Dr Jennifer Katona and Dr Jennifer Masone combine decades of educational and artistic expertise to share a four year roadmap to a sustainable immersive arts approach to teaching and learning The Immersive Arts Integration model is based on five key tenets Building Ensemble Arts Integration into Core Content Instruction Creating Integrated Units of Study Elevating the Role of the Arts Specialist and Spaces and Places The authors explore each concept and its implementation as well as measurable outcomes pertaining to pedagogy academic achievement social emotional learning equity multilingual learning facilities usage and school climate They include resources for stakeholders across the educational spectrum to utilize and provide considerations for different staffing and fiscal models Articulated schedules of professional development lesson plan templates sample lessons and sample unit plans are also included for immediate use Whether you are a district or school administrator or working in the classroom you can have a hand in gaining buy in and implementing an educational model that both infuses the arts into daily instruction and creates lasting improvement within your institution **Curriculum and Teaching Dialogue** Bradley

Conrad,Crystal D. Howell,Cristy Sellers,2024-10-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum AATC The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website and can be found on the Journal tab **Targets for Teachers** Judy K.

Werder Sargent,Ann E. Smejkal,2000 Teaching for Results Matthew J. Jennings, *Teaching for Lifelong Learning* Elliott Seif,2021-03-26 Develop students into curious explorers and independent thinkers With Teaching for Lifelong Learning you will discover a lifelong learning approach to education as well as key goals for educational success Explore many practical ways to improve instruction assessment and curriculum that will empower students to not only thrive in the classroom today but also deftly navigate an uncertain and changing world Understand the importance of developing curious

explorers independent thinkers and a growth mindset in students Learn steps approaches and specific activities for implementing a four phase instructional framework Learn why diagnostic formative and summative assessments are all important elements of a lifelong learning education Know what to look for when choosing or designing a new curriculum for lifelong learning Explore many lifelong learning education examples from various disciplines and grade levels across elementary school middle school and high school classrooms Contents Introduction Chapter 1 Understanding Educator Goals That Support Students Lifelong Learning Chapter 2 Adapting Instruction for Lifelong Learning Chapter 3 Assessing for Lifelong Learning Chapter 4 Developing a Lifelong Learning Curriculum Chapter 5 Including Project Based Learning and Civics Education Chapter 6 Taking the Next Steps Epilogue References and Resources Index **Teaching Physical Education for Learning** Judith Rink,1985 Teaching Physical Education for Learning helps you understand teaching as a process one that is interactive and content specific Focusing on physical education for kindergarten through grade 12 this user friendly text emphasizes teaching strategies and theories to give you the future teacher a foundation for designing an effective learning experience It shows you how to raise your expectations for your students learning BOOK JACKET

Becoming a Multicultural Educator William A. Howe, Penelope L. Lisi, 2019-01-15 Providing an essential foundation for teachers in training and veteran educators *Becoming a Multicultural Educator* Developing Awareness Gaining Skills and Taking Action focuses on the development and application of research based curriculum instruction and assessment strategies for multicultural education in PK 12 classrooms Award winning authors William A Howe and Penelope L Lisi bring theory and research to life through numerous exercises case studies reflective experiences and lesson plans designed to heighten readers cultural awareness knowledge base and skill set Responding to the growing need to increase academic achievement and to prepare teachers to work with diverse populations of students the fully updated Third Edition is packed with new activities and exercises to illustrate concepts readers can apply within their future classrooms and school wide settings With the support of this practical and highly readable book students will be prepared to teach in culturally responsive ways develop a critical understanding of culture and its powerful influence on teaching and learning and feel empowered to confront and address timely issues FREE DIGITAL TOOLS INCLUDED WITH THIS TEXT The edge you need to succeed SAGE edge gives instructors and students the edge they need to succeed with an array of teaching and learning tools in one easy to navigate website Middle School Today Holly Henderson Pinter, Kim K. Winter, Kayleigh Kassel, 2025-02-18 *Middle School Today* is clustered into major themes adolescent development and identity the adolescent learner curriculum and instruction and the contemporary middle school The book describes the components related to adolescent development starting with simple principles from psychology regarding the physical cognitive and social development of adolescents The book then explores current trends in research regarding contemporary topics such as trauma informed practices social emotional learning and social justice A large section of the book is devoted to curriculum

and instruction This section will reach both broadly and deeply to the ins and outs of designing instruction implementing instruction and assessment across all content areas Readers will have access to resources for teacher candidates and teacher educators to utilize in practice Finally the book explores the historical grounding of middle level education relying on foundational principles from the Association of Middle Level Education AMLE and address how teachers can connect best practices to school settings where implementing best practice may be absent

Stirring the Head, Heart, and Soul H. Lynn Erickson, 2008 This book is a potent reminder of what it means when teachers teach whole human beings their minds hearts and souls Erickson helps us recall what all great teachers know quality teaching is about building young lives Carol Ann Tomlinson Professor University of Virginia Author The Parallel Curriculum Erickson sets the standard for concept based curriculum Her work offers a theoretically rich and eminently practical approach for constructing curriculum around rich transferable concepts The third edition extends this seminal work for the benefit of educators and their students Jay McTighe Educational Consultant McTighe and Associates Author Understanding by Design Help students analyze and synthesize information for a deeper understanding of big ideas This updated edition of the classic bestseller on curriculum design for quality instruction provides practical structures planning tools and specific classroom examples of effective teaching strategies The author focuses on the need for curriculum and instruction that allows students to move beyond factual learning to a level of understanding where knowledge transfers readily to new situations and thinking becomes integrated The book's wide ranging topics include Aligning local curriculum with state and national content standards Using brain based teaching methods Developing higher order thinking skills Assessing and reporting student progress Creating a lifelong love of learning in students This invaluable resource encourages teachers to create an educational environment that challenges students personal intellect engages their spirits and fosters a greater understanding of the world around them

Design in Five Nicole Dimich, 2024-05-21 This second edition of the best selling award winning Design in Five offers new and targeted information for reimagining assessment practices as well as refined processes and protocols to fully engage learners Refinements to the original five phase protocol come from the actual experiences of teachers who have engaged with the process This is the book you need to design and use assessment well This book will help K 12 teachers administrators and students of teacher preparation courses Reflect on current assessment practices to determine their effectiveness Learn and implement a five phase process to design meaningful relevant assessments that lead to high levels of learning for all Align and design items and tasks to learning goals Design assessments that help students invest in their learning and take action to improve Access numerous reproducible surveys charts and sample assessments Contents Introduction Chapter 1 Defining the Design Process Chapter 2 Choosing Standards and Planning Engagement Chapter 3 Analyzing Standards and Constructing Learning Progressions Chapter 4 Crafting an Assessment Plan Chapter 5 Creating the Assessment and Gathering the Materials Chapter 6 Determining Scoring Schemes and Student Investment Strategies

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