HPE 476

Time Analysis Assignment Part I

Name: Jack Neumuth

Time analysis codes: (from AMTP Pedagogy Study Guide)

Waiting (W): Time when most students are not involved in other categories (e.g. group activity but only one or two are participating, waiting for a turn, off-task behavior, waiting for the teacher to give direction).

Activity (A): Time when most students are involved in physical movement of the planned lesson (e.g. catching a ball, throwing at a target)

Instruction (I): Time when most students are receiving information about how to move or perform a skill (e.g. how to move using all the space, watching a demonstration, listening to instructions).

Management (M): Time when most students are not receiving instruction or involved in lesson activity (changing activities, getting or putting away equipment, listening to behavior rules or reminder).

30	1	30	2	30	3	30	4	30	5	30	6	30	7	30	8	30	9	30	10
I	I	I	I	I	A	A	A	A	A	A	A	A	A	I	I	I	I	W	W

30	11	30	12	30	13	30	14	30	15	30	16	30	17	30	18	30	19	30	20
W	A	A	A	A	A	A	A	A	A	A	A	A	A	A	M	M	I	I	I

30	21	30	22	30	23	30	24	30	25	30	26	30	27	30	28	30	29	30	30
A	A	A	A	A	A	A	A	A	A	A	A	A	M	M	I	I	I	I	I

30	31	30	32	30	33	30	34	30	35	30	36	30	37	30	38	30	39	30	40

30	41	30	42	30	43	30	44	30	45	30	46	30	47	30	48	30	49	30	50

30	51	30	52	30	53	30	54	30	55	30	56	30	57	30	58	30	59	30	60

Total Wait Time = (# of W's × 30 seconds) = _____1_____minutes and _____50___ seconds
Percentage of Wait Time = (# of W's ÷ total # of **boxes** completed) = _____5_____%

Total Activity Time = (# of A's × 30 seconds) = ___17_____minutes and _0_____ seconds
Percentage of Activity Time = (# of A's ÷ total # of **boxes** completed) = ___58.3_____%

Total Instruction Time = (# of I's × 30 seconds) = ___9____minutes and _____0___ seconds
Percentage of Instruction Time = (# of I's ÷ total # of **boxes** completed) = _____30____%

Total Management Time = (# of M's × 30 seconds) =____2___minutes and __0___seconds
Percentage of Management Time = (# of M's ÷ total # of **boxes** completed) = ___6.7____%

Student Teaching Seminar
Video Analysis of Teacher and Student Behaviors

Part II. Time Analysis Reflection

1. Total number of minutes per class:_____30_____

2. Total number of meetings per week:_____3_____

3. Total number of lessons in unit:_____3_____

4. Age/Developmental Level of Students:_____7th grade_____

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5. Briefly describe the lesson that you recorded and conducted a time analysis. Make sure to include the objectives and the placement of the lesson within the entire unit (first lesson of a unit, last lesson, etc.)

The lesson I recorded and analyzed was the first lesson of my pickleball unit**.** The main objectives were to introduce students to the basic rules of pickleball, establish boundaries and safety expectations, and begin working on simple forehand and backhand strokes through cooperative rallying. The focus was on giving students a fun and active first experience while helping them get familiar with the court setup, equipment, and general flow of gameplay. Most of the class was structured around introductory demonstrations, partner rally practice, and simple movement-based tasks to build comfort with the paddle and ball. Since it was the first day of the unit, I also used some time to explain key rules like the double bounce rule and the non-volley zone

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6. Overall Lesson Reflection

a) How did it go?

Overall, it went really well for the first day of the unit. The kids were engaged, excited to try something new, and most of them were able to rally a few times by the end of class. It had a good balance of instruction and activity, which was my main goal.

b) What worked well? Why?

Starting with a clear explanation of the court layout and showing the equipment helped set the tone. The partner rally activity worked great, they enjoyed it and were able to stay active while practicing the skills. The visual cues on the board and cones on the court helped keep things organized.

c) What didn't work so well? Why?

Some students weren't quite clear on the rules, especially the non-volley zone and when to let the ball bounce. I think I moved on to gameplay a little too quickly before checking for understanding. Also, a few kids had trouble holding the paddle correctly.

d) What basic changes will I make for next time? Why?

Next time I'll spend a few more minutes modeling proper grip and have a short warm-up task just for paddle control before rallying. I'll also ask a few students to explain the rules back to me or their partners so I know they're getting it. Just want to make sure the foundation is really solid before we move forward.

Using the Data from the **Time Analysis Sheet Assignment** please complete the following questions.

Total Wait Time	Total Activity Time	Total Instructional Time	Total Management Time
____5__%	___58.3___%	___30___%	__6.7____%

7. Which of the above percentages are appropriate?

   The percentage of activity time (58.3%) and instruction time (30.0%) are appropriate for a first-day lesson in a skill-based unit like pickleball.

8. Discuss in detail why the percentages are appropriate?

   This was the first lesson in the unit, so spending more time on instruction was necessary to teach the rules, explain safety, and introduce new equipment. Nearly 60% activity time is solid for an intro day, kids were moving, practicing strokes, and staying engaged. The 30% instruction allowed time to set expectations and go over important concepts like the double bounce rule, court boundaries, and paddle handling without taking away from movement time.

9. Which of the above percentages are inappropriate?
   The 5% wait time could still be better, even though it's fairly low. Also, 6.7% management time could ideally be even less.

10. Discuss in detail why the percentages are inappropriate?

The wait time mostly came from explaining transitions or when a few kids were standing around while I helped others adjust their grip. I could've had more stations or something simple ready for early finishers. For management, it was mostly passing out equipment and organizing partners, not a huge issue, but with more pre-planning or student-led roles, that time could be tightened up even more.

11. What changes to your unit, lessons, instruction, equipment, and management techniques, etc. could be made to improve this lesson and make the percentages of each category of your time analysis the most appropriate? Be specific and offer realistic and thoughtful alternatives focused on improving student learning.

Next time I'll lay out equipment in advance and maybe use a student helper to speed up setup and transitions. I'd also like to create simple paddle control stations for students to work through while I'm checking grip or explaining rules to others. For instruction, I might try giving shorter explanations, then breaking the class into groups and giving reminders while they work that way they're moving sooner. A laminated visual of the court and basic rules at each net might help reinforce content while kids are active.

12. Find a professional resource that justifies your reflection and proposed changes. Attach the reference as well as the information/discussion that led you to make the changes. Briefly describe the resource here and explain why it justifies your reflection.

A resource that supports this reflection is "Dynamic Physical Education for Elementary School Children" by Robert Pangrazi. In the book, Pangrazi emphasizes maximizing active learning time by keeping instruction short, prepping equipment ahead of time, and using student demonstrations or visual aids to support efficiency. His concept of "instant activities" to reduce downtime during transitions helped inspire my idea for simple warm-up paddle drills and partner stations. It justifies the reflection by showing that high activity time and efficient management lead to better student engagement and skill development.

Feedback Analysis Assignment Part I

Teacher's Name: _____*Jack Neumuth*_____

Observer's Name: _____Jack Neumuth_____

Activity Name: _____Pickleball lesson 2_____

	Positive +	Negative -	Corrective ♥
Behavior Related	**G g g g**		**G g g g g**
Total incidences	_____	_____	_____

	Positive +	Negative -	Corrective ♥
Skill Related	S S S S S S S S S S	S S S S	S S S S
Total incidences	_____	_____	_____

USE "G" AND "S" ONLY IN THE BOXES…
G = GENERAL FEEDBACK   S = SPECIFIC FEEDBACK

BEHAVIOR – Statement having to do with behavior of student

SKILL – Statement having to do with skill attempt

POSITIVE – Statement which indicated the teacher would like for the behavior to increase or stay the same.

NEGATIVE - Statement which indicated the teacher would like for the behavior to DECREASE.

CORRECTIVE – Includes information about how to get better, Prescriptive.

Part II. Feedback Analysis Reflection

1. Total number of minutes per class:_____30_____

2. Total number of meetings per week:_____3_____

3. Total number of lessons in unit:_____3_____

4. Age/Developmental Level of Students:_____7th_____

5. Briefly describe the lesson that you recorded and conducted a feedback analysis. Make sure to include the objectives and the placement of the lesson within the entire unit (first lesson of a unit, last lesson, etc.)

This was the second lesson of my pickleball unit. The focus of the lesson was on improving forehand and backhand stroke consistency and beginning to introduce strategic placement of shots. Students participated in partner rallying, switching partners halfway through the class. We briefly reviewed rules at the start and ended with a short reflection on their progress. The goal was to build on the skills introduced in the first lesson and begin applying them in more purposeful movement patterns.

6. Overall Lesson Reflection

a) How did it go?

It went pretty well. Students were more confident with their strokes and seemed to enjoy rallying with different partners. I noticed more engagement than the first day, and they needed less direction to get started.

b) What worked well? Why?

Partner rotation helped students stay more focused and adapt to different playing styles. Using checkpoints to remind them of strategies from last class helped reinforce learning. Most of them responded really well to specific cues like "aim for the corners" or "step to the ball."

c) What didn't work so well? Why?

A few students still struggled with holding the paddle correctly, and I probably should have done a quick warm-up task to reinforce grip before rallying. Also, giving feedback while they were all playing made it hard to catch everyone equally.

d) What basic changes will I make for next time? Why?

Next time, I'll use a mini warm-up drill where students practice grip and paddle control for a couple minutes before full rallying. I'll also plan to pause the class briefly to give some group feedback instead of trying to catch each student one-on-one during gameplay.

Using the Data from the **Feedback Analysis Assignment** please complete the following questions.

Total # of Behavior Related Feedback Incidences	Total # of Skill Related Feedback Incidences
___9___	__17____

7. Which is higher?   **Skill Related Feedback**

Why do you suspect that type of feedback occurred at a higher rate?

I think this happened because the students were already familiar with expectations from day one, so most of the focus shifted to helping them improve their strokes and rallying form.

8. Are the above numbers appropriate for the developmental level and age of students you were instructing?

Yes, 7th graders are ready to focus on skill development, especially in a unit like pickleball where form and movement matter. There were very few behavior issues, and most of the feedback was aimed at helping them improve technique.

Total # of Specific/Skill Related Feedback Incidences ___8___	Total # of General/Skill Related Feedback Incidences ___13___

9. Which is higher?   **General Skill Related Feedback**

Why do you suspect that type of feedback occurred at a higher rate?

This probably happened because it's faster to give quick praise or reminders in the middle of activity. I tried to move around a lot and encourage students as they worked, so much of the feedback was things like "Nice shot" or "Keep going," rather than detailed technical advice.

10. Are the above numbers appropriate for the developmental level and age of students you were instructing?

They're mostly appropriate, but I could probably challenge myself to give a little more specific feedback as they start refining their skills. General feedback is motivating, but they're old enough now to start benefiting more from direct and individualized instruct

11. What changes to your unit, lessons, instruction, equipment, management techniques, etc. could be made to improve this lesson and make the types and amount of feedback the most appropriate? Be specific and offer realistic and thoughtful alternatives focused on improving student learning.

One change I'll make is planning a short break in the middle of the lesson to give focused group feedback. That way I can share strategies or reinforce technique all at once rather than trying to coach individually during rallying. I'll also use visuals or posted reminders (like "drop shot," "angle your paddle") around the gym to help students self-correct. For equipment, maybe adding colored zones on the court will encourage shot placement and give me something concrete to reference in my feedback. Lastly, assigning peer partners to give one piece of feedback at the end of each round could also get them more involved in recognizing skill development.

12. Find a professional resource that justifies your reflection and proposed changes. Attach the reference as well as the information/discussion that led you to make the changes. Briefly describe the resource here and explain why it justifies your reflection.

I found a helpful section in Rink, J.E. (2020), *Teaching Physical Education for Learning*, which emphasizes the importance of timely and specific feedback in improving motor skill development. The book suggests that while general feedback boosts motivation, specific feedback directly helps performance. This supports my reflection that I should increase targeted comments about technique as students progress. It also promotes structured pauses during activity to give meaningful instruction, which is something I plan to implement next time.