**Training Paradigm**

**Golf Skills and Instructional Skills**

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| **Training Paradigm** | **Golf Skill** | **Instructional Strategy** |
| 1. ***Focus*** *–**Determine Area for Improvement* | 1. What is my greatest area of need? Collect Data to inform answer.  * **Demographic data**: Equipment – Golf balls, clubs, proper fitting, technology. Swing Basics – Grip, stance, posture, alignment. * **Summative data**: Avg. Score, # of fairways hit, # of greens hit in regulation, putts per round. * **Up**-**close data:** Typical miss – Left, right, both? Handicap trend – Level, Up, Down? Where do I lose the most strokes – Chipping/Putting or full swings?  1. If it’s not clear, what area could we improve that would help the most? For example…I tend to spray the ball without a consistent miss but am usually near the green in regulation.   Decision/Results: Short Game | 1. What is our greatest area of student need?   Collect data to inform answer.   * **School demographic data:** Number of students, Gender, Ethnicity, Native Languages, Levels of English Proficiency, SES * **Summative data:** Student grades, Iowa Assessment Data, Benchmark and unit assessment results * **Up-close data:** Individually administered assessments (i.e. BRI or less formal fluency and comprehension), Observe students independently practicing, Listen to student conversation and thinking  1. If it’s not clear, what area could we improve that would most help our students perform well overall? For example…Vocabulary is an issue that is affecting comprehension across disciplines.   Decision/Results: Writing |
| 1. ***Knowledge*** – *What is the content and how do I carry it out?* 2. Content: The What.   What the individual is expected to know.   1. Process: The How.   How the individual is expected to carry this out. | 1. Content - What do I need to know to improve my short game?  * Studies show that the most strokes are lost or given up in the short game (chipping/putting). * Choosing the correct club and play for a given lie/situation * Proper techniques to control trajectory/distance of shots. * Control of lag putting on greens to reduce putts per green to 2 or less.  1. Process - How will I do this on the golf course?  * How to develop an understanding of techniques and strategies in the short game area. * Who/what to seek out for advice on short game strategy.   1. Golf Pro   2. Magazine Article * How to read greens and understand slope/contour of greens * Development/Understanding of course management * Dedication to productive practice time in addition to playing rounds of golf   1. Short, focused sessions | 1. Content – What do I need to know to improve writing?  * Reading/Writing connection – “We write for the same reasons that we read.” (Jetton & Dole, 2004) * “Writing builds and reinforces content learning.” (Fisher and Frey, 2004) * “Writing to learn requires students to use different kinds of knowledge (declarative, procedural, conditional) at different times. (Fisher & Frey, 2004) * Text structure specifies the logical connections in text, provides organizational patterns that help readers identify and tie together the most essential related propositions, and specifies the subordination of some ideas to others. (Meyer, Brandt, & Bluth, 1980). * Writing should be evaluated…Our interest is in whether the writing reflects a clear understanding of the content. (Jetton & Dole, 2004) * The study of grammar does not contribute to growth in the quality of student writing. (Hillocks, 1987)  1. Process – How will I do this in my classroom?  * How to build a data set for students to write from – include information from class, independent reading, and student background knowledge. * How to model and think aloud while composing. * How to make writing a daily part of classroom instruction. * Specific Strategies and Moves of each strategy   + Dictated Writing   + Explicit Instruction   + Quick Write |
| 1. ***Goal Setting*** *– What results do we expect to see?*  * Set a focused goal based on what the data tells you is needed for success. The goal(s) should narrow what you’re going to work on. * Even though the data may indicate there are many areas that need improvement, everything can’t be done at once if the learner(s) are to get any traction. So the learners start building competence in one area that will impact their outcomes the most.) * Goals will need to be revisited as time progresses. | * Long term goal/outcome (3-5 years):   Reduce my handicap by x number of strokes through an improved short game.   * End of season goal:   Consistently use 2-3 new techniques/strategies for improved results around the green.   * Monthly goal (early in the process):   Develop 1 new short game technique/strategy   * Monthly goal (later in the process):   Lag Putting to within 2-3 feet of the hole   * Weekly goal:   Commit to 30 minutes of lag putting practice  *Analysis that led to goal…*  Most people that play regular golf are able to hit the ball near the green in regulation but are unable to minimize the number of strokes to hole the ball from near the green. Short-game improvement can most dramatically reduce overall score. | * Long term goal/outcome (3-5 years):   *Student* performance in all content areas will improve by enhancing writing.  *Teachers* will expand and refine instructional strategies about writing in order to support students’ learning within each content area.   * End of year goal:   *Students* will recognize nonfiction text structures and use them in their writing.  *Teachers* will learn and implement with fidelity two instructional strategies – Quick Write and Dictated Writing.   * Monthly goal (early in the process):   *Students* will receive feedback regarding their school wide writing prompt.  *Teachers* will conduct a school wide writing prompt to gain baseline data about student performance. The prompt is, “What are the strengths and weaknesses of our school?”   * Monthly goal (later in the process):   *Students* will identify how text is organized and the author’s purpose or reason for this method of presentation.  *Teachers* will use nonfiction text that supports both their content goals and the learning of nonfiction text structures.   * Weekly goal:   *Students* will write daily about content material.  *Teachers* will implement/incorporate writing in their classroom on a daily basis.  *Analysis that led to goal…*  There are many aspects of writing, but the data tells us that we need to focus on non-fiction writing. There are many strategies to improve writing, but research and outside technical experts helped us determine we’ll get the most out of implementing quick writes and dictated writing, strategies that everyone will be able to use and are of moderate complexity. When the implementation of those is solid, we will move on to a more complex strategy – explicit instruction in writing. |
| 1. ***Demonstration:*** *Learners must see models of what it is that they are expected to implement.*  * Theory and demonstration may occur simultaneously and in doing so will have reciprocal effects. (Joyce & Showers, 2002) | * Implementing a new swing technique can take up to 30 consecutive days of practice before becoming routine or a part of motor muscle memory. * Demonstrations can be observed on video, television programming, through a teaching professional, or through illustrated articles in professional, golf magazines. | * Teachers must see 20 or more demonstrations to develop a base for adequate skill development for a strategy of medium complexity. (Joyce, Weil, & Showers, 1992) * Demonstrations can be watched on videotape, performed at a collaborative team meeting or professional development session, or implemented live with students in a classroom. * Following demonstrations colleagues discuss:   + C – Content: What content was taught?   + P – Process: What moves did the teacher go through to teach the content?   + R-Response: How did the students respond to the instruction? (Calhoun, 2016) |
| 1. ***Practice:*** *Learners must have multiple opportunities to practice the new skills they are learning in order to attain executive control.*  * Practice should occur in both the workshop and the workplace. * Set expectations for practice and study the implementation of the new strategy and the outcomes that result. | * Workshop: Short-game practice area and practice green * Workshop Expectations:  1. Golfer will hit multiple shots from different locations using appropriate technique for the given lie/condition. 2. Golfer should monitor results and use this feedback to hone the skill  * Workplace: Golf Course * Workplace Expectations: Monitor effectiveness of skill development through data collection such as Up & Downs (1 chip – 1 Putt), # of putts per green, # of greens hit in regulation. | * Workshop: Setting other than classroom   Teachers should be rehearsing lessons in front of colleagues at collaborative team meetings, during professional development sessions, and/or at one-on-one planning sessions.   * Workshop Expectations: Teachers will plan and rehearse with a partner a dictated writing lesson 2 times each week. * Workplace: Classroom   Sustained and immediate practice in classrooms is essential.   * Workplace Expectations: Teachers will implement a dictated writing lesson 2 times each week. * Teachers must complete 20 to 25 trials in the workshop and workplace over a period of about 8-10 weeks. (Joyce & Showers, 2002)      * Use a planning guide to help guide teacher work and also to monitor implementation. |
| 1. ***Coaching:***  * **Peer coaching:**   Learners must see their colleagues and their colleagues must see them implement the new strategy or model.   * **Expert coaching:** Learners must see expert demonstrations from those who have executive control of the new model or strategy. These demonstrations will highlight the moves for which the learners need the most help. Expert coaches must know the expertise of the learner and provide the right amount of scaffolding to support the learner. | * **Peer Coaching:** Golfers will tend to stay in their playing groups even as their skills improve. Playing partners will observe new techniques and will inquire as what they are doing differently. The new technique will often be demonstrated and explained reinforcing the understanding of the technique as well as the skill itself. The techniques themselves are not foreign to many golfers. A playing partner can provide feedback as to their understanding of the skill/technique and can offer advice on how to properly implement the shot. * **Expert Coaching:** Expert coaching is available from golf professionals who can demonstrate proper technique or explain the technique/strategy. These professionals can also provide immediate feedback as to how to improve in the implementation of the skill. There are many opportunities to observe masterful demonstrations of these skills/strategies through observation of televised professional events. Attendance at professional events is also possible where spectators can have a close-up view of experts practicing the very same skills. | * **Peer Coaching:** Teachers in most schools are already arranged in PLCs or collaborative teams. Peer coaching is what should go on during these sessions together. In peer coaching, teachers plan lessons together that incorporate the new strategy. They rehearse the lesson in their collaborative team and make adjustments before implementing the lesson in the classroom. Next, teachers go implement the lesson. Colleagues may watch each other implement the lesson or, if that isn’t possible, videotape the lesson. The final phase of peer coaching is to come back together as a collaborative team and discuss both how the instructional model unfolded as well as how the students responded. * **Expert Coaching:** It is necessary to have an expert coach who has executive control of the strategy facilitating the learning of the strategy with the staff. This person could be an outside technical expert or a colleague with additional training. This person should be in the building, at a minimum, 7-10 days dispersed throughout the school year. Expert coaches can provide focused, technical feedback because they are able to easily recognize where teachers are struggling. Peer coaching partners, since they are not as familiar with the model, struggle to give feedback that aids in the development of the strategy. Often times, the feedback from the expert coach comes in the form of a demonstration by the expert coach with teachers watching for the specific moves of the strategy. Verbal, corrective feedback can become evaluative and thus is discouraged. |

This rubric was developed by Kate and Jeff Panek to help school districts understand the key elements to improving instruction in schools. When implemented in schools, it works in support of the 2009 publication of the Iowa Professional Development Model. <https://www.educateiowa.gov/sites/files/ed/documents/IPDM_Guide.pdf>

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