



LPGA Practical Teaching Evaluation Guidelines

The LPGA Practical Teaching Evaluation (PTE) is designed to evaluate the ability to demonstrate knowledge of the physical and psychological principles for creating improved golf performance. The LPGA PTE Guidelines have been developed to ensure that both the National Evaluators and the member taking the evaluation (known hereafter as the “candidate” or the “teacher”) have clear expectations and an understanding of each teaching evaluation category and scoring component. The LPGA PTE is a learning experience and a mastery process.

The PTE consists of four (4) categories:

1. Pre-Evaluation and Orientation

The candidate is **required to attend** the Pre-evaluation and Orientation (generally conducted by the Evaluation Site Captain) which begins **30 minutes prior to the first scheduled lesson**. Candidates not meeting all the LPGA pre-evaluation requirements **will not** be evaluated at that site and must register for another LPGA evaluation site to complete the evaluation process.

- **Prompt arrival** – the candidate **must** arrive for the Orientation session which begins 30 minutes prior to the first scheduled LPGA PTE lesson and the candidate should report to the designated meeting area
- **Appropriate Attire** – professional golf attire required, clothing ironed, hair groomed and clean; clean shoes, etc.
- **Wore a watch** – Wearing a watch is required because being “on time” for a lesson appointment is basic and necessary professional behavior.
- **Organization** – There will be approximately 10 minutes to prepare the lesson area between the orientation session and the introduction of the first student. The candidate is expected to organize the lesson area (range balls and tees are provided by the site), and set up any of their own teaching aids, targets, additional clubs or other items they would like to use for the lesson. The candidate may be able to deliver items to the teaching area prior to the Orientation (please see the Site Captain). *Video and digital cameras or laptop computers are not allowed during any LPGA evaluations.*
- **Safety (lesson area free of distractions or obstructions)**
Distractions for the student and teacher will be eliminated. Access to the designated teaching area ought to be easy for a right or left-handed student. The candidate will bring any safety concerns to the attention of the Evaluation Site Captain.

1. PTE Lessons

- All candidates will teach three (3) 30-minute lessons. The lessons will include:
 - Two (2) full swing lessons
 - One (1) lesson on a golf skill less than full swing (short game: putting, chip and run, pitch shot or bunker shot)
 - The candidate is expected to speak at a volume that can be heard by the evaluators
 - Students of all ability levels will be assigned to all candidates
 - A lead evaluator will observe all 3 three lessons, a second evaluator will observe 2 of the three lessons and a third evaluator will observe the third lesson (two evaluators observing each lesson)
 - At the conclusion of all 3 lessons, the category scores from each evaluator will be recorded; the high and low score in each category will be eliminated, the remaining scores are then averaged.
 - Evaluators are not informed of the candidate’s certification level until the completion of all sessions and the scores have been tallied.
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2. LPGA PTE Performance Self-Assessment

- Following each of the LPGA PTE lessons, the candidate will complete a Performance Self-Assessment. At the end of all three lessons, the lead evaluator will collect the assessment forms.
- The lead and second evaluator will review the assessment forms for any clarification they need for the content or intent of the lessons. If further clarification is needed then an interview will be conducted and the questions asked will be for clarification purposes only. The evaluators may raise or lower their initial scoring by no more than 2 points (which will affect the overall averages).

3. LPGA PTE Performance Results

- The Performance Review Form and the Evaluation Results will be emailed to candidates within 2 weeks of the Evaluation Site.
- The candidate's Performance Improvement Plan will be attached to the results letter; it will emphasize the candidate's teaching strengths, provide specific feedback relative to the lesson components and outline various resources and/or activities that may enhance the candidate's skills.
- The candidate will be provided an evaluation form for comments regarding the LPGA PTE Process. This form will be turned into the Lead Evaluator or the Evaluation Site Captain.

PTE Lesson Evaluation and Scoring Components

The evaluation of the lessons includes two categories, *Application* and *Communication*. Within each category there are 6 components. Points will be awarded for each lesson component and the scoring will be 0, 1, or 2 (as described in the guidelines) for a maximum of 12 points in category. Both categories are of value and must be completed within the established range to successfully complete the Level II or Level III requirements.

Level II Completion: the candidate must average 8 points in each category

Level III Completion: the candidate must average 10 points in each category

If a Level II candidate successfully masters the LPGA PTE for Level III, the candidate will be required to complete the Level III self-study, education and written evaluation requirements, but they will not have to repeat the PTE.

If necessary, a candidate may make up to four attempts at the PTE to satisfy the mastery score for each level. If the mastery score is not met, then the education and self study requirements for that level must be repeated.

Application Components –
these items describe behaviors that take place during the lesson

- A1 - Safety/Warm-up
- A2 - Equipment
- A3 - Orderly Lesson Plan
- A4 - Improvement Strategy
- A5 - Imagery Metaphors, Drills
- A6 - Learning & Performance

Communication Components –
these items describe how the teacher interacts with the student

- C1 - Interview
- C2 - Goal Setting
- C3 - Semantics and Pacing
- C4 - Modeling
- C5 - Feedback/Interaction
- C6 - Summary



The PTE Guidelines are presented in the following sequence to better follow a typical lesson format

- A3 - Orderly Lesson Plan
- C1 - Interview
- A1 - Safety – Warm-up
- C2 - Goal Setting
- A2 - Equipment
- A4 - Improvement Strategy
- C4 - Modeling
- A5 - Imagery, Metaphors, Drills
- C3 - Semantics, Pacing
- C5 - Feedback/Interaction
- A6 - Learning & Performance
- C6 - Summary

A3. Orderly Progression/Sequence for Lesson Plan

The teacher demonstrates an orderly progression or style for blending the components of the lesson: interviewing, observing, goal setting, observing, applying the improvement strategy, and then closing or summarizing. Share with the student the *‘what’* you recommend for reaching the goal and the *‘why’* so that the student accepts the plan as personal and achievable.

- 0 = no lesson plan or ineffective lesson plan relative to the goal**
- 1 = teacher demonstrates plan that includes the ‘what’ for improvement**
- 2 = ...and includes the ‘why’ so it is ‘owned’ by the student**

C1. Interview

A successful lesson begins with an interview. To begin building rapport, the teacher inquires about the student’s background relative to golf, sport and personal history.

For the safety of the student, the teacher must ask about injuries or physical condition/limitations prior to any warm-up activities.

Through the entire lesson, the teacher gathers specific information about the student – their desired level of participation with the game of golf, how they think about themselves and the game.

Topics to include:

- Physical Condition (evaluate body condition; you may wish to incorporate a physical screen (‘please notice how the student’s body moves’)
- Golf History (reasons for playing, handicap, practice, past lessons)
- Sport History (other sport awareness, participation)
- Personal History (interests/hobbies, etc.)

Throughout the entire lesson ask questions and observe to determine if the student processes information more in the left hemisphere or in the right hemisphere. Ask questions, listen and observe for clues to determine the student’s sensory preference (v-a-k) and personality type.

- 0 = physical condition not addressed**
- 1 = in addition to physical condition, at least two (2) of the above topics addressed**
- 2 = in addition, specific questions were asked to begin to determine learning style and sensory preference**



LPGA Practical Teaching Evaluation (continued)

A1. Application of Safety/Warm-up

It is the teacher's responsibility to provide a safe environment for the student, the teacher and other persons in the area. The teacher must be aware and verbalize to the student concerns that could cause harm to the safety and well-being of the student.

*For the safety of the student, the teacher **must ask** about, injuries or physical conditions/limitations prior to any warm-up activities.*

Verbalize the importance of a 'warm-up' and/or minimal stretching prior to taking full swings. *For all lessons*, encourage, demonstrate and *oversee* a basic 'warm-up' procedure. Demonstrate safety concerns with any drills or exercises used in the lesson or summary phase; the teacher must be certain that the student knows precisely how to use the drill or exercise.

0 = allows an unsafe environment

1 = maintains a safe environment for all persons in the area

2 = maintains a safe environment for all persons in the area and oversees a warm-up procedure

C2. Goal Setting

The teacher asks the student what they want to accomplish by taking this lesson *and* long-term, what will make the game more satisfying and fun for them. The teacher suggests and/or negotiates a goal for the lesson... a goal that will help the student "get what they want". This goal must be:

- **clear** - to the student and the teacher
- **realistic** – for the time frame, the student's current skill level and physical condition
- **measurable** – how will the teacher and the student know that the goal was reached.

Likely, the goal will be related to the ball's flight/outcome, the body's movement and or the club's movement. Before proceeding, the teacher and the student must agree on how the change or improvement can be evaluated by the end of the lesson.

0 = no goal for the lesson or not clear between student and teacher

1 = a clear, realistic, and measurable goal is established for the lesson and understood by the student

2 = ...and the goal for the lesson was appropriately linked to student's long term goals

A2. Equipment

It is the teacher's responsibility to assure that the student has every opportunity for success; therefore the teacher verbally recognizes how equipment can affect performance. In an appropriate manner, the teacher will share their opinion on the compatibility of the student's equipment as it pertains to the lesson. The teacher may suggest changes or alternatives that will allow the student to more efficiently reach their goal for the lesson and/or long-term goals.

0 = no awareness of equipment

1 = teacher verbally acknowledges how equipment can be suitable or not suitable

2 = ...and states whether the student's equipment is compatible as it pertains to the lesson

A4. Improvement Strategy/Plan

The teacher chooses an improvement strategy that is compatible to the goal and effective for the student's capabilities. The improvement strategy chosen could be related to a pre-motion component and/or an in-motion component as presented in the LPGA's Integrated Performance System. The teacher demonstrates knowledge and understanding of the concept of playable ball flight by choosing an appropriate strategy based on motor learning and performance concepts.

0 = effectiveness of lesson jeopardized by inaccurate information or too much information

1 = addressed pre-motion and/or in-motion components accurately and appropriately for the goal

2 = ...and the components addressed were accurate and effective for the student as well as the goal



C4. Creating a Model

How the teacher presents the improvement strategy creates a model for the student to follow. The student will utilize the model as it is presented; it must be accurate and relevant. The teacher may show pictures, use a mirror, demonstrate or present a verbal description using imagery and metaphors. 'Hands on' manipulation may also be appropriate.

- **Static** modeling is stationary, such as a picture or position.
- **Dynamic** modeling is in motion and the more closely it resembles the desired motion the more effective it will be.

0 = no model present or model is not accurate and relevant

1 = model is accurate, relevant and primarily presented as static

2 = model is accurate, relevant and presented in motion (dynamic)

A5. Imagery, Metaphors, Drills

The teacher chooses imagery, metaphors and/or drills that directly correspond to the student's goal and to the improvement strategy. Learning occurs as a sensory-based experience. The appropriate use of imagery, metaphors and drills will increase the sensory experience of the student.

- **Imagery** – internal representations that may be visual, auditory and/or kinesthetic
- **Metaphors** – 'it looks like...' or 'it feels like...'
- **Drills** – may isolate a part of the whole movement or may involve the whole movement and are used as a new piece of learning or to reinforce a skill through repetition

Visual imagery *may* be an imagined picture of the ball flight, the motion of the club or a visual image of the student performing. Auditory imagery *may* be a sound related to the ball flight, the motion of the club or related to the tempo and rhythm of the motion of the student. Kinesthetic imagery may relate to the physical sensations experienced by the student and may include the feeling of the club striking the ball and/or ground. Rapport between the teacher and the student leads to a trusted learning environment; in this environment the teacher will elicit imagery and metaphors from the student.

0 = no imagery, metaphors or drills demonstrated

1 = teacher directs imagery, metaphors and/or drills compatible to the student's goal and physical condition

2 = student creates imagery and metaphors

C3. Semantics/Pacing

During the interview process and throughout the lesson, an effective teacher uses positive words and phrases. A student-centered approach is demonstrated when adopting a similar body posture, matching the amount of eye contact, and using a similar voice tonality. The student-centered teacher integrates the student's words, phrases and perceptions into the conversation. The teacher affects the pace of the student by slowing or increasing their own speech and behaviors. Golf jargon may be appropriate when the student has the 'correct' perception of the language. 'Ball flight' and biomechanical terminology need not be used; if it is used it should be explained accurately and in easy to understand terms.

0 = teacher lacks positive statements, used negatives and/or a one-way communication style

1 = teacher uses positive, specific and straightforward words and phrases in an encouraging manner

2 = ...and the teacher integrates the student's words and phrases within the verbal communication



C5. Feedback/Interaction

The teacher provides specific, accurate and intermittent feedback to the student by reacting and responding occasionally and appropriately. Intermittent feedback by the teacher allows the student to be in a receiving state; that is, the student will have an opportunity to differentiate between the desired motion and the undesirable motion. Asking the student open-ended questions allows the teacher to learn more about the student's perceptions and expand the interaction. It provides an opportunity for the learning to be 'owned' by the student.

0 = too much teacher feedback and/or inaccurate feedback

1 = teacher provides specific, intermittent and accurate feedback

2 = ... and asks questions relative to the student's perceptions of the lesson

A6. Learning and Performance

The goal of any lesson is to elicit a change in behavior. The teacher must understand the student's intention; only then can the teacher provide new information, a new strategy and/or process that will result in a change in the motion. The teacher's responsibility is to help the student learn a new process (physical and psychological) so that a change takes place. Information of itself is not enough unless the student has an experience (a realization) that a different perception can create a change. This change must be observable as a change in attitude, body motion, golf club motion and/or ball flight/outcome.

0 = teacher provides only information

1 = knowledge gained is demonstrated by a change in student's body and/or club motion

2 = ... and a change occurs in ball flight/outcome

C6. Summary

In closing the lesson the teacher includes the goal, the key points of the lesson and an assessment of the student's understanding. Ask the student to describe how the goal was reached? Can the student verbalize or demonstrate the improvement strategy? Integrate: this immediate goal with larger goals, or what happens in practice with what happens on the golf course, that is - present with future. Present a plan for the future (play, practice, additional lessons, etc.) so that the student is clear about what she or he can do to continue moving toward their goals. Demonstrate enthusiasm about their continued participation with the game of golf.

- Review the goal of the lesson
- Review the improvement strategy – the key points of the lesson
- 'Check for understanding' and integrate
- Suggest a plan for the future
- Create an emotional connection by an enthusiastic attitude

0 = no review of the goal

1 = teacher summarizes the lesson, by reviewing the goal and assessing the student's understanding of the improvement strategy

2 = ...and integrates or links the lesson goal to the future and long-term goals



LPGA Practical Teaching Evaluation (continued)

Practical Teaching Evaluation Preparation

1. Study the minimum standards reflected in the LPGA Practical Teaching Evaluation Guidelines. Be familiar with evaluation expectations and the day's agenda.
2. Practice 30-minute lessons with the intention of including all lesson components.
3. Utilize an observer to evaluate your practice sessions using the LPGA PTE Form.
4. Reflect on the lessons you have provided and received. What contributed to their effectiveness and what could have been better? Periodically, complete the LPGA Performance Self-Assessment Form.
5. Consider ways to be more efficient with information gathering; listen intently to your students. Create numerous open-ended questions that may be used during a lesson.
6. Prepare and utilize a 'notes' form for your students that specifies:
 - a. the goal of the lesson
 - b. the improvement strategy
 - c. how the improvement (goal) will be assessed
 - d. a practice plan
7. Videotape and/or audio tape your lessons and evaluate using the LPGA PTE forms.