



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 Practice Video Guidelines have been developed to ensure that both the Practice Video Mentor and the member taking the evaluation (known hereafter as the “candidate” or the “teacher”) have clear expectations and an understanding of each teaching category. The LPGA Practice Video is a teaching tool and learning experience.

LPGA Practice Video Feedback

- Feedback on your video will be sent to you via email from LPGA Headquarter 4 weeks from the date of submission
- This feedback will help you prepare for the Level III Practical Teaching Evaluation

LPGA Lesson Components

A lesson is broken down into two categories, *Application* and *Communication*. Within each category there are 6 components. Feedback will be given for both categories for what was performed well and for those areas that need improvement.

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 Video Lesson 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
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**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.

Inadequate = no lesson plan or ineffective lesson plan relative to the goal
Adequate = teacher demonstrates plan that includes the ‘what’ for improvement
Above Average = ...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.

Inadequate = physical condition not addressed
Adequate = in addition to physical condition, at least two (2) of the above topics addressed
Above Average = in addition, specific questions were asked to begin to determine learning style and sensory preference

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.

Inadequate = allows an unsafe environment
Adequate = maintains a safe environment for all persons in the area
Above Average = 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.

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

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

Above Average= ...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.

Inadequate = no awareness of equipment

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

Above average = ...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.

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

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

Above average = ...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 to 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.

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

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

Above average= 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.

Inadequate = no imagery, metaphors or drills demonstrated

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

Above Average= 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 there 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.

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

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

Above average= ...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.

Inadequate = too much teacher feedback and/or inaccurate feedback
Adequate = teacher provides specific, intermittent and accurate feedback
Above Average= ... 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.

Inadequate = teacher provides only information
Adequate = knowledge gained is demonstrated by a change in student's body and/or club motion
Above Average = ... 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

Inadequate = no review of the goal
Adequate = teacher summarizes the lesson, by reviewing the goal and assessing the student's understanding of the improvement strategy
Above Average= ...and integrates or links the lesson goal to the future and long-term goals



Practice Lesson Video Preparation

- 1) Study the minimum standards reflected in the LPGA Practice Lesson Video Guidelines. Be familiar with components of an LPGA Lesson and their order.
- 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?
- 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