

# Michael Shane O'Doherty



TEACHING PORTFOLIO

## LETTER OF INTRODUCTION

I am currently seeking a position as a physical education / health education teacher.

This portfolio is documentation of my teaching experience to date. Included is a history of my professional preparation, competence, and evaluations. You will find background information about me, sample lesson plans, awards, transcripts, and more.

I hope this portfolio will go beyond the customary resume to illustrate how I could apply my skills to enhance your teaching program.

Thank you for considering my application.

Michael Shane O'Doherty







Mike O'Doherty

# Michael Shane O'Doherty









## TABLE OF CONTENTS

### Letter of Introduction

### Qualifications and Background

-  Introduction
-  Philosophy of Teaching and Learning
-  Resume
-  Letter of Recommendation

### Professional Preparation

-  Introduction
-  Unit Plan
-  IPI (Individually Prescribed Instruction)
-  Lesson Plan
-  Activity Evaluation
-  Letter Home
-  Progress Report
-  Teaching Video



### Professional Competence

-  Activity Courses
-  Certifications
-  Fitness Test Scores

### Professional Evaluations

-  Self Evaluation
-  Constraint Analysis

### Coaching Experience

-  High School Lacrosse Program
-  Special Olympics Swimming Program

### Professional Achievement

-  Honors / Awards

# QUALIFICATIONS AND BACKGROUND

## Resume

**Objective:** To obtain a Physical/Earth Science Education teaching position in a High School setting.

**Education:** Western Michigan University, Kalamazoo, MI  
August 1999 to December 2003, Bachelors Degree  
Major: Physical Education with an emphasis in coaching  
Minor: Earth Science Education

**Skills:** Assessment skills include developing curriculum, unit and lesson plans, implementing tests and evaluating individual or group performances on skills learned.

### Classroom

#### **Experiences: L.E. White Middle School**

October 2003 – December 2003.  
Circuit training, swimming,  
volleyball 6<sup>th</sup> to 8<sup>th</sup> graders

#### **Allegan Street Elementary**

September 2003 – October 2003  
Developed lesson plans and taught soccer and swimming skills to 3<sup>rd</sup> to 5<sup>th</sup> graders. Developed lesson plans, and taught locomotor and manipulative skills to K through 2<sup>nd</sup> grade. Monitored students behavior.

#### **Maple Street School for the Arts**

Western Michigan University  
January 2003 - March 2003  
Developed lesson plans, taught basketball skills to 7<sup>th</sup> graders, and monitored the children's behavior

#### **Edison Elementary School**

Western Michigan University  
September 2002 - December 2002  
Developed lesson plans, and taught lessons in physical education.

 Table of Contents


 Preparation

 Competence

 Evaluations

 Coaching

 Achievement

 [Click here to print a copy of this resume.](#)

**Michael S. O'Doherty**

21630 Sunrise Blvd.  
Novi, MI 48375  
(248) 348-5594

# QUALIFICATIONS AND BACKGROUND

## Letter of Recommendation

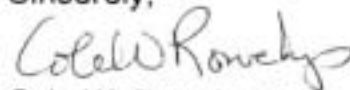
To whom it may concern,

I am honored to have this opportunity to write on behalf of Mike O'Doherty. Mike was both a student in my composition II class as well as a captain of the varsity football team of which I am a coach. In both settings, Mike was outstanding. As a writing student, Mike was an exemplary student. Not only did Mike handle the material of the college bound course, but he excelled at accepting the challenges of the class. Whether working on an individual project or paper or as a member of a group working toward a single goal, Mike's performance was notable. Mike received high marks for his writing in the class as well as for his citizenship. Mike diligently worked to be a leader in the classroom in both writing and demeanor.

As a captain of the football team, Mike's dedication to the team concept is especially evident in how he responded to a request made by his coaches. Throughout his career in football at the high school, Mike had been a fullback. Due to a dearth of competent linemen, Mike was asked to move to offensive line. Mike did this without hesitation. He put his desires behind that of the overall team welfare and became an outstanding member of the offensive line. Although he had already earned the respect of his coaches and team mates due to his dedication to his off season training program, the act of taking on a new position in his senior year truly demonstrated Mike's commitment to the team.

I believe that Mike would be an outstanding student in the department of physical education at Western Michigan University. He is a responsible, dedicated and personable young man who has, through his actions, earned the respect of his teachers, coaches and fellow students. If I can be of any further help to Mike, please do not hesitate to call me at Novi High School. The number is 248.449.1500.

Sincerely,



Cole W. Rowekamp  
W.M.U. Class of '76

Table of Contents

Preparation

Competence

Evaluations

Coaching

Achievement

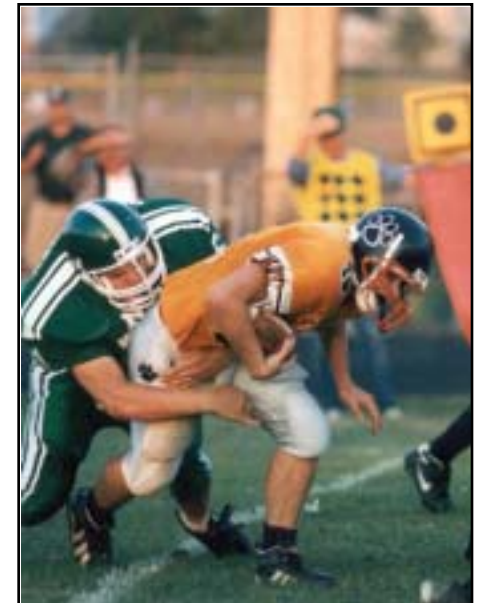


PHOTO: NOVI NEWS

# PROFESSIONAL PREPARATION

## Sample Lesson Plan

 Table of Contents

 Qualifications

 Competence

 Evaluations

 Coaching

 Achievement

## Softball Lesson Plan, Day #1 (continued)

**Warm-ups:** 10 minutes  
*[List activities & time required to complete]*

**Transition:** When I say go, everyone will quietly walk to the center circle and sit down. Go!

**Anticipatory Set:** What sport is similar to baseball but uses a bigger ball?

**Statement of Objective:** Today we will be learning how to field a softball.

2 minutes

**Equipment Needed:** 30 Softball gloves, 30 softballs, cones, softball field

**Transition:** I am going to show you the fielding technique.

### Fielding

**Model:** Four most critical points: Shuffle, Get Set, Watch, Field 2 minutes

**Student Response:** Now we are going to try the fielding technique.

**Transition:** When I say go, I want everyone to get up and find some personal space in the field and show me the fielding technique. Go!

**Questions to check:** What is the foot position? Where do we bend? Where should our eyes be?

**Transition:** Freeze, when I say go, I want everyone to sit down. I will explain the first drill, and then I will separate you in to groups. When I say, “go” get your group and get a ball and line up at the designated cone (Separate the groups) GO!

Lesson Plan  
*[edited for length]*

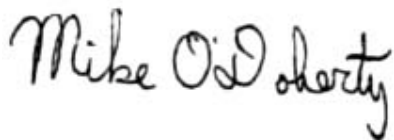
# PROFESSIONAL PREPARATION

## Sample Letter Home

Dear Parents / Guardians,

I am a Western Michigan University student who has been working with your child in their regular physical education class at Gull Road Elementary School. During my time in class we have been working on the basketball skills of set shooting, bounce passing, chest passing, and dribbling. We used the four most critical points of each skill to evaluate your student's performance. This progress report contains a description of the critical points for each skill and how well your child performed, and where they might need some improvement. Also listed on the back are some personal-social skills, which can tell you how your student's behavior has been in class. Please call or email me if you have any questions or concerns regarding this report or would like to schedule an appointment to see me.

Sincerely,



Mike O'Doherty

 Table of Contents

 Qualifications

 Competence

 Evaluations

 Coaching

 Achievement

# PROFESSIONAL PREPARATION

## Teaching Video

Table of Contents

Qualifications

Competence

Evaluations

Coaching

Achievement



1

Video clips of a locomotor skills lesson I taught at Allegan Elementary School in Kalamazoo.

**Click on an image to play the video.**



2



3

## COACHING EXPERIENCE

### Special Olympics Swimming Program

**Starting in January 2002, I spent a little over a year coaching adult Special Olympics athletes in the Aquatics Division (swimming).**

*Aquatics competition events are based on a variety of strokes. Special Olympics also offers events for lower ability level athletes to train and compete in basic aquatics skills. The development of these key skills is necessary prior to advancing to longer competitive events.*

*Special Olympics athletes also can participate in Unified Sports® Aquatics relay events. Special Olympics Unified Sports is a program that combines Special Olympics athletes and athletes without mental retardation (partners) on sports teams for training and competition. In Unified Sports Aquatics, a relay team would consist of two Special Olympics athletes and two partners.*

*As in all Special Olympics sports, athletes are grouped in competition divisions according to ability level, age and gender.*

**The preceding description was obtained from the Special Olympics website.**

Table of Contents

Qualifications

Preparation

Competence

Evaluations

Achievement



PHOTO: SPECIAL OLYMPICS

# Michael Shane O'Doherty

 [m9odoher@wmich.edu](mailto:m9odoher@wmich.edu)

 248-348-5594