

Sabbatical Leave Report

A. Applicant

Name: Damon Neidlinger
Department: Kinesiology, Athletics & Dance
Type of Leave: Independent Study
Leave Dates: Spring 2019

B. Purpose of Leave

The purpose of my sabbatical leave was to improve my instructional teaching techniques and course content.

C. Leave Objectives

1. Reviewed the most current literature available on the practice plan organization. Objective completed.
2. Observed four four-year college baseball programs (two program/practice and two facilities observations) and one major league baseball organization. Objective complete
3. Observed two training sessions of a professional badminton club/organization. Integrated new teaching techniques and five new badminton drills into existing course content. Objective complete.
4. Developed new fitness components for my body conditioning class and weight training class. This was accomplished by observing a training session at three cross-fit/fitness gyms. Objective complete.

D. Narrative

Objective 1. Prior to my field observations, I researched practice plan organization. This research led me to put together a baseball resource guide. The resource guide includes practice plans from Division 1 baseball programs, a practice plan template for youth players, instructional videos, links to motivational speakers and a new statistical baseball evaluation method called sabermetrics.

- Acquired practice plans from seven Division 1 baseball programs that provided valuable insight into how some of the top baseball programs in the country organize their practices. It was interesting to see similarities and wide-ranging differences in the emphasis placed on various segments of the team and individual components in these practice plans (see D1 practice plans, appendix 11).

- A practice plan template that youth baseball organizations can use to organize their practices. The template takes into consideration that most youth teams only have 10-12 players on a team (see baseball resource guide, practice plans, appendix 1).
- Instructional videos links with professional instructors teaching proper techniques for hitting and positional mechanics and techniques. The videos provide instruction that breaks down the fundamentals of hitting, fielding, turning double plays, playing first base, and catching drills (see baseball resource guide, positional links, appendix 1).
- Seventeen video links of motivational speakers talking about success principles and leadership. Speakers such as Oprah Winfrey, Denzel Washington, Lou Holtz, Tom Brady, and Bill Belichick express their views on education, determination, and success principles of life (see baseball resource guide, appendix 1).
- A new baseball statistical evaluation method called sabermetrics. Sabermetrics takes old statistical categories, called counting statistics, and revolutionizing them with new-age mathematical equations that delve deeper into a player's individual value and his value to a team (See sabermetrics, appendix 10).

Objective 2. I accomplished this by attending two practice sessions at UC Berkeley and San Diego State University, facility site reviews at UC Berkley, San Diego State University, UC San Diego, Point Loma Nazarene and observing the Milwaukee Brewers spring training complex in Arizona for six days (see Four-Year schools and Milwaukee Brewers video appendix 2).

Integrated a new batting practice routine from San Diego State University baseball and outfield throwing drill from UC Berkley baseball into current SRJC practice plans. Observed valuable teaching techniques from my practice observations at UC Berkeley, San Diego State and at the Milwaukee Brewers spring training facility (see San Diego State batting practice and UC Berkley Relay Drill, Appendix 3).

Facility and site reviews at UC Berkley, UC San Diego, San Diego State University, Point Loma and the Milwaukee Brewers organizations provided valuable insight into high-level facility designs. UC Berkley and the Milwaukee Brewers organizations introduced me to the use of technology in regards to analyzing player's performance. UC Berkley utilizes a Trackman video analysis system that has cameras, positioned around the field, that provide video analysis of players pitching and hitting. The data produced by the Trackman video system is processed and analyzed by the Game View data program. The program processes the data and provides the coach with spreadsheets that show pitcher velocities on various pitches, pitch movement distance, hitter exit speeds on a batted ball, and other valuable information that a coach can use. The Milwaukee Brewers constructed a performance lab in their newly renovated spring training facility in Phoenix, Arizona. The performance lab utilizes ground force plates with sensors that provide data to be processed by computer programs. This information enables players and coaches to evaluate levels of force players produce into the ground while hitting and pitching (see Four-Year Schools and Milwaukee Brewers video appendix 2 and UC Berkley Video, Trackman, appendix 9).

Objective 3. Observed training sessions at Smash Badminton in San Diego and North Bay Badminton Club in Berkley. These training sessions in conjunction with a developed Badminton resource guide enabled me to add five new badminton training drills into my current class teaching structure. At Smash Badminton I was able to speak with professional coaches about skill development and teaching techniques utilized at Smash Badminton (see Smash Badminton video, appendix 4).

The badminton resource guide breaks down badminton shots and drills that my students can utilize to develop their badminton skills. In the guide there are 16 links to videos with professional instructors teaching various types of shots and techniques in badminton.

Five drills integrated into Badminton class structure:

- Individual warm-up drill: Smash video shows an instructor performing an individual warm-up drill that demonstrates proper footwork and recovery for a drop shot and overhead clear/smash (see Smash Badminton video, individual warm-up drill, appendix 4).
- Backhand drop and lift: Video link demonstrate two players practicing a backhand drop and service clear (see resource guide, backhand drop, appendix 5)
- Smash and recovery drill: Video link shows three players performing a smash and recovery drill (see badminton resource guide, smash and recovery, appendix 5).
- Backhand low service drill: Video link demonstrates how to correctly hold the badminton shuttle to perform a backhand low serve correctly (see badminton resource guide, backhand low serve, appendix 5).
- Forehand clear drill: Video link displays a high-level rally that leads into a teaching segment on the forehand clear (see badminton resource guide, forehand clear, appendix 5).

Objective 4. Developed new fitness components for my body conditioning classes and a kettlebell program for my weight training classes. Observations at Crossfit Force, Santa Rosa Strength & Conditioning (SRSC), Swing Kettlebell (Swing), and online fitness research provided valuable information in developing and adding components to my fitness classes See Swing Kettlebell, SRSC, Crossfit Force, Appendix 7).

The video observation of Crossfit Force, SRSC, and Swing shows students going through high-intensity training (HIT) sessions. Students are performing various strength exercises in succession with no to minimal amount of rest. This type of training provides strength gains as well as improving cardiovascular fitness. The HIT training program document provides 36 exercises that can be utilized in a HIT training session (See HIT Program, Appendix 6). I use these training components in all of my current body conditioning classes.

The Swing training session video shows students performing a wide range of kettlebell exercises and stretching routines (See Swing kettlebell video, appendix 7). The exercise program that I observed has components that I am implementing in my weight training

classes. The Swing observation provided a solid foundation and quality introduction to kettlebell training. This introduction to kettlebell training prompted me to put together a kettlebell exercise routine. Components of this exercise program are being utilized in one of my current weight training class (see kettlebell program, appendix 8).

E. Evaluation Summary

1. How did the sabbatical leave enhance my work performance at college?

I currently teach badminton, body conditioning, weight training, and baseball classes. My independent study leave directly improved my teaching capabilities in regards to my current teaching assignment. My research in conjunction with observations at universities and professional organizations has elevated my level of expertise in all my current classes. This increased knowledge in all the disciplines I currently teach has directly improved my teaching performance at Santa Rosa Junior College.

2. How did this sabbatical leave benefit students in my discipline?

The students and student-athletes have benefited both in the classroom and on the field. I have introduced new drills, exercise components (HIT), developed new training programs and provided resource materials that are improving the student experience in my classes.

- Badminton students are practicing new badminton drills and are utilizing video links from the resource guide to improve their performance and technical abilities in my badminton class.
- Body conditioning students are performing new components of High-Intensity Training (HIT) on a daily basis in class. Feedback from students is positive in regards to the variations of HIT training that are being implemented.
- Weight training students are performing components of the kettlebell exercise training program developed during my independent study leave.
- Student-athletes are benefiting from an improved practice structure. Our current practice structure is extremely efficient in regards to organization and time management. The new drills have been implemented and old drills have been revised to provide an improved learning environment. The research on practice plans and the observations have provided valuable insight in what to do as well as what not to do.
- Student-athletes have also benefited directly from improved technical knowledge that has led to mechanical improvement by the student-athletes. This is in direct response to knowledge gained by time spent with the Milwaukee Brewers organization at spring training and resource guide development that was prompted by reviewing current literature.

3. How did this sabbatical leave benefit my department?

As a Kinesiology, Athletics, and Dance instructor I shared a teaching station with a colleague for the first six weeks of the Fall 19 semester. Our classes at times were in very close proximity to each other. We passed on teaching ideas during conversations prior to and at the end of class

but also unintentionally through casual observations during class. I can only speak for myself, but I continue to acquire knowledge by casual observations of exercise routines and techniques performed by my colleague's students. These casual observations lead to discussions that are a critical component of professional development.

I have provided a copy of the baseball resource guide to a colleague who coaches softball. The game of softball and baseball is similar in regards to practice organization, fielding techniques, throwing and hitting mechanics. The resource guide also provides video links on education, success principles, and leadership.

At the time that I submitted my sabbatical leave proposal the SRJC athletic facility renovation plan that included baseball, softball, and soccer fields was in the discussion phase. These discussions were primarily about the location of our facilities and the challenges posed with limited space at SRJC. Having the opportunity to visit quality universities such as UC San Diego, UC Berkley, Point Loma, and San Diego State's athletic facilities proved to be valuable. UC Berkley and Point Loma were especially beneficial. Both of these institutions have baseball and athletic fields that are designed in areas where space is limited. Having the opportunity to see batting cage designs, different types of playing surfaces, and bleacher design proved to be useful resources for our SRJC athletic fields project.

4. How did your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

My sabbatical leave aligns with the mission statement of Santa Rosa Junior College and the Kinesiology, Athletics, & Dance (KAD) department. All of the disciplines I currently teach were enhanced by the mechanical and technical knowledge gained by my observations and research. This has led to improved organizational abilities and greater student learning experience in my classes. Thus, fulfilling the mission statement goal of preparing students for transfer through the utilization of technical education.

F. Abstract for Board Proposal Summary

Damon Neidlinger's independent study leave advanced his current levels of knowledge in the areas of practice plan organization, facility development, high-intensity training, kettlebell weight training, and technical aspects of badminton. This was accomplished by reviewing literature, observing four-year colleges, a professional baseball organization, professional clubs, and fitness organizations. The review of literature involved research in the areas of baseball practice plans, baseball statistical evaluation methods, badminton instructional video, and fitness programs and training methods. A byproduct of this review of literature produced resource guides for badminton and baseball. These guides will be a living document that will continue to evolve and provide current information to current/future students and coaches. My leave encompassed the college and the department's mission statement of preparing students to transfer to the four-year level. This is being accomplished by improving his student's foundation of knowledge and technical abilities in athletics, physical fitness, and lifelong wellness.

G. Appendices

1. Baseball resource guide
2. Four-Year schools and Milwaukee Brewers video
3. San Diego State batting practice and UC Berkley relay drill video
4. Smash Badminton video
5. Badminton resource guide
6. HIT Program
7. Swing kettlebell, SRSC, Crossfit Force video
8. Kettlebell program
9. UC Berkley Trackman
10. Sabermetrics
11. D1 Practice Plans