Teacher Work Sample

University of Wyoming
Lab School

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Context

- "The mission of the UW Lab School is to create a positive learning community that will recognize, foster, and assess continuous improvement toward high levels of academic and social achievement or ALL students, pre-service teachers, faculty and staff."
- 243 students K-8
- K, 1/2nd, 3rd/4th and Middle School
- University of Wyoming campus
- Project-based curriculum

Context Cont.

- Diversity score of 0.36 which is more than the WY state average of 0.27
- Diversity has stayed flat for over 5 years
- 79% White
- 10% Hispanic
- 6% Black
- 4% Asian
- 1% American Indian

Unit Goals

Unit: Parkour

- (6) 30-minute lessons
- (20) 3/4th grade students

Unit Goal: The students will demonstrate a parkour series in groups of 3 to 4 while demonstrating developmentally appropriate socially responsible behavior. The series will include balances (2 individual and 1 partner) and rolling (1 roll), and transfer of weight (1) with smooth transitions, clear beginning and ending, and change of direction. TSW identify skill cues for balance, rolling, and transferring weight

Alignment

Stages:

- Stage 1: Exploration of Skill
- Stage 2: Combination of skills
- Stage 3: Beginning Series and refinement
- Stage 4: Advanced Series

Parkour Philosophy:

- "To be and to last"
- "Be strong to be useful"
- "Obstacles can be overcome"

Skills:

- Rolling (parkour, front, side)
- Step-like actions (cartwheel, change of direction, tic-tac)
- Flight (vaults, 360, jumps)
- Balance
- Change of speed
- Landings
- Design a series

Assessment Psychomotor

Scoring for Performance in Series:

- Demonstrate all required skills
- Transitional movement is smooth and blends the level at which one action is terminated and the next begins (90% of transitions or more)
- Beginning and end shape is used for 3 counts.
- Variety is shown across actions (i.e., the same skill is not done more than once)
- Sequence is "repeatable"
- Change of direction and speed at least once

Scoring for Foundational Skills:

- Balances are held for 3 counts
- Body parts receiving weight in step-like actions are strong
- Rolls are performed in tight, tucked body positions using entire back
- Landings are clean on two feet (90% of all landings or more)
- All movements are according to safe form
- Free body parts purposely placed

Psychomotor Assessment Con.

3= Excellent (6 descriptors of the target outcome are evident in the series)

2= Good (4-5 descriptors of the target outcome are evident in the series)

1= Needs work (3 or less descriptors are evident in the series)

Advanced Performance (3)

Combined scoring for "Performance in Series" and "Foundational Skills" is 6.

Proficient Performance

Combined scoring for "Performance in Series" and "Foundational Skills" is 4-5.

Non-Proficient Performance

Combined scoring for "Performance in Series" and "Foundational Skills" is 0-3.

Cognitive Assessment

Rubric: Cognitive

Context for Assessment:

Advanced Performance
Scores 8-10 points on gymnastics final quiz

Proficient Performance
Scores 6-7 points on gymnastics final quiz.

Non-Proficient Performance
Scores 0-5 points on gymnastics final quiz.

Affective Assessment

Rubric: Affective

Personal and Social Behavior Criteria:

1. Engages in Tap In/Tap Out daily
2. Tap In/Tap Out score in agreement with teacher
3. Self-reports daily behavior (thumb focus)
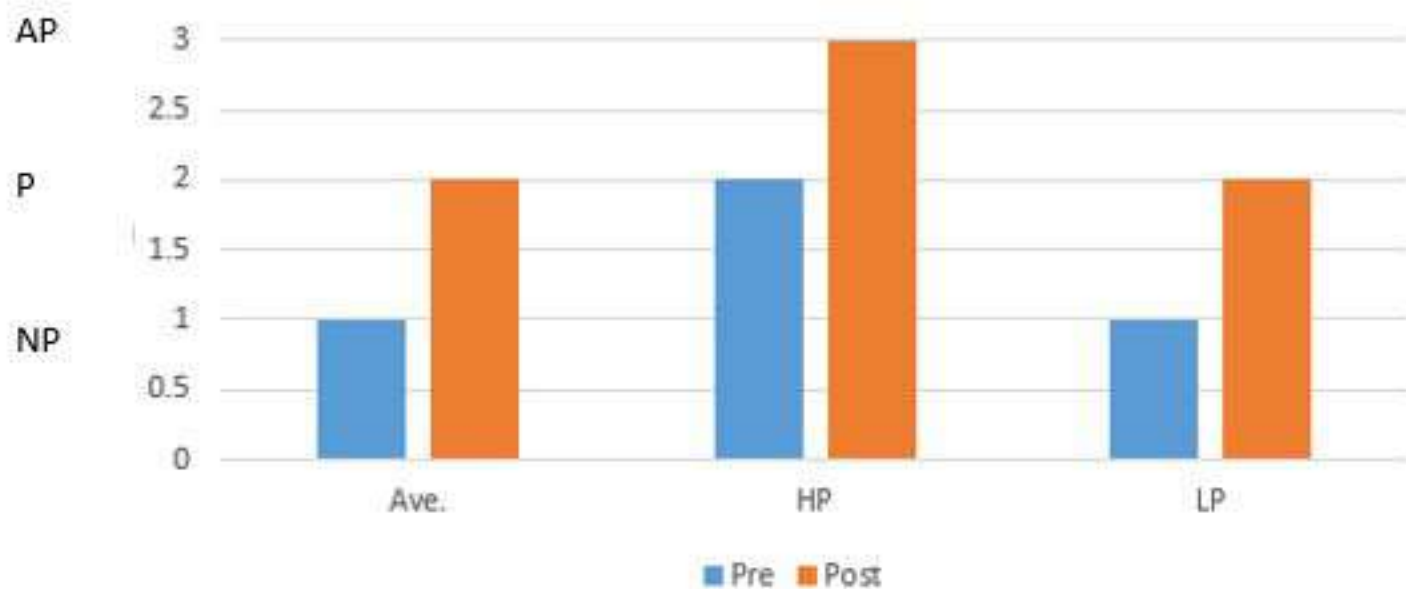4. Thumb focus calculation:

Thumb focus congruence average:

1= thumb down   2= even thumb   3= thumb up

Psychomotor Data

TSWBAT demonstrate a parkour series in groups of 3 to 4 that includes: balances (2 individual and 1 partner), rolling (1 roll), and transfer of weight (1) with smooth transitions, clear beginning and ending, and change of direction.
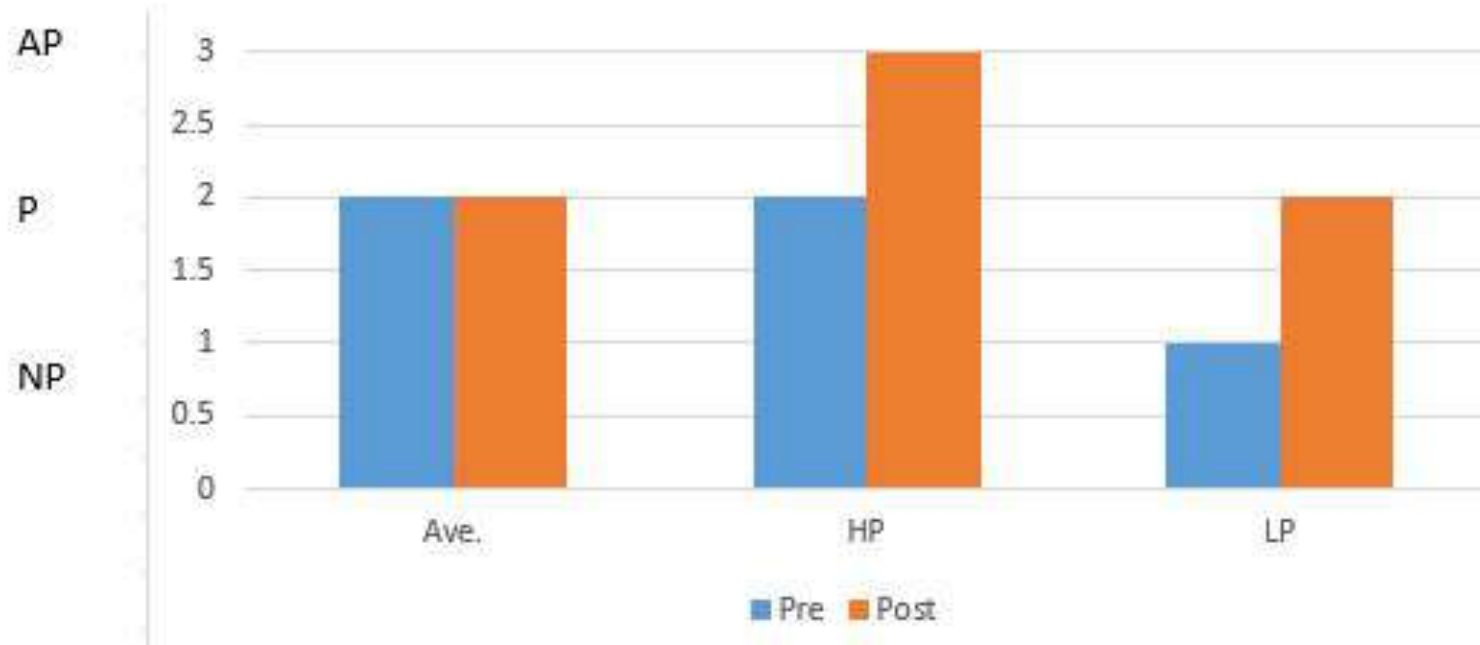
Cognitive Data

TSWBAT identify skill cues for balance, rolling, transferring weight and components of quality movement for a parkour series by scoring an 80% or better on the post quiz

Affective Data

TSWBAT demonstrate developmentally appropriate socially responsible behavior by reporting self-assessment information and a thumb focus performance in agreeance with the teacher for every lesson

Summary

- Motivation is key for refinements
- 70% of students showed cognitive proficiency
- 20% showed psychomotor proficiency
- Positive praise/positive reinforcement helped proficiency

Things I would change for next time:
- More challenging test
- Written affective assessment

Teacher Lessons

- Terminology is important
- Parkour can be highly motivating to students (especially boys)
- Leadership in class is important
- Gymnastics at end of semester is advantageous
- High quality gymnastics is assessed by:
-Quality of performance
-Quality of foundation skill
-Quality of movement concepts
- Tasks to help students understand why aesthetics is important

References

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3) Mitchell, S., Oslin, J., & Griffin, L. (2003). *Sport Foundations for Elementary Physical Education*:

   Champaign, IL. Human Kineteics.Wyoming Physical Education Content and Performance

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   (2014). Cheyenne, WY: Wyoming Department of Education.

4) Nilges-Charles, M. Lynda. (2008). *Assessing Skill in Educational Gymnastics*, Journal of Physical

   Education, Recreation & Dance. 79:3, 41-51, DOI: 10.1080/07303084.2008.10598148