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Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Description:

Name of Artifact: Gym Classroom Observation

Date of Artifact: June 19th, 2024

Course in which this artifact was produced: EDUC 240: Introduction to Health and Physical Education for Elementary Teachers

Brief Description:

I spent June 19th, 2024, 3:30pm to 8:30pm observing a gym class from the point at which students transition from walking into the gym to the point at which they leave. I observed Toddler (3:30-4), mini cheer (4-5), regular classes for ages 8-10 (5-5:30), ages 11-14 (5:30-6), advanced cheer (6-7:30), and two toddler (7:30-8:30). I also observed the teacher management routines, how they worked, how they moved from one activity to another, the reinforcement, how they used equipment, the atmosphere and how everything was overall organized.

Rationale:

What is the artifact?

My artifact is an observation of a gym class, which provides valuable insights into the dynamics of physical education of many different age groups. Through this observation, I was able to witness firsthand how students engage in various physical activities, the strategies employed by the teacher to maintain student interest and participation, and the overall atmosphere of the class. This experience highlighted the importance of structured physical activity in promoting student health and well being as well as the role of the teacher in facilitating a positive and inclusive environment.

Why am I choosing this particular artifact for this standard? Why does it fit here?

Choosing the gym class observation for standard ten makes sense for many different reasons. One being that this standard focuses on fostering an inclusive and engaging learning environment. Observing a gym class allowed me to see firsthand how a teacher manages various student needs, promotes physical activity and encourages teamwork and cooperation. It fits well here because it demonstrates effective teaching strategies in a dynamic setting, showcasing how the teacher adapts to different students' abilities and maintains a positive atmosphere.

How does this artifact relate to the standard as a whole or to a certain part of the standard?

This artifact relates to the standard as a whole by demonstrating the teacher's ability to create a positive and inclusive learning environment, which is a core aspect of many of the educational standards. Specifically, it aligns with parts of the standard that focuses on collaboration. By observing the gym class, I was able to see how the teacher used various strategies to keep students active and involved, handled different skill levels and fostered a sense of community and teamwork.

Reflection:

What are the techniques of the instructor that you particularly liked and the things you might do differently?

During my observation of the gym class, I was impressed by several techniques the teacher used. The variety of activities, stretches, dances, cheers, and even games kept the students engaged and motivated, ensuring they remained interested and actively participating throughout the classes. The teacher's use of positive reinforcement was also noteworthy, praising students for their efforts and achievements helped build a supportive and encouraging atmosphere. Additionally, the clear and concise instructions provided before each activity ensured that students understood what was expected of them and how to perform the tasks correctly and timely. Also, I appreciated the teacher's effort to include all students regardless of their skill levels even though the classes were sectioned off by age, by adapting activities to ensure everyone could participate and feel successful.

However, there are a few things I might do differently. I would have incorporated more wait time after asking questions or giving instructions, allowing students to process the information and think critically before responding (Contant et al., 2017). This technique can enhance student engagement and understanding (Contant et al., 2017). I might also integrate some technology, especially for the younger age groups, to add a more modern twist to the activities and potentially increase student interest and participation. Encouraging more peer feedback during activities could also help students learn from each other and develop their communication and teamwork skills. Lastly, I would like to take some time at the end of the class for students to reflect on what they learned, what they struggled with and may need some help with, and how they felt about the class. This reflection time can help students internalize their learning and provide me with valuable feedback for future lessons or classes. By reflecting on these techniques, I can better understand what works well in a gym setting and identify areas where I can make my teaching approach even more effective.

Notes Regarding Visit:

Date: June 19th, 2024

Time frame: 3:30pm to 8:30pm

Observing: Toddler (3:30-4), mini cheer (4-5), regular classes for ages 8-10 (5-5:30), ages 11-14 (5:30-6), advanced cheer (6-7:30), and two toddler (7:30-8:30). In the Education 240 book it states, "Teachers can divide students into groups by ability, gender, social compatibility, or size", which is exactly what this teacher did (Evans & Sims, 2021).

Warm-up: Teacher used stretches to warm up muscles in the beginning of each class. I know this is important because in the Education 240 classroom book it states, “Warm-up is important, especially for activities that require quickness, force, or endurance” (Evans & Sims, 2021).

Engagement strategies: Variety of activities, stretches, dances, cheers, and even games kept the students engaged and motivated, ensuring they remained interested and actively participating throughout the classes.

Positive reinforcement: The teacher frequently praised the students for their efforts and achievements. Specific phrases used included “Great job!” and “You are doing amazing!” I know this is important because in the Education 240 classroom book it states, “Positive reinforcement and corrective skill feedback are the most important ways you can communicate with your students” (Evans & Sims, 2021).

Clear instructions: The teacher provided clear and concise instructions before each activity. The students seemed to understand what was expected of them and how to perform the tasks correctly.

Inclusivity: The teacher had great effort to include all students, regardless of skill levels even with the different class levels.

Intensity: The older age class levels were more intense and structured compared to the younger age class levels.

Engagement: The students appeared to be highly engaged and motivated. Many were smiling and actively participating in the activities.

Use of equipment: The teacher made good use of available equipment such as cones, pom poms, ropes, balls, mats safety equipment, and stretching equipment.

Feedback: There were many times where the teacher provided constructive feedback to help students improve their skills. I know this is important because in the Education 240 classroom book it states, “Teacher feedback is a critical component in helping students improve on-task behavior and skill development” (Evans & Sims, 2021).

Peer interaction: Students were encouraged to work together and support each other, fostering a sense of teamwork and collaboration.

References:

Contant, T. L., Bass, J. L., Tweed, A. A., & Carin, A. A. (2017). Teaching Science Through Inquiry-Based Instruction (13th ed.). Pearson Education (US).
<https://yuzu.vitalsource.com/books/9780134516691>

Evans, R. R., & Sims, S. K. (2021). Health and Physical Education for Elementary Classroom Teachers (2nd ed.). Human Kinetics Publishers.
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