Professional Development Final Report

Preparing for the Praxis

Shelia L. Jackson

Arkansas Tech University

Arkansas Association for Health, Physical Education, Recreation, and Dance Convention

Little Rock, Arkansas, November 4, 2010

Address correspondence to Shelia L. Jackson, Department of Health and Physical Education, Arkansas Tech University, Russellville, Arkansas 72801 or e-mail (sjackson@atu.edu).

B. Restatement of problem researched, creative work, or professional enhancement opportunity

The purpose of attending the convention was to disseminate information to peers and students in preparing for the Praxis exam and to enhance my professional growth, encourage the development of my students' professional development, be a role model for my students, and gather pertinent information that I can share and disseminate in my classes.

C. Brief review of the research procedure, creative work, or enhancement opportunity

I teach several classes in our department that prepare future teachers in health and physical education. It is important for me to be a positive role model for our students and to demonstrate my support of their professional endeavors by attending sessions in which they and/or my colleagues present. The presentation I made, "Preparing for the Praxis P.E.: Movement Forms-Analysis & Design," covered the components and suggestions for preparing to take one of the five required national exams that future teachers of physical education must pass in order to teach in Arkansas.

D. Summary of findings or outcomes

The session I presented was well attended. Rather than print hard copies of the presentation, I gave my email address to the attendees and sent them electronic copies of the presentation with each request. I received many such requests. In addition to my presentation, I attended seven other sessions, two presented by former Tech graduates (Lindsay Robinson Beaton and Cathryn Gaines), three presented by current Tech students (Dustin Williams, Hannah Winton, Doug Milholen, Haley Roney, Nick Durham, and

Kelli Mayer) , and two presented by my colleagues here at Tech (Diane Walters and Cindra Roberson). I believe it is important for me to support the professional endeavors of my students and colleagues in this manner.

E. Conclusions and recommendations

The program was presented in Little Rock, AR on November 4, 2010 at the Arkansas Association for Health, Physical Education, Recreation, and Dance State Convention. A copy of the program page and Power Point presentation are attached on the following pages.

Shelia L. Jackson, Ph.D.
Arkansas Tech University

PREPARING FOR THE PRAXIS P.E.: MOVEMENT FORMS- ANALYSIS & DESIGN

General Information

- 2 questions with 5-6 components each (essentially, 10-11 short answer/essay questions)
- question on sport/dance skill (30 points)
- question on HRPF component from the Fitnessgram (30 points)
- ONE HOUR TIME LIMIT
- Do not have to answer in complete sentences.
- Spelling and grammar do not count.
- Don't panic. You know the information.
- Tests At A Glance: http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

Skill Related Section #1

- Pick one of the three given skills and identify three major components of that skill (task analysis).
- Team sport skill (e.g., soccer throw-in, volleyball set,), Individual sport skill (e.g., spare bowling, tennis serve), and generally either a dance (e.g., Line dancing, Mexican Hat Dance) or gymnastics (e.g., cartwheel, forward roll) skill.
- **Don't panic** if you're not real familiar with any of these skills. Remember that MOST skills can be broken down into preparatory, force production, and follow-through stages.
- Don't spend more than a couple of minutes jotting down these three components…time is of the essence.

Skill Related Questions 2-4

- For the skill you selected in #1, develop an age appropriate lesson/activity for:

- #2 K-2nd with beginning/novice skill level

- #3 3rd-6th with intermediate skill level

- #4 7th grade and up with advanced skill level

Skill Related Questions 2-4

- Use Motor Development Principles :
  - progressions
  - big to small, slow to fast, stationary to moving, short to long, simple to complex
- Use Motor Learning Principles:
  - forward & backward chaining
  - body scaled equipment
  - process/product
  - whole/part learning
- Use Biomechanical Principles:
  - levers
  - stability
  - Newtons Laws

Skill Related Question #5

- Describe some concept you used in questions 2-4 from motor learning, motor development, biomechanics, or exercise physiology.
- Motor development (using developmentally appropriate equipment, distance, and heights and progressions)- volleyball serve- I had first graders start out serving cloth covered balloons over a five foot net from ten feet, then beach balls from 15 feet, and finally foam volleyballs from 20 feet.

Health Related Physical Fitness/Fitnessgram

- A health-related fitness test battery includes the BACK-SAVER SIT-AND-REACH. The table printed indicates the HEALTHY FITNESS ZONE for four individual boys and girls for the indicated test and the individual's score on that test. http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf
- Other components of the Fitnessgram include: PACER, **One Mile Run**, Walk Test, Shoulder Stretch, Curl-Up, Trunk Lift, Push-Up, **Flexed Arm Hang**, Skin-Fold, **Modified pull up**, and BMI.

BACK-SAVER SIT-AND-REACH

Parts	Individual/Age	HFZ	Score
I.	6-yr. girl	9 inches	6 inches
II.	10-yr. boy	8 inches	6 inches
III.	13-yr. boy	8 inches	8 inches
IV.	16-yr. girl	12 inches	6 inches

For each of these students, describe a safe and effective six-week program of exercises that individual could engage in to improve his/her score, or to maintain fitness if already in HFZ. The programs should be age and developmentally appropriate and also appropriate for the fitness level indicated by the individual's score.

http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

Sample Response Score 23/30

The following exercises will be used for each of the four students:

When doing each exercise, the student should get into exercise position, feel a slight stretch, and then slightly back off the stretch, and hold the stretch for the appropriate time. As the student goes through the six weeks, flexibility will increase and their distance per stretch will increase. It is important to do static stretching (holding the stretch) rather than ballistic stretching (bouncing into the stretch)- No Bouncing.

http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

Sample Response Cont.

- Exercise #1 – sitting stretch with legs out in front, knees slightly bent. Bend forward, reaching toward toes.
- Exercise #2 – sit with one leg extended out, knee slightly bent. Foot of opposite leg is brought in so that the bottom of the foot is touching the inside of the outstretched thigh. Reach forward toward the extended leg as far as possible. Repeat with legs in reverse position.
- http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

6-yr. girl 9 inches 6 inches Needs to improve in this area.

Week	Activity and Frequency	Time Held
1	She will do both of the 2 exercises 3 times per week.	8 seconds
2	Both exercises 3 times/week.	10 seconds
3	Both exercises 4 times/week.	12 seconds
4	Both exercises 4 times/week.	15 seconds
5	Both exercises 5 times/week.	20 seconds
6	Both exercises 5 times/week.	25 seconds

10-yr. boy 8 inches 6 inches
Note: Program same as 6 year old girl. He also needs to improve in this area.

Week	Activity and Frequency	Time Held
1	He will do both of the 2 exercises 3 times per week.	8 seconds
2	Both exercises 3 times/week.	10 seconds
3	Both exercises 4 times/week.	12 seconds
4	Both exercises 4 times/week.	15 seconds
5	Both exercises 5 times/week.	20 seconds
6	Both exercises 5 times/week.	25 seconds

13-yr. boy 8 inches 8 inches Needs to maintain & improve.

Week	Activity and Frequency	Time Held
1	He will do both of the 2 exercises 4 times per week.	10 seconds
2	Both exercises 4times/week.	12 seconds
3	Both exercises 5 times/week.	15 seconds
4	Both exercises 5 times/week.	20 seconds
5	Both exercises 5 times/week.	25 seconds
6	Both exercises 5 times/week.	25 seconds

16-yr. girl 12 inches 6 inches

Week	Activity and Frequency	Time Held
1	She will do both of the 2 exercises 3 times per week.	5 seconds
2	Both exercises 3 times/week.	8 seconds
3	Both exercises 4 times/week.	10 seconds
4	Both exercises 4 times/week.	12 seconds
5	Both exercises 5 times/week.	15 seconds
6	Both exercises 5 times/week.	20 seconds

Question #5

- Describe some principle you used from motor learning, motor development, biomechanics, or exercise physiology to justify or explain some aspect of one or more of the recommended exercise programs. Explain how this principle justifies or explains that aspect of the program or programs.
- http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

- Exercise physiology: specificity, overload, and FITT

Sample Score 23/30 cont.

- The exercise physiology principle of specificity is used throughout all of the exercise programs. In the area of flexibility, the principle of specificity indicates that flexibility is joint-specific-meaning that the specific area of the body must be stretched to increase flexibility. The two exercises that have been selected for all of the exercise programs help to increase flexibility in the hamstrings and the lower back area, which are the areas that are being measured in the Back-Saver Sit-and-Reach.
- http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

Sample Response Score of 8/30

- The Back-Saver Sit-and Reach test flexibility. The 6 year old girl scored 6 in. and the healthy fitness zone is 9 in. She needs to improve in this area. The 10 year old boy scored 6 in. and the healthy fitness zone is 8 in. He needs to improve in this area. The 13 year old boy scored 8 in. and the healthy fitness zone is 8 in. He needs to maintain in this area. The 16 year old girl scored 8 in. and the healthy fitness zone is 12 in. She needs to improve in this area.
- http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf

6-week program for each of the students
This program should be done 3 x per week

Week	Activity	Time Held
Wk 1	Standing toe touches	5 seconds
Wk 2	Standing toe touches	8 seconds
Wk 3	Standing toe touches	10 seconds
Wk 4	Standing toe touches	12 seconds
Wk 5	Standing toe touches	15 seconds
Wk 6	Standing toe touches	20 seconds

Sample Score of 8/30 cont. #5

- The principle of exercise physiology is used when doing the exercise to develop flexibility.
- http://ets.org/Media/Tests/PRAXIS/pdf/0092.pdf
- DON'T BE AN 8!

Test Yourself

- A 7 yr. old boy gets a score of 3 on curl ups (HFZ 4-14). I set up a six week program in which I have him doing "dead bug" exercises and crunches as shown. Dead bug requires the student to lie on his/her back and alternate bringing first his left arm/right leg up followed by her/his right arm/left leg. This exercise works on the abdominals and is easier than other abdominal exercises (e.g., crunches, sit-ups). For crunches, I require him/her to slowly raise and lower her/his shoulder blades off the floor.

Describe some principle I used from motor learning, motor development, biomechanics, or exercise physiology to justify or explain my answer.

Week	Activities and Frequency	Number of Repetitions
1	Dead Bug Tues/Thurs Crunches	5 2
2	Dead Bug MWF Crunches	10 2
3	Dead Bug MWF Crunches	15 2
4	Crunches MWF Dead Bug	3 20
5	Crunches MTRF Dead Bug	4 20
6	Crunches MTRF Dead Bug	5 20

- I chose the skill of fielding a softball on the Praxis and in order to incorporate that skill in a class of unskilled first graders, I have them roll an eight inch playground ball to the wall, and they must then stop the ball on the rebound out in front of them with their hands while centering the ball with their legs and bending their knees. As the students improve, I have them roll the balls to the left and right so that they must slide/shuffle across to intercept the ball. I then substitute smaller balls and have them increase the speed of the rolls. Finally, I have students throw a tennis ball at the wall, stop it as described above, and then step and throw it at the wall as if throwing to a base.

- Describe some principle I used from motor learning, motor development, biomechanics, or exercise physiology to justify or explain my answer.

Resources

- Elementary physical education textbooks
  - eg, Pangrazi, R. (2004) Dynamic Physical Education for Elementary School Children(14th ed). San Francisco: Pearson/Benjamin Cummings
- Physical education sports books
  - eg, Schmottlach, N. & McManama, J. (1997) The Physical Education Handbook (9th ed). Boston: Allyn and Bacon
- How to play a sport books
  - eg, tennis, raquetball, bowling, folk dance, swimming, etc.
- Measurement textbooks
  - e.g., Miller, D. K. (2011) Measurement by the Physical Educator; Why and How (6th ed.). New York, NY: McGraw-Hill
- Fitness textbooks
  - eg, Fahey, T.D., Insel, P.M. & Roth (2011) Fit & Well (9th Edition). New York, NY: McGraw-Hill

- Thank you!