

Secondary Curriculum & Methodology in Teaching Physical Education (PEDG 3380_Sec. 2)

“Preparing Educators for a Changing World”

The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for “lifelong learning” and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

INSTRUCTOR: Dr. Mihae Bae
DATE & TIME: Thursday 8:00am - 12:00pm
CLASSROOM: Rm. #104 in Education building & Port Neches Middle School
OFFICE: Rom # 214, HHPA building
PHONE: 409-880-8705 (Office)
E-MAIL: mbae@lamar.edu

NOTE: E-mail correspondence is welcome. Please use PEDG 3380 in the subject line when you send e-mail messages concerning class.

EMERGENCY INFORMATION: Instructions for specific emergencies, such as severe weather, chemical release, active shooter, or fire can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>

OFFICE HOURS: Monday & Wednesday 11:20 am -1:50 pm
Thursday 1:20pm - 2: 20 pm

REQUIRED Textbooks: Rink, Judith. (2014). *Teaching physical education for learning*(7th ed.). New York: McGraw-Hill Humanities. ISBN # 978-0078022692

Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

Wynne, Sharon (2008). TEXES Physical Education EC-12 158 Teacher 158 Certification Exam. XAM online, Inc. Boston. ISBN # 978-1-58197-620-5

ADDITIONAL materials: Mitchell, S., Oslin, J., & Griffin, L. (2013). *Teaching sport concepts and skills: a tactical games approach for ages 7 to 18*. Champaign, IL: Human Kinetics.
Jewett, A., Bain, L., & Ennis, C. (1995). *The curriculum process in physical education* (2nd ed.). Dubuque, IA: Brown Communications, Inc.

Course Description

This course (PEDG 3380) is the second component of a two-part series for future teachers on the Pedagogy track. Part I (PEDG 4340), is Teaching P.E. in the Elementary School and is taken on Tuesdays with Ms. Mullican at a selected site-based school. This course is taken on Thursdays in conjunction with PEDG 4340, but gives students the opportunity to observe teaching P.E. in the Secondary school at a selected site-based school. Through a combination of lecture, discussion, observation, and group activities, students will gain a knowledge base of programs, teaching strategies & methodology, in addition to ways to handle problems and issues when teaching physical education. The structure and organization of the curriculum, materials and methods used to deliver instruction, as well as they type of evaluation used in secondary schools, will be examined. This is a field-based course and more than 50% of the time allotted for the course will be spent in a public school setting. This course of study facilitates excellence in teaching by bridging the gap between theory and application.

Specifically, this class is designed to provide secondary physical education teachers with the skills and knowledge to become effective, innovative, reflective, and caring teachers. The class will identify the principles and strategies of developmentally appropriate secondary physical education practice. Four main areas of knowledge and practice will be addressed including: a) planning and preparation, b) the classroom environment, c) instruction, and d) professional responsibilities. The instructional strategies for the class include a combination of lecture, observation, discussion, and, most importantly, field experience in a physical education setting. Students will spend half of their time in a college classroom studying theory and strategies and half of their time in a secondary school setting. Students will be assigned a master P.E. teacher in the public school setting where they will have the opportunity to observe, assist, and ultimately be responsible for delivering physical education instruction. The university instructor will supervise the school settings throughout the semester to monitor learning and progress of the students. In addition, the university instructor will model developmentally appropriate instruction in the secondary school(s) and interact with the school P.E. teachers and students on a regular basis to ensure and enhance learning.

Educator Preparation Standards

Great care has been taken to assure students that the subject matter of this course is consonant with the State Board of Educator Certification. The content of this course is specified in the form of standards that subsume objectives calling for knowledge, applications, and dispositions. The student should become familiar with these statements that should guide them in the quest for learning. These objectives have been selected to equip students to teach the Texas Essential Knowledge and Skills (TEKS) public school curriculum. The TEKS objectives will be covered extensively and utilized in all lesson plans for activities at the site-based school. TEKS objectives are available and can be downloaded from the Texas Education Agency (TEA) web site: www.tea.state.tx.us and must be used in all lesson planning.

Course Objectives

(The complete statements are accessible on the College of Education and Human Development web site, www.lamar.edu or from the Texas Board of Educator Certification web site at www.sbec.state.tx.us.)

Upon completion of this course, Kinesiology teacher candidates will be able to:

- continue to develop a knowledge base in the discipline and the pedagogical aspects of the secondary physical education curriculum.
- identify and present the significant contributions of physical education in the learning and development of students.
- become acquainted with current programs, problems, issues, and concerns in the field of physical education.
- understand and respond to the current trends that may impact the profession on national, state, and local levels.
- understand and respect the unique contributions of physical education to the overall education of the student.
- understand physical fitness and wellness and their place in the secondary school program.
- understand and relate to the influence of contextual factors on the design of physical education curricula with particular focus on urban schools.
- continue to develop management strategies for a physical education environment.
- provide opportunities for students to practice planning and organizing physical education content that will be presented at the secondary level.
- introduce and familiarize the students with the secondary school schedule and climate. confront issues the novice PE teacher ultimately faces in the public schools.
- develop and implement lessons which are developmentally appropriate for the secondary student.
- create lesson plans which include grade appropriate TEKS objectives.
- design authentic assessment that is individualized to evaluate student skill performance.

Class Objectives

1. To become familiar with selected topics on teaching physical education which are relevant to teachers/coaches at all grade levels.
2. To explore selected topics through weekly lessons in the required text and independent readings.
3. To research, investigate, and reflect on topics discussed in class.
4. To develop substantiated and well-founded positions on current questions & issues in physical education and determine how to integrate these positions into future teaching practices.
5. To develop and implement presentations, projects, reports, etc. through creative thinking, experiential learning, cooperative learning, and other techniques.

SACS - Southern Association of Colleges and Schools

- Evaluate the school's adherence to standards.
- Assess the effectiveness of the school's improvement efforts.
- Review performance results & how those results are used to inform improvement efforts.
- Provide high-quality feedback with clear recommendations and actionable next steps.
- Make an accreditation recommendation.

(NCATE) - National Council for Accreditation of Teacher Education

- Prepare future teachers for preschool, elementary, & secondary schools.
- Prepare graduates from the department who are competent, caring, & qualified to help students learn.
- Prepare graduates from the department who have acquired the knowledge, skills, and dispositions necessary to help all students learn.

C.O.E. Statement: Students enrolled in the PEDG 4340 & 3380 courses are required to take the practice tests in the C.O.E. testing lab. Students will be instructed to take both the PPR (Professional Responsibilities) exam AND the content (Kinesiology) exam.

Course Content

- Behavioral Objectives
- NASPE & TEKS objectives
- Lesson Format
 - Instant Activities
 - Set Induction
 - Lesson (Cognitive, Affective, Psycho-motor)
 - Cool-down
 - Closure
 - Reflection
- Unit Planning
- Delivery Systems and Questioning
- Providing Feedback (FB), Knowledge of Performance (KP), Knowledge of Results (KR)
- Peer-Group Learning
- Technology in Practice
- Authentic Assessment
- Teaching Styles & Skills
 - Modeling
 - Whole vs. Part
 - Normal vs. Slow
- Individualized Instruction

- Interdisciplinary Teaching Strategies
- Discipline Procedures and Management Skills
- Texas Teacher Proficiencies
- Professional Responsibilities
- Communication Skills
- NASPE Standards
- TExES Content Exam – Physical Education (#158) Kinesiology content

Course Requirements:

Assignments must be turned **in by email at least one day before the due date** in order to get feedback from the instructor (Dr. Bae), and then by hard copy **on the due date**. Ten percent (10%) of the score will be deducted for late papers each day after the due date.

1. Attendance & Participation – 150 points

This is a process-oriented class. Active learning and participation are the focus of the class. All information for learning will be presented through lecture, discussion, and presentations.

Therefore, **attendance is essential**. Members who miss lesson and module presentations will be given a grade of zero for the missed lesson or presentation. Also, each member is responsible for being in class on time. When at the site-based school, members are expected to stay until 12:00 pm and may not leave early.

- Students who cannot attend class due to a health issue or family emergency should **make an appointment with me** as soon as possible to discuss the content that they miss.

2. Unit Plan - 200 points

Each member will be able to demonstrate knowledge of technology in the classroom by designing a 6-week unit plan that includes lessons to be used for teaching P.E. classes by using a computer software program such as Microsoft Word. All members must use the unit plan form provided by the instructor.

3. Lesson plans – 250 points

Members of the class will be required to teach five consecutive lessons which take approximately 50 minutes each. To do so, each member must submit five consecutive lesson plans for teaching **before** visiting the school. The lesson plans should be developed based on guidelines provided by the instructor, Dr. Bae.

4. NASPE and TEKS Objectives – 100 points

Members of the class will be assigned a grade level for the categories: Middle School or High School. Each member will be responsible for gathering both the NASPE and TEKS objectives for that grade level. These physical education objectives will be typed and submitted in the

guided lesson plan format. To develop lesson objectives, you are required to turn in two homework assignments.

5. **Authentic Assessment & Evaluation - 100 points**

Each member will design an assessment instrument to be used to evaluate the skill performance of students in the site-based school. In order for all the members to design the instrument, every member will be required to create individual task sheets in relation to developmental task analysis. Also, they will be required to evaluate classmates' teaching by using the peer evaluation form.

6. **Reflection Papers - 270 points**

Every week, each member will submit a paper reflecting on events that took place during the week. All members of the class must follow the guidelines for two observation papers and five reflection papers in order to make comments, reflections, suggestions and reflective thoughts regarding things that took place *during those class sessions* (Port Neches Middle School). Thirty points will be given for each paper. At the end of the semester, you will submit a 5- 9 page (60 pts.) final reflection paper that reflects on methods, strategies, and techniques learned through observation and participation at the site-based school during the semester.

7. **General Assignments – 150 points**

All members will be required to review *four* scholarly articles (30 pts. for each article), and also submit one paper presenting information gathered about the school for field experiences (30 pts.).

8. **Final Exam – 100 points**

Each member will be required to take one final exam during the scheduled time.

9. **Professionalism – 100 points**

Members of class are required to appear and behave PROFESSIONALLY. In particular, each member should communicate respectfully with collaborative teachers as well as middle school students.

The grading scale is as follows:

A = 1390 - 1420 pts.

B = 1360 - 1389 pts.

C = 1330 - 1359 pts.

D = 1300 – 1329 pts. (Student will be reported to the C.O.E.)

F = < 1300 pts. (Student will be reported to the C.O.E.)

Tk20:

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, applications for field experience, professional testing and certification recommendations will be collected, processed or archived through the Tk20 secure portal.

It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as part of an educator preparation program. This user account may be utilized for seven years from the activation date.

<http://lamar.tk20.com>

T-CERT

TExES Certification Exam Review for Teachers (T-CERT) is a portal – based educator test preparation program provided through a partnership with the Texas Education Agency. The site is designed to enhance the preparation you have received through your teacher preparation program.

Modules provide reviews for several of the most popular teacher certification areas. The T-CERT review includes online content, handouts, presentations, videos, practice questions and scheduled on-line chats with others preparing for the same exam and a subject matter expert. T-CERT is provided at no cost and **the certificate of completion for the T-CERT PPR review will be required in order to register for the Lamar Proficiency Test, EC-12 PPR.**

Completion of the T-CERT review meets educator preparation requirements of TAC §228.35 (a)(3)(C).

Go to <https://pact.tarleton.edu/TCERT/> to access T-CERT.

ADA Statement

This course is dedicated to providing the least restrictive learning environment for all students. This class promotes equity in academic access through the implementation of reasonable accommodations as required by the Vocational Rehabilitation Act of 1973, title v, section 504 and the Americans with Disabilities Act of 1990 (ADA), which will enable students with disabilities to participate in and benefit from all post-secondary educational programs and activities. It is also the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to equal educational opportunities. Any student with a documented disability who needs accommodation (e.g. seating placement, or arrangements for exams, notes, etc.) should notify the professor at the beginning of the course.

Special Needs

Students with special needs should notify the instructor immediately so that arrangements can be made in order to accommodate them. Special accommodations for assignments and tests should be made by contacting the Center for Students with Disabilities. The Office of Services for Students with Disabilities (SFSWD) can be reached at 409.880.2225 or <http://dept.lamar.edu/sfswd> (see page 22 in the Student Handbook/General Catalog).

Academic Misconduct

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts constitutes academic misconduct and dishonesty (e.g., copying, cheating, plagiarism, dual submission, collusion, etc.) in the Undergraduate Studies Handbook. Students are expected to do original work, including class assignments, exams, and labs. Penalties include failure for the assignment (a grade of zero) and possible stricter penalties, where appropriate. Such action can include failure of the course and suspension from the University. Refer to your Student Handbook for Lamar University Academic Appeals Procedures.

Classroom Conduct & Behavior

Members of the class are expected to conduct themselves in an orderly fashion while in class. Unacceptable behavior (as described in the Student Handbook) will **NOT** be tolerated. Members failing to comply with university policy will be asked to leave the classroom. Failure to comply will result in removal from the class by campus security. When at the site-based schools, dress codes and other school policies are to be honored (e.g., no baseball caps allowed; Lamar I.D. tag visible, and Kinesiology Department polo shirt only).

Additional Notes

Students are expected to conduct themselves in an orderly fashion while in class. Electronic devices may be used for course related purposes during class. However, text messaging or visiting social media during class or field experience will be regarded as unacceptable behavior requiring the student to **leave** the classroom immediately. In the case of an emergency, notify the instructor before class, then when the emergency page is received, please step out into the hall to receive the call. As a precaution, be sure your electronic device has ID information attached.

2. In accordance with the Family Education Rights and Privacy Act (FERPA, 20 USC §1232g), students may inspect their education records. In addition, FERPA limits disclosure to others of personally identifiable information from education records without the student's prior written consent. Although FERPA provides students the opportunity to seek access to and correction of their education records where appropriate, privacy is a priority at Lamar University. For more information on FERPA and the release of students' information, check with the registrar's office.

In addition, some student records contain private health information and are subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA, Public Law 104-191). For more information on H.I.P.A.A. and the protection of private health information, check with the Health Center, in accordance with H.I.P.A.A. Therefore, in accordance with both FERPA and HIPAA, student information is considered private and cannot be released. In order to respect the privacy of student information due to the aforementioned, grade will not be disclosed or discussed via the internet or over the telephone.

3. The course syllabus outlines the expectations for successful completion of the course and serves as the contract for student. Unfamiliarity with the contents of this syllabus does not constitute a valid reason for failure to adhere to it.

EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: <http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Here are procedures for the first two:

➤ Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

➤ Violence/Active Shooter (CADD):

- CALL - 8-3-1-1 from a campus phone (880-8311 from a cell phone) to reach the University Police. Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch, but not the University Police.
- AVOID the danger. If possible, self-evacuate to a safe area outside the building. Follow directions of police officers. If told to evacuate, do so immediately.
- DENY entrance- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Academic Continuity Statement:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to the Lamar University home page (www.lamar.edu) for instructions about continuing courses remotely.

Syllabus Subject to Change:

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

(PEDG 3380_2)

Schedule (Thursday)

Note: all assignments including lesson plans and unit plans should be turned in via e-mail at least one day before due date

Date	Topic	Ch.	Assignments
9/7	Orientation, the first day/overview of course <ul style="list-style-type: none">• Quality of Physical Education and Effectiveness• Fundamental Terms & Management Skills• Developing/maintaining a Learning Environment Professional Responsibilities	1, 2, & 6	
9/14	Content & Instruction: <ul style="list-style-type: none">• Planning• Communication Skills• Questioning & discussion techniques• Monitoring of student learning• Lamar Proficiency Exam (e.g., content test) Observation and Classroom Environment <ul style="list-style-type: none">• Managing classroom & student behavior• Observation	5, 10, & 14	Article Review 1 (due 9/13 by 5pm)
9/21	Planning & Preparation: <ul style="list-style-type: none">• Curriculum Development• Content Knowledge and Pedagogical Content Knowledge• Instructional Strategies and Learning Theories• Lesson Plans	3, 4, & 5	Observation Paper (1) (due 9/13 by 5pm)
9/28	Planning & Preparation: <ul style="list-style-type: none">• Lesson Plans & Unit Plans• Designing Coherent instruction• Assessment in the Instructional Process	5, 9, & 11	Observation Paper (2) (due 9/20 by 5pm)
10/5	Instruction: <ul style="list-style-type: none">• Content-Specific Pedagogy• Different Teaching Strategies• Communication Skills• Questioning & discussion techniques• Monitoring of student learning	8, 12, & 13	Article Review 2 (due 10/4 by 5pm)
10/12	Instruction: <ul style="list-style-type: none">• Feedback• Changing and Modifying Tasks for Individuals	7, 10, & 11	

	<ul style="list-style-type: none"> Assessment in the Instructional Process 		
10/19	Field Experience <ul style="list-style-type: none"> Feedback Changing and Modifying Tasks for Individuals Assessment in the Instructional Process 	5 & 17	Article Review 3 (due 10/18 by 5pm)
10/26	Field experience <ul style="list-style-type: none"> Observation of classroom lessons Changing and Modifying Tasks for Individuals Assessment in the Instructional Process 	4, 5, & 11	Reflection 1
11/2	Field experience <ul style="list-style-type: none"> Changing and Modifying Tasks for Individuals Assessment in the Instructional Process Class discussion 	5 & 13	Reflection 2
11/9	Field experience <ul style="list-style-type: none"> Changing and Modifying Tasks for Individuals Assessment in the Instructional Process Class discussion 	4 & 11	Reflection 3 & Article Review 4 (due 11/8by 5pm)
11/16	Field experience <ul style="list-style-type: none"> Lesson plans Assessment in the Instructional Process Class discussion 	5 & 11	Reflection 4
11/30	Field experience <ul style="list-style-type: none"> Lesson plans Assessment in the Instructional Process Class discussion 	5, 10, & 11	Reflection 5 & Final Reflection Paper
12/7	Final Exam		