

**PED 428 Teaching Methods in Secondary Physical Education  
Capstone Class - Fall 2017**

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**Credits and Meetings:**

Credit Hours: 3  
Course Days: Mon & Wed 8-9:15  
Course Location: HEC 119

**Text and Reading Materials:**

Article Readings - TBA

Doan, R., MacDonald, L. & Chepko, S. (2017). Lesson Planning for Middle School Physical Education: Meeting the National Standards & Grade Level Outcomes. Human Kinetics, IL.

SHAPE America. (2014). National Standards & Grade-Level Outcomes for K-12 Physical Education. Champaign, IL: Human Kinetics. **(purchase)\*\*\***

**Support Text (for purchase):** Only because it is special for Middle school level.  
Hichwa, John (PECentral) Right Fielders are People Too, Human Kinetics.

**Other resources available for students:**

EdTPA Physical Education Assessment Guide.

PE4Life: Developing and Promoting Quality Physical Education. 2007 Human Kinetics.

Maximum Middle School Physical Education. Hirt, Mary and Ramos, Irene. (2008). Human Kinetics. CD-ROM includes over 150 resources.

Teaching Middle School Physical Education. Mohnsen, Bonnie. 3<sup>rd</sup> Edition(2008). Human Kinetics. CD-Rom with handouts and checklists.

Teaching Secondary Physical Education. Himberg, Hutchinson and Roussell (2003). Human Kinetics.

Various professional documents-NASPE; SHAPE America; DPI; SPARK

## **Course Expectations:**

To succeed in this course, be prepared to be thoroughly immersed in the material by reading, sifting and reflecting upon the scholarship of teaching. Apply all the course has to offer to effective teaching in the middle and high physical education.

1. Complete all required readings and assignments prior to each class meeting.
2. Attendance - see course policy below addressing attendance.
3. All assignments must be typed (must be supported by MS Word) and turned in on time. No late work or work placed in the wrong drop box will be accepted or graded.
4. Weekly attendance and promptness are required in your practicum. This course may not be successfully completed without all 18 practicum hours completed and related assignments.
5. Come to class prepared to be active.
6. A willingness to learn and discuss new topics, especially electronic and innovative programs. Students will be engaged and take the initiative in discussions.

## **Course Objectives:**

1. Develop teaching competencies in the middle and high school level, and provide appropriate content for instruction.
2. Understand how students with broad ranges of ability learn and the impact of motivation upon adolescent behavior.
3. Begin to appreciate the impact of teaching and learning in PE
4. Be able to create an atmosphere that is conducive to learning for all students.
5. Develop different teaching styles and lesson plans
6. Provide a variety of choices so that all students can be successful.
7. Develop a teaching portfolio that meets DPI teacher certification mandates.
8. Opportunity for practicum teaching experiences and reflection from the instructor.
9. Become a reflective practitioner who seeks out opportunities to learn with others.
10. Prepare materials and finalize plans for student teaching and subsequent placement/hiring
11. Collaborate with school professionals and agencies to provide quality physical education programming and promotion of physical activity.
12. Begin to be a proactive advocate for the subject and discipline.

## **Professional Teaching Expectations:**

1. Dress appropriately for the activity of the day.
2. Appropriate, professional looking hats may be worn outside the classroom environment only. Always wear a jacket, hat, gloves and other appropriate clothing for the weather if going outside.
3. All clothes must be clean and free of stains, holes, rips and should fit properly. Tuck in most shirts, especially t-shirts. Tops must cover back when you lean over –please, no underwear may be visible! Shirts may not have inappropriate language, logo, or innuendo. Cover all visible tattoos when teaching children.
4. When observing in the area schools, you are required to wear professional looking attire. Polo shirts, plain t-shirts, and UWSP shirts and sweatshirts are appropriate. No jeans or sweatpants (especially tight yoga pants) are to be worn during observation. Remember, you are representing an institution of higher education.
5. Before each visitation, please check in at the school office, and be early for your assignment.
6. Think before you act: touching students w/out permission, appropriate language, picking your nose, “adjusting yourself” etc. Children are also watching!!

## Course Evaluation Expectations:

### Lecture Evaluations

1. *Reading Analysis*.....125 points

2. *Non-traditional activity* .....30 points

Each student will present/teach a lesson with accompanying handout(s) and outline on a non-traditional activity for the 7-12 level and lead the class in the activity.

3. Mid-Term

*Cover Letter and Resume*.....30 points

*Interview Reflection*.....30 points

*WHPE Attendance*.....40 points

4. Final

*Grant Proposal*.....100 points

*e-Portfolio* .....25 points

The portfolio is a collection of materials that document the teaching skill and readiness to assume a teaching position upon receiving licensure from DPI. The 428 final project is similar to the Seminar requirement; the portfolio must be web based or on D2L (recommended), address all performance tasks in each certification area. e-Portfolios are personal in nature, but should include the best artifacts that reflect professional growth from PE, Health and PEX, in the performance tasks that demonstrates competency of the INTASC standards. All artifacts must be accompanied by a synopsis (introduction) and reflection.

- SOE template with links to all artifacts under the proper content links
- Teaching philosophies on the main page
- A table with PE and Health performance tasks for each course in the major. Completed with SOE reflection form and which standard was met.
- Reflective pieces becoming more important; all artifacts placed in the portfolio must have the proper headings of synopsis and reflection

### Practicum Lab Evaluations

*Practicum*.....300 points

Each candidate will pick a middle and a high school teacher to complete the 18-hour practicum lab. The lab hours will be split equally between each placement (9hrs). During the lab, you will maintain a practicum portfolio. This portfolio will be used to evaluate your practicum experience, as well as help you stay organized. Please see the Practicum Portfolio Expectations document for in-depth instructions and rubric.

#### **Total Points:**

Lecture 400 points

Practicum 300 points

**Total 700 points**

#### **Grade are calculated by percent**

93-100% A 87-89% B+ 77-79% C+

90-92% A- 83-86% B 73-76% C

80-82% B- 70-72% C-

**Ex. 94% of 700 = 658**

## Course Policies:

1. **Accommodations of Candidates with Disabilities** - UWSP is committed to providing equal educational opportunities for candidates with documented disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact Susie Rood in the Disability & Assistive Technology Services Office (LRC 603), and complete an Accommodations Request form. Phone: 346-3365 or email [srood@uwsp.edu](mailto:srood@uwsp.edu)*

2. **Attendance - Required attendance, an unexcused absence will affect grade. As 428 is the capstone course that prepares majors for student teaching, the same expectations for behavior and professionalism are present. That means you are here every day or you contact me prior to class if sick, injured or unable to make the class.** I will grant one unexcused absence; any further absences will affect the total points for each absence. Likewise, any tardy will also result in loss of points. Approved campus activities and events are part of the total school curriculum and will be supported.

3. **Academic Integrity** - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. UWSP 14.03 Academic misconduct subject to disciplinary action. See Students Handbook

4. **Examination Policy** - All candidates are required to take exams on site on the assigned dates and times without exceptions. Should you require testing accommodations see Accommodation of Candidates with Disabilities section.

5. **Electronic Devices** - Use of cell phones, tablets, MP3 players or the alike at any time during class is strictly prohibited unless permission is provided. Phones especially shall be silenced and stored out of sight. Furthermore, in the event using any of these technology devices is required as part of class work, visits to non-academic internet sites (unless otherwise noted) is prohibited. Violations of this policy will result in loss of points without notice to student.

6. **Risk Awareness** - Candidates should be aware that physical activity is expected as partial fulfillment of the requirements of this class. This includes participation in practice lessons taught by the instructor and/or peers. Candidates should make the instructor aware of any physical limitations that will limit participation in the class.

**From the office of Risk Management:** *“In the event of a medical emergency, call 911 or use red emergency phone located (Quandt Balcony). Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room without window exposure at (Lower Level Quandt). See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner. Meet at (Science Building). Notify instructor or emergency command personnel of any missing individuals. Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.”*

**This Syllabus is subject to change upon the discretion of the instructor. Any changes will not be made without proper notification to candidates.**