

PE 200: Professional Teaching Skills I

Tuesday/Thursday: 9:30-10:50am

Paul Haas
138 HEC
346-2889
phaas@uwsp.edu

HEC Office Hours: Mondays and Wednesdays 11:00 – 12:00pm
Open for appointments at all other times

Course Description: This course provides Physical Education majors with opportunities to study, discuss, organize, and practice instructional methods; specifically, K-12 Physical Education.

Course Objectives:

- Identify the basic skills necessary for students grades K-12 to develop motor skill competencies as defined by SHAPE AMERICA standards.
- Assess a wide variety of instructional methods which will engage the student and meet the diverse needs of today's k-12 population.
- Exposure to a variety of technological tools to enhance instruction and learning.
- Comprehend the role of a teacher as a reflective decision maker with respect to teaching Physical Education in the K-12 setting.
- Utilize a variety of assessment methods and tools in measuring student progress in Physical Education.
- Demonstrate an understanding of underlying theories and rationale for instructional strategies.
- Design and present a competent plan for instruction in K-12 Physical Education.
- Exhibit professional responsibility as evidenced by attending all class sessions, engaging in the learning process, collaborating with others, and meeting all deadlines.

Student Requirements:

- Your attendance and participation is a requirement of the expectation for professional development. Your attendance and participation is a requirement of the course and candidates are expected to attend ALL class meetings. Please extend the courtesy of contacting me with any issues that would impact your attendance. I will grant one unexcused absence for PED 200 only, additional absences and late arrivals will impact your final grade with a subtraction of 2.5% per absence and 1% per tardy off your final grade. Approved campus activities and events are part of the total school curriculum and will be supported at the instructor's discretion.
- You are in charge of making sure you complete and submit all assignments on time. Late work is not accepted. To help you with due dates and class updates:
 - Text messaging reminders from D2L.
- All assignments will be formatted using word processing and will be electronically submitted to the appropriate drop box on D2L.
- Seek assistance during instructor office hours if questions or concerns arise.

- Demonstrate professionalism at all times. Instructors will record positive and negative constructive feedback that may result in grade alterations.

Assignment Descriptions

- **Cognitive Unit Reflections – 150 pts (total 5 worth 30 points each)**

At designated checkpoints throughout the semester, you are required to reflect on the units you have been participating with in class. Below is a list of ideas to help guide your reflection pieces. The more detail put into your reflections the better chance you will have of earning full credit. A few sentences will not cut it here. **Your response should reflect critical thought and examples and/or evidence of the topics presented in class.** Each unit listed on the course outline will need to be highlighted in a reflection piece completed by the due date in the D2L drop box. These reflections will also need to be added to your class portfolio at the end of the semester. The guidelines for reflection are as follows:

- What did you enjoy? Was there anything you struggled with? Is there something you would have liked to learn more about?
- Reflect on your performance and participation and whether or not you feel you could have maybe performed better.
- Explain your understanding of the teacher's role during the unit. [For the Ultimate Unit – detail your understating the Sport Ed Model].

- **Assignments – 75 pts**

The Portfolio items are arranged in a progressive manner to prepare students for the final teaching project. Each assignment is designed to assist in learning the essential tools of teaching a K-12 Physical Education lesson.

- **Sept 13**
 - **Original Instant Activity: 5pts**
- **Oct 2**
 - **Safety Video: 15pts**
- **Oct 23**
 - **Activity Design Draft: 45 pts**
- **Nov 15**
 - **Mini Skill Poster: 10pts**

- **Final Teaching Evaluation – 100 pts**

- **Revised Activity Design**

At the conclusion of all units, in partners -students will create and lead a K-12 Physical Education lesson. (*The Activity Design Draft assignment will prepare you to complete this project*). Students are expected to display professionalism and instruct the class as if they were a K-12 Physical Educator. You will be assessed on both your written lesson plan and teaching presentation.

- **Portfolio – 100 points**

You will create a PED 200 word document and submit to the dropbox at designated due date. This will be organized appropriately labeling each sport (8) unit in a table of contents, and then the content for each sport listed in sub-tabs below. The list of sports can be found on course outline. Each unit will include an overview of rules of activities, reflections, and creative ideas/games involving the sports. As we move through the units, you will add information to this assignment. The purpose of this assignment is for you to have a resource to use in your future teachings of the variety of sports and subject areas covered in this class. What to include in each unit's folder:

- 1.) Rules to know for PE and Competitive Regulations
- 2.) Describe required skills needed to perform sport skills (1 page- single spaced)
- 3.) Equipment List (What you would need to teach a class of 30 students (include equipment from mini game ideas))
- 4.) Scoring Regulations/Keeping
- 5.) Modifications to Skills and Sports (1 page- single spaced)
- 6.) Game Strategies and Tactics (1 page- single spaced)
- 7.) 3 small sided games/activities (minimum ½ page description for each)
- 8.) Your Cognitive Unit Reflections

**Refer to directions and grading rubrics located on the D2L content page for all assignment details.*

Grading Scale

94 – 100% = A	77 – 79% = C+	
90 – 93% = A-	74 – 76% = C	59% or Below = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	60 – 66% = D	

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

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.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;

- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with 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 Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.