

PE 201: Professional Teaching Skills II

Section 1: Tue/Thu 9:30-10:45am

Instructors:

- Paul Haas phaas@uwsp.edu HEC 138
 - Office Hours: Tuesday – Thursday: 11:00am – 12:00pm

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 NASPE standards.
- Assess a wide variety of instructional methods which will engage the student and meet the diverse needs of today's secondary 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 and you 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 201 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.
- Complete and submit all assignments on time. Late work is not accepted.
- 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.

As a pre-professional, all clothing worn must be professionally appropriate:

- Clean and free of stains, holes, rips and should fit properly.
- Tops must cover midriff, even when leaning over – No skin or underwear should be showing.
 - Bra straps need to be covered.
 - Shirts may not have inappropriate language, logo, or innuendos.
- Clean, tied athletic shoes are required

Assignment Descriptions

- **Cognitive Unit Reflections – 150 pts**

At the end of each unit activity, you are required to reflect on the unit activity you have just completed 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 activity listed on the course outline will need a reflection piece completed by the due date in the D2L drop box. These reflections will also need to be added to your e:notebook at the end of the semester. The guidelines for reflection are as follows: Each reflection is worth 30 points each

- Reflect on your performance and participation and whether or not you feel you could have maybe performed better or **encouraged** others to perform better. (10pts)
- Discuss ways in which you liked the way this unit was taught, and ways you would like to adjust to your teaching style for your future classes. Discuss a minimum of 1 teaching theory you found relevant to this unit. (20pts)
 - You may choose from the following Teaching Theories listed below. It is up to you to research the Teaching Theory you choose – and apply it to your learning experiences. Do NOT copy or share your work with your classmates.
 - Learning Style Theory
 - Multiple Intelligence Theory
 - Social Development Theory
 - Drive Reduction Theory
 - Dale’s Cone of Experiential Learning
 - Hellison’s Developmental Levels
 - You may be learning about other teaching theories in other classes you are participating with in the major, if you wish to write about a teaching theory not listed here – please get it approved by me beforehand. Otherwise, credit will not be awarded to this section of the assignment.

- **E:Notebook Completion – 150 points**

By the end of the semester - you will complete a comprehensive e:notebook and submit this item digitally to the instructor. Please follow the e:notebook instructions listed in D2L.

- **Class Assignments – 70 pts**

Due dates are listed on Course Outline. Assignment instructions are located in D2L under tab “assignments”.

- **Winter Recreation**
 - Creative Lead Up Activity: 10pts
- **Aerobic Fitness**
 - Disability Modification: 15pts
- **Tumbling and Gymnastics**
 - Routine Design and Performance: 15pts
- **Strength and Conditioning**
 - Group Demonstration: 30pts

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

Grading Scale

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%

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.