

PHED 201: Professional Teaching Skills II

Section 1: Monday, Tuesday, Wednesday, Thursday: 12:30pm – 1:45pm

Section 2: Monday, Tuesday, Wednesday, Thursday: 11:00am – 12:15pm

Instructors:

- Paul Haas phaas@uwsp.edu MCCH 138
 - Office Hours: Tuesday Thursday 2:00pm-3:00pm

Required Text:

- For Purchase: **National Standards & Grade-Level Outcomes for K-12 Physical Education First Edition**
 - SHAPE America - Society of Health and Physical Educators (Author)
 - https://www.amazon.com/National-Standards-Grade-Level-Outcomes-Education/dp/1450496261/ref=asc_df_1450496261/?tag=hyprod-20&linkCode=df0&hvadid=312136634064&hvpos=&hvnetw=g&hvrnd=13276133143425043280&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmld=&hvlocint=&hvlocphy=9019191&hvtargid=pla-570001642211&psc=1

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 Scope and Sequence 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:

- **Face to Face:**
 - Your attendance and participation are expectations 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 and one excused absence for PHED 201 only, additional absences and late arrivals will impact your final grade with a subtraction of 15 points per absence and 5 points 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 CANVAS location.
- 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.
- This class is scheduled to meet during final's week. Should you not attend the final class meeting (without reasonable excuse – subject to instructors discretion), a deduction of 50% from your final exam project will be administered.

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.
 - Limit the exposure to rib cages with cut off shirts
 - Shirts may not have inappropriate language, logo, or innuendos.
- Clean, tied athletic shoes are required
- **Theory:**
 - Throughout this course, we challenge you to put Research theory to use. At times, during your assessments, we may ask you to refer to theory to back up your thought process. It is up to you to research Teaching Theory and apply it to your learning experiences. Do NOT copy or share your work with your classmates. Below are some (and by all means, not limited) examples you can familiarize yourself with to ensure your learning validity.
 - 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.

This course requires a minimum of five *Pointer Points* for full course credit. Failure to complete the required number of *Pointer Points* will result in a one third deduction of your letter grade. Please refer to announcement in CANVAS or refer to instructor for additional information and opportunities regarding *Pointer Points*. As a reminder, *Pointer Points* can only be earned for activities completed outside of regular class requirements and without remuneration.

Assignment Descriptions

- **Class Assignments – This course is designed to have 2 major halves of learning experiences.**
 *** (all assignments will be listed in CANVAS with in-depth detail) ***
 - **One half is designed to have 3 major learning experiences that coincides with the experiential learning nature of this course. You are training to be teachers and should be excited to practice your trade. Your 3 major projects will be focused around appropriate preparation to ready your teaching experiences, practice your delivery of your preparation, and identify areas appropriate to address developmentally appropriate skill progress.**
 - **Objectives (1):**
 - You will be briefed on appropriate objective writing and complete a worksheet to demonstrate your understanding.
 - **Developmental Analysis (2):**
 - A two-step process will include a video submission of a breakdown of skill and explanation of teaching materials followed by teaching an appropriate skill development game during the team sports unit.
 - **Final Exam (3):**
 - A comprehensive final exam will outline and introduce appropriate curriculum alignment that meets K-12 physical education standards. This exam will have 2 parts, a research/outreach phase, and a developmental phase. Further instruction will be provided near the final weeks of the semester.
 - **The other half is designed to assess your understanding of specific learning content experienced throughout the semester. These assignments will fall in line with the schedule shared on CANVAS and are subject to change with a shifting schedule to meet the needs of an ever-changing world.**
 - **Various Assignments: Points will vary**
 - Throughout the semester, you will be required to submit various reflections, worksheets, journals, etc. to CANVAS to document your progress in the course.

These tasks are not difficult but will add up. Please pay attention to CANVAS calendar as these assignments will open randomly throughout the semester.

**Refer to directions and grading rubrics located on CANVAS for all assignment details.*

*** Please note, there are limited assignments in this course. Missing work (as mentioned above) is not accepted. Should you "take an assignment off", this can drastically have a negative influence on your grade. Pay attention to rubrics, directions and due dates located in CANVAS.*

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.