

PHED 380 Assessment and Technology in Physical Education -Spring 19-

Contact Information: Ann N.K. Hockett

Office Location: MCCH/HEC 134
Office Hours: 2:00 – 3:00 M/W and/or by appointment
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Credits and Meetings:

Credit Hours: 3
Location: MCCH/HEC 146
Days & Times: **Mon/Wed 8:00 – 9:15**

Text and Materials:

Required Text

Lund, J.L. & Veal, M.L. (2013). *Assessment-Driven Instruction in Physical Education. A standards-based approach to promoting and documenting learning.* Human Kinetics.

SHAPE America (2016). *PE Metrics: Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education, Third Edition.* Human Kinetics.

SHAPE America (2014). *National Standards and Grade Level Outcomes for K-12 Physical Education.* Human Kinetics. (*purchase*)

Course Objectives: (*using InTASC standards for teachers*)

1. Learner Development: The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Content Knowledge: The candidate understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
3. Assessment: The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
4. Planning for instruction: The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Expectations for Students:

1. Involved and immersed in the topics: they are important to your success as a teacher. Furthermore, to do well in this course, you must be immersed in the material, read all the assigned reading, complete all assignments, and be knowledgeable about the concepts and think reflectively.

2. Assessments will be frequent; some will be informal, some formal. Some will be in the form of class discussion and sharing ideas. PARTICIPATE!
3. Engaged learners, willing to go beyond their comfort zone and take risks in teaching and assessment.
4. Professionalism- candidates should conduct themselves as if they are already teachers in the field. **Final Grades are adjusted based on professional conduct.**

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 Suzie Rood in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email Susie.Rood@uwsp.edu*

2. **Academic Integrity** - I grow more concerned about plagiarism and academic misconduct each semester. I will enforce UWSP chapter 14 policies and use www.turnitin.com for the written assignments. Please strive to create your own original assessment pieces in class. 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.

3. **Attendance** - Please extend the courtesy of contacting me with any issues that would impact your attendance. I will grant one unexcused absence; after that it will impact the total points for each absence. Likewise, tardies will affect a percentage of your final grade. Approved campus activities and events are part of professional development and meaningful activities will be supported.

4. **Examination Policy** - All candidates are required to take exams on site on the assigned dates and times unless there are extenuating circumstances. Should you require testing accommodations see Accommodation of Candidates with Disabilities section and provide proper documentation.

5. **Electronic Devices** - Use of cell phones, tablets, Ipods, or the like, at any time during class should not be used unless permission is provided. In order to create a climate suitable for learning, please turn off mobile devices prior to class starting. If noted, it will count as an absence. 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 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 (practice field). 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 for details on all emergency response at UW-Stevens Point.”*

Course Evaluation Requirements

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|---|----------------|
| Exams | 200 points |
| Chapter assignments..... | 200 points |
| Created Assessments..... | 25 points each |
| Technology | 50 points |
| Portfolio Assessment Project..... | 200 points |
| Professional Development (Pointer Points) | 25 points |

Student is expected to participate in 5 professional development activities beyond the classroom. Each activity is worth 5 points. Activities or opportunities must be pre-approved. Pointer Point forms are located in the box on my office door.

Grade are calculated by percent

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|---------|----|--------|----|--------|----|
| 93-100% | A | 87-89% | B+ | 77-79% | C+ |
| 90-92% | A- | 83-86% | B | 73-76% | C |
| | | 80-82% | B- | 70-72% | C- |

Finals averages may be adjusted or rounded at the discretion of the instructor

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