

PED 428 Teaching Methods in Secondary Physical Education
Mondays and Wednesdays 8:00am – 9:15am

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

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

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. 3rd 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 Management and Evaluation Policies

Learning Styles: In recognition that each person learns and retains in individual and distinct manners, instruction will vary in methodology in an attempt to accommodate all learners. This includes hands-on activities, lectures, written assignments, discussions, and individual and group work. This instructor welcomes your input if you do not feel your learning style is being accommodated. I invite you to visit me personally with concerns. If you are unable to do that, I welcome your anonymous feedback on the 'concerns' discussion board on D2L.

Class Attendance Policy: Students are expected to be in class and on time for every class meeting. Attendance is critical to your final grade as this course is a developmental course with the lecture and clinical material laying the foundation for the next class meeting. Additionally, discussions, planning, and organization relating to your practicum experiences are held during class and your attendance is crucial. All assignments will only be accepted on the date due regardless of student attendance. Each student will be allowed two class absences, this includes excused and unexcused, with no impact on your grade. Each subsequent absence (excused or unexcused) will equate to 50 points subtracted from your final grade. It is unprofessional to be late. Each tardy will result in a 5 point deduction from your final grade.

I do not just want you present in class; I want your presence felt in class. Your course relevant opinions, thoughts, ramblings etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, and cell phones all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction. These will be noted in the general comments section on your grades on D2L.

Submitted Work Requirements: All submitted work is to be typed or computer generated unless otherwise specified. All work should be submitted via D2L with a hard copy submitted to the instructor. Deadlines for work due will not be extended. Any work submitted after the due date during class time will not be accepted. All work submitted on D2L should be in .doc or .docx format unless otherwise specified.

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 Challenge Analysis*200 points
 - This course is designed to be a capstone course to everything you have learned over the last 4(ish) years. You are seniors and are able to participate in comprehensive discourse without motivation. The readings are designed to share experiential learning processes to help you grow as an instructor.
 - o Each reading segment will have a challenge associated with the assigned topic. As the class will be evenly split into groups – groups will be assigned a role for the week. Roles 1 and 2 will prepare challenge questions to issue to each other. While Role 3 will evaluate the participants ability to answer said questions. A Rubric will be provided on evaluation.
2. *Non-traditional activity*60 points
 - In Groups of 2, each group 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. EdTPA Task 2 and 3 Mini Evaluation.....50 points
4. *Professional Preparation*.....90 points
 - o *Cover Letter and Resume*.....60 points
 - o *Interview Reflection*.....30 points
5. *Practicum*.....280 points
 - Your semester will be split into 2 sections. Each candidate will pick a middle and a high school teacher to complete the 18-hours’ worth of total practicum lab. The lab hours will be split equally between each placement (9hrs).
 - o Scheduled “Secondary Debrief” days of Class will be devoted to a practicum debriefing session. This will be an open discussion and your participation and willingness to challenge, question, and bring scholarly ideas to the forum will result in a more beneficial experience for all. Requirements that will be brought to class are as follows:

- 1 in depth question that poses critical thought and comprehensive responses
 - This question can have a positive or negative influence on our discipline
 - 1 trending topic (scholarly articles, twitters/facebook posts, WHPE or SHAPE forums, etc) related to your question asked
 - 1 idea to implement change, redirection and/or support to the topics posted
- *Everything listed above – Must be typed and will be turned in at the start of Class*
- Practicum Discussion (each week submissions and participation are worth 30 points)
- At the end of your 9-week practicum experience, you will submit a summative reflection. This reflection will be well written and submitted in the dropbox by the due date. Please rubric in D2L for expectations of papers. (Each reflection is worth 50 points).

Total Points >680

GRADE SCALE

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60%
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

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*

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 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 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.

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.