

## PHED 428 Teaching Methods in Secondary Physical Education

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### Text and Reading Materials:

Article Readings - TBA

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:

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. 3<sup>rd</sup> 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

## Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

### The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family

backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

**Standard #1: Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

**Standard #2: Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

**Standard #4:** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align

assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

### **Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

## 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:** The course content and expectations are currently conducted in a face to face and Hybrid setting. However, virtual options may be available based on circumstances that arise for face to face times. You are in charge of staying on top of your work. This is a 3 credit, senior level, capstone course. You have worked really hard to get to this point in your academic career and nothing, but distinct greatness is expected 😊. The course will move very fast – and there will be something to do every week. Stay on top of things so you do not fall behind. Should you need to be absent, communicate with your instructor ahead of the absences, alternative learning options may be available. If the absences throughout the semester remain consistent, appropriate disciplinary actions may be considered from grade reductions to potential repeat of course work.

**Submitted Work Requirements:** All submitted work is to be typed or computer generated unless otherwise specified. All work should be submitted via CANVAS. 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 CANVAS 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. 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.
2. 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.
3. 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 are to be worn during observation. Remember, you are representing an institution of higher education.
4. Before each visitation, please check in at the school office, and be early for your assignment.
5. Think before you act: touching students w/out permission, appropriate language, picking your nose, “adjusting yourself” etc. Children are also watching!!
6. Please follow all area directed COVID related requirements!

### **Course Evaluation Expectations:**

#### Lecture Evaluations

1. *Reading Discussion Analysis* ..... 31% of Final Letter Grade
  - 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.
  - Each reading segment will have a discussion or assignment associated with the assigned topic. All Instructions are listed in each designated learning module associated with the units and content areas listed in the schedule.
  - You will be evaluated on self-reflection and personal growth of participation throughout the unit learning areas.
2. *Secondary Lesson Presentation* .....16.5% of Final Letter Grade
  - You all will develop a secondary **Non-Traditional** Lesson activity to present to your peers. You will include a 1 page flyer/handout/brochure (of your choice) to pass out as a resource for your peers. Lesson presentations will take place at the end of the semester.
3. *Professional Portfolio* .....36% of Final Letter Grade
  - You will develop a professional portfolio with learning experiences, resources and reflections to help you prepare for the future job search. A detailed assignment description will be provided in CANVAS. The following tabs will be included in your portfolio.
    - o *Interview Experiences*
    - o *Cover Letter*
    - o *Resume*
    - o *Teaching Philosophies*
    - o *Qualifications and Certificates*
    - o *Lessons Plans*
    - o *Assessments*
    - o *Reflection of Wisconsin Teaching Standards*

4. *Practicum*.....16.5% of Final Letter Grade
- Your semester will be split into 2 sections. Each candidate will pick a middle and a high school teacher to complete the minimum required hours' worth of total practicum lab. All expectations listed below will contribute for the 10% of this section.
    - o Teacher Expectations are due on CANVAS at designated times. Please see CANVAS for guidelines.
    - o Hours logs and teacher evaluations are due on CANVAS at designated times. Please see CANVAS for guidelines.
    - o "Secondary Debrief" Assignment Description listed in CANVAS – Reflection Paper describing Strengths and Areas of Improvement in the setting moving forward.

GRADE SCALE

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

**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](mailto: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](http://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/Escapes, 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](http://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](mailto: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.