



Morehead State University College of Science and Technology

Department of Health, Wellness and Human performances; Professional Education Unit

This is an on campus face to face course

HPE 303 Physical Education in the Secondary Schools Spring 2010

Instructor: Dr. Johnny Newsome

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Tentative office schedule. Call or e-mail for an appointment if these times do not work

	Mon	Tue	Wed	Thur	F1/F2
9:10		PHED 315		PHED 315	/315
10:20	PHED 217	PHED 311	PHED 217	PHED 311	/311
11:30	Office	Office	Office	Office	
12:40	HPE 303		HPE 303		
1:50	HPE 303		HPE 303		
3:00	Office		Office		
4:00-6:00	Aikido Club		Aikido Club		Aikido Club
6:00-8:40	PHED 611				

<u>Catalogue Course Description</u>: Educational theories, strategies and methods of teaching Physical Education at the secondary level. Emphasis on planning, implementing, and evaluating developmentally appropriate programs in Physical Education, Peer teaching, laboratory experiences and supervised experiences in the public schools are an integral part of this course.

12 hours of field experiences are required. Field experiences include school based observations with written reflections. A critical performance assessment is also conducted in this course. Candidates are required to design and implement a unit of instruction (TPA) at the middle or high school level which will include assessment and documentation of student learning.

Required Texts: Rink, J. (2006). Teaching Physical Education for Learning

NASPE (2004) Moving into the Future National Standards for Physical

Education

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty first century skills need to make an optimal contribution to "whole" student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Objectives of the Course (SLOs):

Each participant will be expected, by the conclusion of the course, to be able to:

- 1. Value student learning for every student as a primary goal of teaching. An assessment of candidate dispositions is included in this course.
- 2. Demonstrate understanding of methodologies and theories through examination and written work.
- 3. Plan and teach lessons using effective teaching concepts.
- 4. Reflect/evaluate lessons based on: Student performance and Teacher performance
- 5. Demonstrate competency in the use of computer technologies for lesson presentations and record keeping.

NCATE/EPSB Alignment of CFOs and SLOs:

Aligned with → Assessment →	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NASPE Initial Teacher Standards
Attendance CFO: 3 SLO:				Professionalism
Chapter outlines CFO: 1 SLO: 2	1,7	2.31 2.34 2.35		Scientific and Theoretical Knowledge, Impact on Student Learning,.
Quizzes CFO: 1 SLO: 2	1	2.31 2.34 2.35	literacy	Scientific and Theoretical Knowledge, Instructional Delivery and Management.
Presentations CFO: 3 SLO: 3,5	1,2,3,4,6		literacy	Scientific and Theoretical Knowledge, Planning and implementation, Instructional Delivery, Professionalism
Software applications	1,6		Assessment	Scientific and Theoretical Knowledge,

CFO: SLO: 3,5				Planning and Implementation, Instructional delivery. Impact on student learning.
PRAXIS practice CFO: 1,2,3 SLO: 2	1,9	2.31 2.34 2.35	Assessment, literacy, achievement gap, diversity	Scientific and Theoretical Knowledge, Planning and Implementation, Professionalism
Journal Article Reviews CFO: 1 SLO: 2	1,		literacy,	Scientific and Theoretical Knowledge,
Mini- TPA CFO: 1,2,3,4,5 SLO: 1,2,3,4,5	1,2,3,4,5,6,7,8	2.31 2.34 2.35	Assessment, literacy, achievement gap, diversity	Scientific and Theoretical Knowledge, Planning and implementation, Instructional Delivery, Impact on Student Learning, Professionalism
Peer teaching and Public school teaching CFO: 3,5 SLO: 1,2,3,4	2,3,4,5,7,8,9		Assessment, literacy, achievement gap, diversity	Scientific and Theoretical Knowledge, Planning and implementation, Instructional Delivery, Impact on Student Learning, Professionalism
Disposition evaluation CFO: 3 SLO: 1	3,4,8,10		achievement gap, diversity	Professionalism
Mid-Term Exam. CFO: 1 SLO: 2	1	2.31 2.34 2.35		Scientific and Theoretical Knowledge
Final Exam CFO: 1 SLO: 2	1,7	2.31 2.34 2.35		Scientific and Theoretical Knowledge

Assignment Descriptions:

Assessment	Description		
Attendance	Attendance is an important professional disposition. Attendance		
	is required. ***Please read "Attendance Policy" below.		
Chapter outlines	Each assigned chapter will require a type written summary		
	brought to class on the day the chapter is presented. Hand		
	written notes may be added to the summaries during class.		
	Summaries and notes will be allowed during the mid-term exam		
	but not allowed during the final exam.		

Chapter quizzes	There will be a quiz over each assigned chapter.
Chapter presentation	Each student will do a minimum of one chapter presentation
	(utilizing technology). Each student is required to write a quiz
	for each chapter he/she presents and meet with the instructor in
	his office for approval of the PowerPoint and quiz at least one
	day prior to chapter presentation.
Computer Software	Grade-keeping/data collection software applications will be
Applications	assigned as well as word processing/formatting of written
	assignments and a minimum of one PowerPoint presentation. In
	addition, the mini TPA requires graphic representation of data.
PRAXIS practice	Candidates will take a practice PRAXIS exam and reflect on
	identified weaknesses including a professional development
	plan.
Journal Article Reviews	Journal articles which explore issues related to secondary
	methods in physical education will be assigned with specific
	reflection questions.
Mini- TPA	This course contains a program critical performance evaluation
	for elements of the mini-TPA. The mini-TPA contains a unit
	plan and is an essential component of the public school teaching
	experience. This allows candidates to achieve the competencies
	of planning, implementing, and evaluating a developmentally
	appropriate education program for secondary physical education.
	Each of the TPA components follows the previously established
Decrete alice and Deckle	rubrics within tk20.
Peer teaching and Public	Peer teaching is assessed with pre-established grading criterion
school teaching	(on Blackboard). Public school teaching follows the same
Disposition avaluation	guidelines and includes TPA guidelines as well. This course includes candidate disposition evaluations from
Disposition evaluation	faculty and cooperating teachers where field teaching occurs.
	Format is pre-established by the Professional Education Unit.
Mid-Term Exam.	Mid-term exam questions will be created by students following
Objective	pre-established guidelines for creating objective questions. The
Objective	instructor will select and edit questions for the actual exam.
Final Exam	The final exam will be cumulative and will include several
Essay	essay questions covering major concepts of the course. These
Lissay	major concepts will be distributed and discussed as a study
	guide prior to the exam.
	Suide prior to the exam.

Evaluation:	Mini-TPA	25%	A=100-90%
	Teaching/Reflections	15%	B=89-80%
	Chapter Presentations	10%	C=79-70%
	Quizzes/Exams	30%	D=69-60%
	<u>Homework</u>	<u>20%</u>	
	Total	100%	

Notes:

Homework includes but is not limited to: Chapter summaries, PRAXIS practice, computer software applications, journal article reviews.

Dress/Attendance policy:

Proper attire is expected. Students will at times be required to participate in physical activity. Students not dressed appropriately for physical activity may be counted as absent.

During field experiences students are expected to dress in a manner that projects a positive image. Students who are acting in the role of peer teacher are expected to dress professionally and will be graded on appearance as well as performance. Details will be discussed in class.

Each student is allowed two absences without penalty. Each additional absence after two excused or not, will result in a reduction of 3 percentage points from the final grade.

At the discretion of the instructor make up work may be allowed in certain circumstances in order to prevent a lowered grade due to absence. Some missed activities <u>may not</u> be made up.

Any assignments turned in late will automatically receive a 20% reduction in grade.

Absolutely no written work will be accepted after the last scheduled class day (4/29). No exceptions!

Dr. Newsome expects students to have personal integrity. Students who plagiarize papers or falsify records (such as field experience logs) may face immediate failure of the course and other disciplinary action.

Tentative Schedule of Topics: Note: Each week will also include peer or field experiences.

Week 1 Introduction, History, Overview

Week 2 COPEC, NASPE, Chapter 1: Orientation to the text

Week 3 Chapter 2: Factors that influence learning & Chapter 4 Designing Learning Experiences

Week 4 Chapter 5: Task PresentationActivity clinicWeek 5 Chapter 6: Content Analysis and Content DevelopmentPeer TeachingWeek 6 Chapter 7: Developing a Learning EnvironmentPeer TeachingWeek 7 Chapter 8: Teacher Functions During ActivityPeer Teaching

Week 8 Review, Mid Term exam

Week 9 Teaching concepts Peer Teaching

Week 10 Spring Break

Week 11 Chapter 9: Teaching Strategies

Week 12 Chapter 10: Student Motivation,

Week 13 Chapter 12: Assessment

Week 14 Chapter 13 Content-Specific Pedagogy

Week 15 Review or rescheduled topics.

Public School Teaching

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Week 16 Review

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic

dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

In an attempt to promote the use of technology, this syllabus plus a number of other course materials will be available on Blackboard. If a student has a preferred e-mail account other than his/her campus e-mail account it is highly recommended that he/she register the preferred account. It is also highly recommended that students regularly check Blackboard and their e-mail accounts.