



**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 2011

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 430	PHED 217	PHED 430	/430
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				
6:00-8:40	PHED 611				

Catalogue Course Description: 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 (CFO’s):

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 (SLO):

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/EPSTB Alignment of CFO's and SLO's:

Aligned with → Assessment ↘	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSTB)	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 CFO: SLO: 3,5	1,6		Assessment	Scientific and Theoretical Knowledge, 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 Applications	Grade-keeping/data collection software applications will be 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 rubrics within tk20.
Peer teaching and Public school teaching	Peer teaching is assessed with pre-established grading criterion (on Blackboard). Public school teaching follows the same guidelines and includes TPA guidelines as well.
Disposition evaluation	This course includes candidate disposition evaluations from faculty and cooperating teachers where field teaching occurs. Format is pre-established by the Professional Education Unit.
Mid-Term Exam. Objective	Mid-term exam will be primarily objective questions. Chapter summaries and class notes will be allowed.
Final Exam Essay	The final exam will be cumulative and will include several essay questions covering major concepts of the course. These major concepts will be distributed and discussed as a study guide prior to the exam.

<u>Evaluation:</u>	Mini-TPA	30%	A=100-90%
	Classroom discussion/participation	10%	B=89-80%
	Chapter Presentations	10%	C=79-70%
	Quizzes/Exams	25%	D=69-60%
	<u>Homework</u>	<u>25%</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 may not 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. 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:

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 Presentation	Activity clinic
Week 5	Chapter 6: Content Analysis and Content Development	Peer Teaching
Week 6	Chapter 7: Developing a Learning Environment	Peer Teaching
Week 7	Chapter 8: Teacher Functions During Activity	Peer Teaching
Week 8	Review, Mid Term exam	
Week 9	Teaching concepts	Public School Teaching
Week 10	Spring Break	
Week 11	Chapter 9: Teaching Strategies	Public School Teaching
Week 12	Chapter 10: Student Motivation,	Public School Teaching
Week 13	Chapter 12: Assessment	Public School Teaching
Week 14	Chapter 13 Content-Specific Pedagogy	Public School Teaching
Week 15	Review or rescheduled topics.	
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.