

HPER 4480
Physical Education: Teaching Skills and Strategies
Fall 2009

INSTRUCTOR:	Dr. Ayers	EMAIL:	s.ayers@wmich.edu
OFFICE:	1046 SRC	PHONE:	269-387-2712
OFFICE HOURS:	T, R: 9:30-10:30 a.m. & by appt.	FAX:	269-387-2704
COURSE LOCATION:	3015 SRC		
COURSE WEB SITE:	http://homepages.wmich.edu/~sayers		

COURSE DESCRIPTION: This course is designed to provide information and experiences that will enable the student to implement effective physical education curricula, based on the developmental model.

PRE-REQUISITES: HPER 2400, 2430, 4470. Students may not co-enroll in HPER 4470 and HPER 4480. Physical education majors must earn a “C” or better to be eligible for student teaching in both the course and the individual unit assignment. All course requirements must be completed. Students who do not complete all assignments will receive an “E” for the course. It is the student’s responsibility to make arrangements to complete the course.

COURSE MATERIALS:

-Rink, J.E. (2006). Teaching physical education for learning (5th ed.). New York, NY: McGraw-Hill.

-Membership in a local, state or national professional physical education organization due by 9/17/09

-iDVD (available from HPER office on 4th floor; \$15)

PROGRAM GOALS: HPER 4480 is the last in a three-course methods series designed to prepare the student for professional practicum. This course reflects the departmental conviction that specific teaching skills correlate highly with effective teaching and that these skills can be developed, measured and refined.

COURSE OBJECTIVES:

Each student will attain a minimum criterion of 70% to demonstrate the following competencies:

Identify on a written test and/or demonstrate in a laboratory experience:

1. application of management skills (e.g., contingencies of reinforcement, differences among types of reinforcement, Premack Principle, etc.) and behavioral principles
NASPE Beginning Teacher Outcomes 4.1, 4.2, 4.3, 4.4, 4.5
2. development, implementation and evaluation of lesson plan and delivery skills (e.g., developmentally appropriate content & delivery of material using Mosston’s techniques, task analyses, lesson plans, unit plans, and IPIs)
NASPE Beginning Teacher Outcomes 1.1, 1.6, 3.1, 3.2, 5.1, 5.2, 5.3, 6.2, 6.3, 6.4, 6.7, 6.8, 6.9, 7.2, 7.4, 9.1
3. differences among types of observational techniques (e.g., informal, systematic)
NASPE Beginning Teacher Outcomes 8.1, 8.2, 9.3
4. examples of teacher and student use of time during instruction using the Western Michigan University Systematic Observation Model (WMUSOM)
NASPE Beginning Teacher Outcomes 8.1, 8.2, 10.4
5. application of feedback (WMUSOM and informal) to critically reflect on one’s own teaching
NASPE Beginning Teacher Outcomes 8.1, 8.2, 10.4

NASPE Beginning Teacher Outcomes targeted in HPER 4480

- 1.1:** Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.
- 1.3:** Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).
- 1.6:** Demonstrate knowledge of approved state and national content standards, and local program goals.
- 2.1:** Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive and socio/emotional domains.
- 2.2:** Understand the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that influence developmental readiness to learn and refine movement skills.
- 3.1:** Identify, select and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
- 3.2:** Use appropriate strategies, services, and resources to meet diverse learning needs.
- 4.1:** Use managerial routines that create smoothly functioning learning experiences.
- 4.2:** Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.
- 4.3:** Use a variety of developmentally appropriate practices (e.g., content selection, instructional formats, use of music, appropriate incentives and rewards) to motivate school age students to participate in physical activity inside and outside of the school.
- 4.4:** Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.
- 4.5:** Develop an effective behavior management plan.
- 5.1:** Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, nonverbal communication).
- 5.2:** Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).
- 5.3:** Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, gender differences).
- 6.1:** Identify, develop and implement appropriate program and instructional goals.
- 6.2:** Develop short- and long-term plans that are linked to both program and instructional goals and student needs.
- 6.3:** Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.
- 6.4:** Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
- 6.7:** Select and implement appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.
- 6.8:** Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
- 6.9:** Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.
- 7.2:** Use a variety of appropriate authentic and traditional assessment techniques to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).
- 7.3:** Involve students in self- and peer assessment.
- 7.4:** Interpret and use learning and performance data to inform curricular and instructional decisions.
- 8.1:** Use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.

8.2: Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.

9.1: Demonstrate knowledge of current technologies and their application to physical education.

9.3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.

10.4: Establish productive relationships with parents/guardians and school colleagues to support student growth and well-being.

ATTENDANCE: Students are expected to attend all course-related sessions on time to earn available points. In case of an absence, assigned class work will be accepted only if prior arrangements are made with the instructor. Individual circumstances will be given consideration only if the instructor is contacted before the day of the absence. Call or email. **Class begins promptly at 8:00 a.m. EST (check classroom time).**

APPROPRIATE ATTIRE:

During all field experiences, students must wear appropriate physical education attire. Clean physical education footwear is required. Warm up suits, dress shorts or nice khaki pants and a **golf shirt** are acceptable during practicum (**NO** t-shirts or sandals). Dress and act professionally. Bring your WMU student identification card to all class-related activities.

ACADEMIC INTEGRITY/DISHONESTY:

Academic honesty is central to WMU's educational mission. It enables each of us to fulfill our potential, learn effectively with and from one another, acquire specialized knowledge and skills, become informed, responsible and creative thinkers and have pride in our institution's standing. To these ends I require that students in this class represent their own work accurately and truthfully without cheating, fabrication, falsification or forgery, multiple submission, plagiarism, complicity and computer misuse, according to the policies in WMU's Student Code that pertain to Academic Integrity (<http://catalog.wmich.edu>). If there is reason to believe you have been involved in academic dishonesty you will be referred to the Office of Student Conduct. You will be given an opportunity to review the charge(s). If you believe you are not responsible you will have the opportunity for a hearing.

This particular class includes several take-home and group/partner assignments. Although you may discuss these with others in this class, the final answers that you turn in for grading must be written independently by you, and reflect your own efforts, knowledge, understanding and expression of ideas. Examples of work that should be generated independently include, but are not limited to: diagrams, TAs, ITIPs, objectives, evaluation plans. Use of others' work without full referencing constitutes academic dishonesty (plagiarism), so ensure complete and accurate citations of all material submitted by but not produced by you to avoid penalty. In addition, offering or providing your work to others is also a form of academic dishonesty (complicity). If you have questions or are confused about what is or is not appropriate regarding this, or other issues of academic integrity, please consult with me during office hours or after class. I am available at those times to discuss anything pertaining to this course. The WMU Writing Center can give you additional help with paraphrasing and citing sources correctly. If you observe other students in this class engaging in any form of academic dishonesty I invite you to approach me in confidence about it. **If you are found responsible for academic dishonesty, you will fail this course and be required to complete it successfully before being allowed to student teach.**

Please see the following links to access the Code of Honor and general academic policies on issues including but not limited to diversity, religious observance and student disabilities:

<http://osc.wmich.edu>

<http://osc.wmich.edu>

<http://www.wmich.edu/registrar>

ACADEMIC REQUIREMENTS :

Students must be present in class to submit assignments. **NO LATE WORK WILL BE ACCEPTED.** Unless otherwise stated, all assignments are due on the indicated date at the beginning of class. If students are dissatisfied with a grade, any discussion of that grade must occur within one week of receipt to be

reconsidered. NO grades will be changed after that one week ‘grace period.’ **To successfully complete this course, a 70% or greater grade must be earned overall and on the individual unit assignment, a professional membership must be documented and 20 hours over the course of seven weeks must be spent at the out-of-class practicum site.**

<u>GRADE COMPONENT</u>	<u>% OF GRADE</u>	<u>GRADING SCALE</u>
Quizzes	15	92 - 100% = A
Assignments/Class activities	20	87 - 91% = BA
In-class practicum	20	82 - 86% = B
Out-class practicum	20	76- 81% = CB
Unit plan	25	70- 75% = C
		<70% = E

HPER 4480 Tentative Block Schedule

Date	Tuesday	Date	Thursday
9/8	-Course Orientation -Unit assignments, due dates, format -Field Experience Bring docs from each website link: Unit guidelines Unit rubric & scoring guide Unit/Lesson planning introduction WMU lesson plan format	9/10	-Operant Principles -Unit content and formatting DUE: 4470 and revised autobiographies Student schedule form (on website)
9/15	-Developing/Maintaining a Learning Environment -Management/Discipline Assigned Reading: Rink, ch. 7-8	9/17	<i>Quiz 1: Op Prs, L'ing Env, Mgm/Disc</i> -Student Behaviors & Instructional Strategies Assigned Reading: WMUSOM (web site); bring to class DUE: professional membership Unit: initial drafts of block plan & LP1
9/22	-Teacher Behaviors & Instructional Strategies Assigned Reading: Rink, ch. 9 WMUSOM (web site)	9/24	<i>Quiz 2: Student & Teacher Behaviors</i> -Interpreting Observation Data/Graphing Results, Predicting behaviors -Observational Techniques Overview DUE (TO BE GRADED): Unit: intro, block plan, 4 TAs, LP1
9/29	Assessment & Evaluation Assigned Reading: Rink, ch. 12	10/1	Practicum Observation Meet at Portage Central Middle School 7:15 am
10/6	Practicum Planning on campus Set up grading scheme, develop skill, cognitive and P-S assessment measures DUE: Mentor observations (2)	10/8	Practicum Planning on campus Finalize skill, cognitive, P-S protocols
10/13	Practicum Planning on campus Individual unit work time DUE: Final PCMS assessment measures	10/15	Practicum pre-test at PCMS 7:15 am
10/20	Practicum Planning on campus DUE: PCMS D1-2 LP	10/22	Practicum planning on campus -Developing your own A/E plan using the PCMS experience DUE: Unit: LP2-3

10/27	<p style="text-align: center;">PCMS D1</p> <p>DUE: PCMS D3-4 LP</p>	10/29	<p style="text-align: center;">PCMS D2</p> <p>Document PCMS instruction with pictures</p>
11/3	<p style="text-align: center;">PCMS D3</p> <p>DUE: PCMS D5-6 LP</p>	11/5	<p style="text-align: center;">PCMS D4</p> <p>Document PCMS instruction with pictures</p>
11/10	<p style="text-align: center;">PCMS D5</p> <p>Document PCMS instruction with pictures</p>	11/12	<p style="text-align: center;">PCMS D6</p> <p>Document PCMS instruction with pictures</p>
11/17	<p>Practicum discussion on campus</p> <p>Individual unit work time</p> <p>DUE:</p> <p>Individual thoughts on PCMS (online)</p>	11/19	<p>Begin preparing presentations</p> <p>Individual unit work time</p>
11/24	<p>Outside assignment</p> <p>DUE:</p> <p>Unit: LPs 4-6, assess/eval plan</p>	11/26	<p>T'giving</p>
12/1	<p style="text-align: center;">The People's Choice</p> <p>Finalize PCMS presentations</p>	12/3	<p>Practicum Presentations</p>
12/8	<p>Cover letter, resume</p> <p>Assigned Reading:</p> <p>JOPERD article (part I)</p> <p>Brad W's Job Tips (online)</p> <p>DUE:</p> <p>Cover letter and resume</p>	12/10	<p>Job applications, interviewing</p> <p>Assigned Reading:</p> <p>JOPERD article (part II)</p> <p>How to Interview</p> <p>Brad W's Job Tips (online)</p>
<p>12/14-16: Practicum meeting appointments</p> <p>DUE:</p> <p>Completed unit submitted during individual meeting & posted on iWeb (by noon Monday 12/14/09)</p>			