

HPER 4480
Physical Education: Teaching Skills and Strategies
Spring 2012

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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. (2009). Teaching physical education for learning (6th ed.). New York, NY: McGraw-Hill. **RECOMMENDED**

-Membership in a local, state or national professional physical education organization **due by 1/19/12**

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 candidate 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, 4.3, 4.4, 4.5, 4.6
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 and unit plans)
NASPE Beginning Teacher Outcomes 1.1, 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 4.6
3. examples of teacher and student use of time during instruction using the Western Michigan University Systematic Observation Model (WMUSOM)
NASPE Beginning Teacher Outcomes 5.2, 5.3, 6.1, 6.2, 6.3
4. application of feedback (WMUSOM and informal) to critically reflect on one’s own teaching
NASPE Beginning Teacher Outcomes 6.2, 6.3

NASPE Beginning Teacher Outcomes targeted in HPER 4480

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

- 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.
- 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.
- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

ATTENDANCE: Students are expected to attend all course-related sessions 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 8:00am 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 required during practicum (**NO** t-shirts). 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. Successful completion of this course is required to enroll in student teaching.**

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:

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

PEDAGOGICAL APPROACH:

This course will require you to complete content-related preparation prior to attending class. All PowerPoint presentations are on the course website and will be the topic of discussion and class activities as indicated on the tentative block plan. I will not be presenting this information in class, as you will have already carefully read and thought deeply about the information before class. My expectation is that your preparation will enable you to engage with the content more fully during class and enable you to more richly understand how the content relates to teaching secondary Physical Education. Failure to complete assignments and readings prior to class will notably limit the likelihood of successful participation in class-based activities, which represents 25% of the final course grade.

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 each candidate must successfully complete the following tasks: (1) earn at least 70% overall AND on the individual unit assignment, (2) document a professional membership, (3) 20 hours over the course of at least seven weeks at the out-of-class practicum site, and (4) full participation in the in-class practicum experience (plan, instruct, assess, reflect, etc.).**

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

HPER 4480 Tentative Block Schedule

Date	Tuesday	Date	Thursday
1/10	<p>-Course Orientation/Pedagogy</p> <p>-Unit assignments, due dates, format</p> <p>-Field Experience (20 hrs over at least 7 weeks)</p> <p>Website documents: Unit guidelines Unit rubric & scoring guide Unit/Lesson planning introduction WMU lesson plan format</p>	1/12	<p>-Operant Principles 4.1, 4.3, 4.4, 4.5, 4.6</p> <p>-Unit content and formatting 3.1-3.7, 4.2, 4.3, 4.4</p> <p>DUE: Candidate schedule</p> <p>B4: Candidate schedule form (on website), 3 examples of behavior challenges, basing unit on GLCEs/MMC</p> <p>Unit: connect strand/GLCEs, block draft, reference sharing with partner</p> <p>In: scenario sharing</p>
1/17	<p>-Developing/Maintaining a Learning Environment</p> <p>-Management/Discipline 4.1, 4.3, 4.4, 4.5, 4.6</p> <p>Assigned Reading: Rink ch. 6-7</p> <p>DUE: B4: 3-5 rules for indiv. unit & justification</p> <p>In: PCMS unit groups, Pro/Cons of Hellison's model, group dev't of sample LP (link outcomes/objs),</p> <p>Unit: LP objs, outline/format</p>	1/19	<p>Quiz 1: Op Prs, L'ing Env, Mgm/Disc</p> <p>-Student Behaviors & Instructional Strategies 5.2, 5.3, 6.1, 6.2, 6.3</p> <p>Assigned Reading: WMUSOM (web site); bring to class</p> <p>DUE: B4: *NASPE scavenger hunt (see link below block plan), professional membership, 3scenarios of (un)desirable S behaviors;</p> <p>In: Video of S behaviors</p> <p>Unit: initial drafts of block plan, LP1, TAs, GLCE/MMC outcomes related to LP1objs</p>
1/24	<p>-Teacher Behaviors & Instructional Strategies 5.3, 6.1, 6.2, 6.3</p> <p>Assigned Reading: Rink ch. 8, WMUSOM (web site)</p> <p>DUE: B4: describe class scenario and identify T/S behavs demonstrated in that scenario</p> <p>In: Video of T behaviors</p> <p>Unit: Q&A for final unit due Thurs</p>	1/26	<p>Quiz 2: Student & Teacher Behaviors</p> <p>Assessment & Evaluation 5.1, 5.2, 5.3</p> <p>Assigned Reading: Rink, ch. 11</p> <p>DUE (UNIT GRADED): Unit: intro, block plan, 4TAs, LP1</p> <p>In: develop PCMS grade scheme and asmt measures</p>
1/31	<p>Practicum Observation Meet at Portage Central Middle School 7:15 am</p>	2/2	<p>Practicum Planning on campus: -Assessment measures (grading scheme, skill & cognitive test protocol, P-S assessment)</p> <p>DUE: B4: grade scheme (P, C, P-S)</p> <p>In: Create indiv. grade scheme</p> <p>Unit: align block, objs, asmts, grading</p>
2/7	<p>Practicum Planning on campus: -Finalize assessment measures (grading scheme, skill & cognitive test protocols and P-S assessment)</p> <p>-Practicum pre-test dry-run</p> <p>DUE: Mentor observations (2)</p>	2/9	<p>Practicum pre-test at PCMS 7:15 am</p> <p>DUE: PCMS D1-2 LP</p>
2/14	<p>PCMS D1 (pics)</p> <p>DUE: PCMS D3-4 LP</p>	2/16	<p>PCMS D2 (pics)</p>
2/21	<p>PCMS D3 (pics)</p> <p>DUE: PCMS D5-6 LP</p>	2/23	<p>PCMS D4 (pics)</p> <p>DUE: Unit: LP2-3</p>
2/28	<p>PCMS D5 (pics)</p>	3/1	<p>PCMS D6 (pics)</p>

3/6	Spring Break	3/8	Spring Break
3/13 Bostn	-Developing your own A/E plan using the PCMS experience B4: finalized individual grade scheme	3/15 Bostn	PCMS & Individual unit work time
3/20	Practicum discussion on campus -Finalizing individual A/E plan DUE: Individual thoughts PCMS (online)	3/22	Finalize PCMS presentations Prepare progress reports & final PCMS units
3/27	Practicum Presentations DUE: PCMS final units	3/29	iWeb Folio-Sangren 1107 DUE: Unit: LP 4-6, assess/eval plan
4/3	-Interpreting Observation Data/Graphing Results, Predicting behaviors 5.2, 5.3, 6.1, 6.2, 6.3 DUE: B4: graph T/S behavs for interpretation In: Datamye tracking/interpret	4/5	T/S Behaviors Software PETE Technology Lab
4/10	-Observation	4/12	-Observation discussion
4/17	Individual video coding PETE Technology Lab	4/19	Individual video coding PETE Technology Lab
4/23-25: Practicum meeting appointments DUE: Completed unit posted on iWeb (by noon Monday 4/23/12)			

*NASPE Scavenger Hunt:

<http://www.aahperd.org/naspe/publications/teachingTools/upload/Future-Professional-Website-Hunt.pdf>