

Eastern Kentucky University
Department of Curriculum and Instruction
PHE 566/766 Teaching of Physical Education in the Secondary School, CRN
XXXX
Credit Hours: 3
Fall XXXX

Professor's Name
Professor's Office
Professor's Email and phone

Course Description:

Prerequisites: CED 100, 200,300,400 and EDF 203, 219 & 204, admission to Teacher education. Pre/co-requisite: PHE 562,575. Developmentally appropriate materials and methods for teaching physical education in the secondary schools. Co-Req. #CED 450 - Minimum of 80 field/clinical hours. ***PROFESSIONAL LIABILITY INSURANCE** is required for this course. Please register accordingly under the College of Health Sciences.

Texts:

Darst, P.W., Pangrazi, R.P. (2014). *Dynamic Physical Education for Secondary School Students*, 8thed.San Francisco, CA: Benjamin Cummings.
ALSO: Casten, Carol, Darst, P.W. (2014) *Lesson Plans for Dynamic Physical Education for Secondary School Students*.

Student Learning Outcomes:

Upon successful completion of this course, the student should be able to: (SWBAT)

1. Demonstrate an understanding and appreciation for the contribution physical education plays in the secondary school curriculum and an understanding of curriculum documents and national curriculum documents on which curriculums in secondary physical education are based. (KYTS-1,2-I; INTASC: 4,7,8; CAEP: 1; PGES:4)
2. Identify and clarify standards and commitments (a) for education, (b) for the welfare of students from a variety of cultures, (c) for the goals of Unbridled Spirit, (d) for the goals of the physical education profession, and (e) for personal professional development. (KYTS 1,2,4,8.1 –I; INTASC: 4,7,8; CAEP: 1; PGES: 4)
3. Plan a program of experiences that meets the needs of students in a particular school setting by being an active member of a curriculum committee that develops a secondary physical education curriculum driven by the teacher's dispositions, standards and goals that are consistent with state curricular

objectives and assessments, Program of Studies, and national documents. (KYTS 2, 10.1-I: INTASC: 1,4,7,8; CAEP:1; PGES: 1,2,4; ISTE: 1,2,4)

4. Develop an instructional unit for the school in which they plan to do their student teaching including samples of state and nationally prescribed tasks to be achieved by grades 8 and/or 12, written and performance evaluations, as well as psychomotor, cognitive and affective domain considerations. (KYTS 2, 3.1,3.3,4.1,5.2,5.3 –I; INTASC: 1,4,6,7,8; CAEP: 1,4; PGES: 1; ISTE: 1,2,3,4)

5. Develop and teach a minimum of three lesson plans, using the form that must be used during the Kentucky Teacher Internship Program. (KYTS 1,2, 3,4,5.1,5.2,5.3 –I; INTASC: 1,5,6,7,8; CAEP: 1,4; PGES: 1,2,4; ISTE: 1,2,3,4)

6. Discuss and implement techniques in teaching, classroom management, and evaluation that involves reflective thinking, content integration, different styles of teaching, and technology. (KYTS 1,2,3,4, 5.1,5.2,5.3,6.1,7.2 – I; INTASC: 1,5,6,7,8,9; CAEP: 1; PGES: 1,2,4; ISTE: 1,2,4,5)

7. Evaluate personal and peer teaching considering critical teaching behaviors. Strengths and areas for growth must be identified. (KYTS 7.2 –I; INTASC: 9; CAEP: 1,4; PGES: 3)

8. Demonstrate personal and professional dispositions that are characteristic of a potential physical education teacher. (KYTS 9.1,9.2, 9.3 –I: INTASC: 9; PGES: 3)

9. Share his/her ideas and relate them to the topic under consideration in both large and small group setting. (KYTS 1.1, -I: : INTASC: 4,9; CAEP: 1; PGES: 3)

10. Develop a file of instructional resources and materials for teaching various physical education activities, including techniques for the use of technology in learning. (KYTS 2.5,6.1, 6.2 –I: INTASC: 1,4,6,7,8,9; CAEP: 1; PGES: 3,; ISTE: 1,2,3,4,5)

Evaluation Method:

Total Points TBA

Distinguished	90% – 100%
Proficient	80 – 89
Apprentice	70 – 79
Novice	60 – 69
Not Acceptable	59 – Below

Student Progress:

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.

Attendance Policy:

Attendance during this semester is mandatory. Each absence from this class must be accounted for and justified. Absences that total 10% of class time will result in automatic failure of this course. Class meetings that are missed as a result of late enrollment in this class will be counted as absences. ****SEE G.1 above.**

Last day to drop course:

Refer to the “Colonel Compass” publication.

Disability Accommodation Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity Statement:

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official Email:

An official ECU email is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this ECU email address.

Course Requirements:

1. Attendance – attendance & participation is essential for success in this course.
 - a. One unexcused absence is allowed. Each absence over one will drop the final grade one letter. Two tardies equal one absence.

SEE NEW POLICY! STUDENT ABSENCE FROM CLASS. ECU REG. 4.1.6R

Students should miss only those classes absolutely necessary because of documented excusable reasons. Students whose total of unexcused absences exceeds 10% of the regular class meetings will automatically receive a grade of “FN” in the course. Students unable to resolve an absence issue with the instructor may appeal to the Department Chair/Unit Head. The Department Chair/Unit Head’s decision is final.

2. Continuous Authentic Assessment

- a. Mid-Term & Final Exam-----
Points TBA

3. Field Experiences

- a. Each student will conduct two interviews in the Public/Private middle or high schools. **1. Certified P-12 Physical Education teacher; 2. a middle or high school student**. Guiding questions for the interview will be provided. Each interview will have a point value of 50 pts. (KTS#9)
Evaluation: Checklist / Rubric-----
---100 Points

- b. Students will prepare three (3) lesson plans which will be taught at local high / middle schools. The skills and / or activities must be developmentally appropriate, allow for maximum participation, and include content integration of another academic discipline. The **Source of Evidence** lesson plan format will be used and **specific teaching styles will be assigned**. Students will prepare a written **self-evaluation** of their teaching performance after observing a video of their lesson. Peer evaluations will also be conducted during this time. Please indicate which **KYTS** you have met in each lesson and explain how. (**KTS #1,2,5; INTASC #1,2,4,5,7,8**)
Evaluation: Checklist / Rubric-----100 points each lesson.

4. Professional Development Plan

- a. Curriculum Guide – a cooperative activity, which reflects the needs and interests of secondary school students in physical education. National and state standards should be addressed and met. Geographic region, school size, teachers, staff, etc should all be considered when developing the guide. The
- b. instructor will provide copies of the final product for the students. The **Source of Evidence** format will be used. Indicate **KYTS** met and how. (KTS #1,2,5; INTASC#1,2,4,5,7,8)
Evaluation: Rubric-----100 Points.
- c. Unit Plan – each student will design two secondary school instructional units, which may be used during their student teaching experience.

National and state standards should be indicated and reflected in the planning process. The unit should also include a **bulletin board theme or design**, which will further enhance the unit. (8 ½ x 11) Indicate **KYTS** met and how. **The Source of Evidence** format will be used. (KTS #1,2,5; INTASC#1,2,4,5,7,8)

Evaluation: Rubric-----100 Points

4. **Taskstream Development and Entries** – the portfolio is an ongoing work. Each student will continue to develop his / her portfolio during the course. **Course requirements, which indicate Teacher Standard development, should also be entered in the evaluation portfolio as an artifact. Required:** Key Assessment: Planning and Reflection Project, to be submitted to Taskstream **KTS: 1, 2, 5, 6, 7, 9; InTASC: 1, 2, 4, 5, 6, 7, 8, 9; ISTE: 1, 2, 3, 4; CAEP: 1.1, 1.2, 1.3, 1.4, 1.5.** **This project includes the following: Professional Growth, Context, Unit Planning (Task #2), Lesson Plans (3), Formative Assessment & Scoring Tool, Post Observation Reflection and Final Reflection.** Please be aware that your **Field & Clinical Hours (KFETS)** should be in the evaluation portfolio as well. The portfolio should continue to grow and develop during the student teaching experience.

The Planning and Reflection Key Assessment must be posted in Taskstream and completed with a Holistic Score of 3.0 and a grade of “C” or higher to earn a grade of “C” or higher in the course and proceed to Student Teaching.

Evaluation:----- Taskstream Electronic Portfolio Rubric.

5. Final Assessment

- a. The final grade in the course is determined by the total points achieved in the aforementioned activities and exams, as well as student dispositions, class participation, and attendance. ****NOTE: A Unit score in Taskstream of 3.0 and a letter grade of “C” or higher are required to earn a grade of “C” or higher in the course and proceed to Student Teaching.**
- b. Late Assignments **(there are none-----Plan Ahead!)** Examinations / projects can be made up only in **extreme emergencies.** **Written documentation is required.**

Writing Intensive Requirement – General Education Courses

All students entering the University in fall, 2007 or later are required to successfully complete one writing intensive general education course following completion of ENG

102, ENG 105 or HON 102. Students are encouraged to complete this requirement prior to the conclusion of their second year of study. These courses are designated with the suffix “W” following the course prefix and number (HUM 300W)

Course Outline:

Justifying a Physical Education Program

1. Physical Education in the Secondary School
2. The impact of Physical Activity on Adolescents

Designing a Physical Education Program

3. Developing a Curriculum
4. Curriculum Models

Teaching a Physical Education Program

5. Planning for Effective Instruction
6. Improving Instructional Effectiveness
7. Effective Management of Students
8. Teaching Styles
9. Evaluation and Grading

Developing a Total Program

10. Liability and Safety

Appendix: SHAPE Standards 2015

Bibliography

- Brown, B.E. 1000 Motivational messages and Quotes for Athletes and Coaches : Teaching Character Through Sport. Coaches Choice. Monterey, CA: 2001.
- Darst, P.W. & Pangrazi, R.P. Dynamic Physical Education for Secondary School Students, 4th Ed. Allyn & Bacon, Boston , MA: 2002.
- Darst, P.W., Pangrazi, R.P., & Casten, C.M. Lesson Plans for Dynamic Physical Education for Secondary School Students, 4th Ed. Allyn & Bacon, Boston, MA: 2002.
- Edgley, Betty M. & Oberle, George H. (1995). Physical Education Activities Handbook. 3rd ed., Winston-Salem, NC: Hunter Textbooks Inc.
- Fronske, H. Teaching Cues for Sport Skills, 2nd, Ed. Allyn & Bacon, Boston, MA: 2001.
- Harrison, J.M., Blakemore, CL., & Buck, M.M. Instructional Strategies for Secondary School Physical Education. 5th Ed. McGraw Hill, Boston, MA: 2001.
- Kentucky Department of Education. Transformations. Frankfort Kentucky: Department of Education, 1995.
- Kentucky Department of Education. Program of Studies for Kentucky Schools. Frankfort, Kentucky: Department of Education, 1998.

Kentucky Department of Education. Core Content for Assessment. Frankfort, KY: Department of Education.

Kleinman, I. Complete Physical Education Plans for Grades 7-12. Human Kinetics, Champaign, IL: 2001.

. Schmottlach, N. & McManama, J. Physical Education Activity Handbook, 10th Ed. Benjamin Cummings, San Francisco, CA: 2002

Turner, L.F. & Sue. (1996). Success Oriented P.E. Activities for Secondary Students, 1st ed., Englewood Cliffs, NJ: Prentice Hall.

EKU Goals & NCATE SPA's

(See attached)

EKU GOALS (If listing by course objective use ECU-G and the number)

X	EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
	EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
X	EKU-G 3. To promote learning through high quality programs, research, and support services.
X	EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
	EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

SPA's IDENTIFIED BY NCATE (If listing by course objective use SPA acronym and the standard number)

List the standard number(s) used as identified by the SPA		
	ISTE	Computer Science
	NAEYC	Early childhood Education
	ELCC	Educational Leadership
	ISTE	Educational Technology Facilitation
	ISTE	Educational Technology Leadership
	ACEI	Elementary Education
	NCTE	English Language Arts – Secondary
	NAAEE	Environmental Education
	ACTFL	Foreign Language
	NAGC-CEC	Gifted and Talented Education
	AAHPERD & AAHE	Health Education
	NCTM	Mathematics Education
	NMSA	Middle School (NMSA)

NASPE/ SHAPE: #1, 2, 3, 4, & 5.	SHAPE	Physical Education
	IRA	Reading Professional
	ALA	School Library Media Specialist
	AECT	School Media and Educational Technology
	NASP	School Psychologist
	NSTA	Science Education
	NCSS	Social Studies
	CEC	Special Education
	TESOL	Teaching English as a Second Language
	ITEA/CTTE	Technology Education
OTHERS IDENTIFIED BY THE PROGRAM AREA		