

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDSS 548-B SECONDARY PHYSICAL EDUCATION METHODS SPRING 2013
(2 UNITS)**

**Saturday: 9:00am – 11:45a
UH 444**

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SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by College of Education Governance Community, October, 1997).

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2. SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Every student is expected to have an e-mail account set up and functioning. If you have an account off campus, please have the two connected so that you are easily accessible and all university communications reach you. It is expected that you will access your e-mail DAILY.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is a recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

3. EDSS 548B COURSE INFORMATION & REQUIREMENTS

Course Description

Designed to introduce teaching candidates to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Students will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program. EDSS 548 will be held as a combined fall (EDSS 548A) and spring (EDSS 548B) course for a total of 4 credits (approximately 30 contact hours per semester, 2 units per semester). EDSS 548B is an extension of EDSS 548A and enrollment is only for students who have previously passed EDSS 548A. Both courses are required for Single Subject Physical Education Candidates and fulfills the requirement for the methods requirement for all Single Subject Physical Education credential students. EDSS 548B emphasizes performance-based assessment with the course student learning outcomes.

EDSS 548A & 548B Course Standards

Specific student learning outcomes/assessments:

The teacher candidate will:

1. Demonstrate understanding of the California Model Content Standards for secondary physical education and their link to the NASPE Content Standards (Learning experiences/assessments include small group discussion, application exercises, and a curriculum & instruction project);
2. Identify and discuss with teacher candidate colleagues the value orientations that guide curricular decisions and select the orientation that best fits what you value (Learning experiences/assessments include readings and class discussion);
3. Demonstrate through discussion and application an understanding of the curriculum process and curriculum design (Learning experiences/assessments include small group discussion and curriculum design/analysis assignment);
4. Demonstrate an understanding of one of the physical education curriculum models (adventure, outdoor education, sport education, fitness, developmental skill themes, cultural studies) by presenting an in-depth perspective of it to the class (Assessed through written materials provided to peers along with an accurate and professional presentation of the model);
5. Design several lessons within the curriculum project that utilize technology in the delivery of the lesson and in the assessment of learning outcomes (Assessed through a curriculum design/analysis assignment);
6. Support selected course presentations through the use of professionally designed and delivered PowerPoint or other presentation software presentations (Assessed through development and presentation of curriculum and instruction projects);
7. Demonstrate professional behavior by being prompt to class daily and playing a full and active role in all activities (Assessed through attendance and student/teacher assessment of "active" participation); and
8. Demonstrate your ability to articulate your understanding on teaching and learning and what it means relative to effective practice (Assessed through curriculum design/analysis assignment).

Topical Outline

To achieve these outcomes, the following topics will be emphasized.

- Value orientations and curricular decisions
- California Model Content Standards for secondary physical education
- National standards (NASPE--Physical Education)
- Using presentation software (PowerPoint) & other technology (digital camera, Internet)
- Curriculum process and curricular (backward) design
- Curriculum analysis (district frameworks)

- Physical education curriculum models
- Issues in curriculum and implications for learners
- Assessing student learning & performance
- Curricular coherence & instructional alignment
- Sequencing instruction & learning experiences; instructional delivery
- Discussion and application of preventive management, behavior management, grouping learners, designing learning outcomes, developing effective instructional strategies, and assessing student learning
- Development of competency materials to demonstrate achievement of teaching standards

Required Texts

Lund, J., & Kirk, M. F. (2010). Performance-based assessment for middle and high school physical education. Human Kinetics.

Physical Education Framework for California Public Schools (This document can be purchased or downloaded for free at: <http://www.cde.ca.gov/ci/pe/cf/>)

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

This graduate level course is intended to provide you the opportunity to begin the transition from student to teacher in a safe and supportive environment. Your teacher candidate colleagues and I will challenge you to extend your current perspectives, think critically about education and your role in that process, and to design innovative, exciting, and meaningful physical education for children and youth.

This is a time intensive course that requires designing curriculum and instruction. Learning experiences, readings, and your own research are intended to form the basis for your thinking, writing, and decisions. My expectations are high and I fully expect each one of you to attain the standard set. My intent is that each of you will finish this semester feeling secure that you can make appropriate curricular and instructional decisions that will impact the diverse group of children and youth with whom you will work.

This course is designed as an academic experience for those preparing to teach physical education in schools. Attendance, punctuality, and adherence to assignment criteria and deadlines are expected and required. The design of this course requires extensive interaction with your teacher candidate colleagues and involvement in many learning experiences and on-going assessment exercises, which makes attendance a necessary requirement.

All assignments must be typed and should be proofread, spell checked, and reviewed for clarity and grammatical correctness. Re-writing or formatting assignments to fulfill these criteria if necessary is expected. Due to the heavy volume of work that will be submitted for this course it is critical that you stay on top of deadlines and recognize that all assignments must be submitted when they are due if you are to receive timely and useful feedback.

Instructor Application of the Attendance Policy

For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. Absences and late arrivals/early departures will affect the final grade. **If more than three hours is missed, the highest possible grade that can be earned is a "C+."** If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Assignments: All assigned work is due on or before the due date. Any work turned in after the due date will not be accepted. All work must be submitted on the assigned day at the start of class unless otherwise noted (even if you are unable to attend class). Written assignments are not to be submitted electronically via email (unless specifically instructed to submit electronically). If a conflict (university

event, etc) with a due date is known, the assignment must be turned in before the due date. If you are sick please make arrangements to submit the assignment via a class colleague.

Dress: It is important for each student to be prepared to be active in the day's activity. Students should have comfortable clothing and footwear that is appropriate. Inappropriate attire can cause injury and should not be worn during any laboratory experience.

Professionalism: As a potential future professional, you should exhibit the following professional qualities: being prepared for class by completing the reading materials on time, attending class regularly and on time, actively participating in all assignments, and interacting in a professional manner with peers and instructor.

Each student is expected to exhibit professional behavior and sportsmanship during class sessions. Inappropriate behaviors and actions towards other students and/or the instructor will not be tolerated. Incidents of inappropriate behavior could result in removal from the day's activities and/or loss of participation points for the day.

Students are expected to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from the expectations is considered academic misconduct. Academic misconduct includes, but is not limited to: cheating on written examinations, plagiarism in papers, submitting work of other students, and signing in for another student when that student is not present. Cheating could result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

Quality of Work: All written work for this class MUST be typed, double-spaced, and single sided unless otherwise stated. The font size should be 12 point and all margins should be *one inch*. Papers should include your name, the course number and title, the assignment title, and the date submitted on the front page. Do not use plastic covers or folders. The writing style for this course must follow American Psychological Association (APA) 5th Edition format for layout and citations. APA style information can be found online at http://library.csusm.edu/subject_guides/psychology/apastyle.asp. Points will be deducted from your grade if this format is not followed for course assignments.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the School of Education website. This course will emphasize the following TPEs:

TPE 1B Subject-Specific Pedagogical Skills for Single-Subject Teaching Assignments – Physical Education

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education (Grades K-12).

Teacher candidates are involved with designing a complete unit of instruction with outcomes, lesson planning and implementation that reflects a developmentally-appropriate sequence of instruction based on the CA State Framework guidelines (Completed in EDSS 548A &/or 548B, Standards-Based Curriculum Project).

They enable students to develop the skills and knowledge they need to become active for life.

Teacher candidates demonstrate the planning of subject-matter that provides K-12 physical education students with appropriate engagement in relevant and meaningful moderate to vigorous physical activity during appropriate instructional tasks that allow for high rates of success (Completed in EDSS 548A &/or 548B, Standards-Based Curriculum Project, Main Theme Curriculum Model Presentation, and Developing Physical Education Content Knowledge Presentation).

Candidates balance the focus of instruction among information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles.

Teacher candidates demonstrate their ability to create a complete physical education lesson. (Completed in EDSS 548A &/or 548B, Standards-Based Curriculum Project and Developing Physical Education Content Knowledge Presentation).

Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers.

Teacher candidates are involved with designing a complete unit of instruction with outcomes, lesson planning and implementation that reflects a developmentally-appropriate sequence of instruction based on the CA State Framework guidelines (Completed in EDSS 548A &/or 548B, Standards-Based Curriculum Project).

Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum.

Teacher candidates learn about and design a secondary physical education season (unit) that uses a curriculum model that is used around the world (i.e., Sport Education Model) to create a more authentic student experience. (Completed in EDSS 548A &/or 548B, main Theme Curriculum Model Presentation and in-class discussions).

Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life.

(Completed in EDSS 548A &/or 548B, Standards-Based Curriculum Project, Main Theme Curriculum Model Presentation, and through in-class discussions).

In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

Teacher candidates will read and reflect on issues surrounding the development of reciprocated care in physical education (Completed in EDSS 548A &/or 548B through in-class discussions).

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

(Completed in EDSS 548A &/or 548B through Standards-Based Curriculum Project, Main Theme Curriculum Model Presentation, Class Learning Experiences, and through in-class discussions).

Summary of each assessment for 548B aligned to TPE Competencies

Chapter Quizzes: 20%

Standards-Based Curriculum Project: 20%

Developing Physical Education Content Knowledge Presentation (20%):

Steps to Success Group Presentation: 20%

Assessment Poster "Gallery Hop" Presentation: 20%

4. EDSS # COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS

Standards-Based Curriculum Project (20%): Work with a small group of two (2) colleagues to develop a curriculum of instruction to meet the California Model Content Standards for PE. This project will be designed for a particular school level (elementary, middle or high school) and built around one of the physical education curriculum models.

Part One: One of the purposes of schools is to transmit the culture to the young. Sports and recreational activities have become very important in this country so they can be considered part of the culture about which youngsters must learn. If one of the goals of physical education is to keep students active for a lifetime, then it is important to teach students about the activities they are most likely to pursue. In this section, you will describe: (a) your current school site (including grade level(s) responsible for as a TC); (b) Decide on an instructional unit and curriculum model you plan to develop for your curriculum project (you may decide to use a curriculum you will eventually be responsible for at your school site).

Part Two: In this section you are going to develop a mission statement. A good program should stand for something. Here is an opportunity for you to state what you believe is important about physical activity. Begin by stating what it means to be physically educated from a K-12 standpoint. What will a graduate of your program believe in with regard to physical activity? What skills will he/she have to continue participating in physical activity through a lifetime? Use the NASPE Standards and the CA PE Framework to guide your thoughts. After you have written your mission statement, you will develop a philosophy for your curriculum. A middle school philosophy should build on elementary programming and move students closer to your mission statement. A high school philosophy should link to these other levels and represent yet another layer for getting students to be active for a lifetime. The textbooks used for this class will be helpful for writing this philosophy.

Part Three: After you have determined the content of your program, you will identify which of the content standards that the activities/concepts are designed to address/teach for the middle and high school levels. Identify the standard(s) that the activity will address. Realize that one activity will not address all content standards. An activity may meet 2 or maybe 3 of the standards quite well, but really not do a very good job on the others. Indicate only those standards that the activity readily meets. Certain curricular models emphasize different standards. For example, the social development curriculum will do a lot with Standards Five and Six, but not too much with Standard Four. Your fitness curriculum will obviously address Standard four, but may have a more difficult time with Standard one. All this must be taken into consideration when developing this section.

Summarize the information on standards by creating a grid or table that clearly indicates this. If you have some content standards that are not being addressed, you may need to change your activities planned so that all content standards are reached by the conclusion of the program outlined in your curriculum. When selecting your activities and curricular models, select areas that will allow your students to meet all of the NASPE Physical Education Content standards. I will be looking for some careful thought about this section. All activities will not help you meet all standards. Make your choices wisely.

In your curriculum, you may repeat an activity, but you don't want your curriculum to be redundant. If you repeat a sport or activity in middle or high school, you must break down the activity and show what students will learn each time it is taught. There should be a definite **sequence** for your activities/sport.

Part Four: Next you will decide what you are willing to accept as evidence that students have met your goals. In other words, you must develop assessments for your curriculum. Assessments for your school level will assess the standards but will also reflect the activities in your curriculum. Your exit requirements (SLOs) should indicate that students have met your philosophy of being physically educated and that students have met requirements indicated for each NASPE content standard and the CA Content Standards. Explain how graduates from your program meet the NASPE and CA Content Standards for being Physically Educated.

Part Five: In this section you will develop an analysis of concepts and activities taught that will allow your students to reach the goals and assessments from Sections Three and Four.

Select the sport/activities that you will include in your middle and high school grade curriculums. This section is a description of the activities you will do every year in your program that will allow you to reach the elements listed in Part 3 and for students to successfully complete the assessments indicated in Part 4. For either the middle or high school level, you **MUST** use your curriculum model when selecting activities.

Be sure that your model is sensitive to the needs of special populations identified in Part One. If activities or assessments require modification, explain how this will be done. Selection of activities can also be important.

Part Six: Indicate the amount of time you will spend teaching each activity at the elementary, middle and high school levels. Remember, to gain competence, you must give students adequate opportunity to learn the activity/sport. You may need to narrow the scope of your activities to ensure that enough time is allotted for student learning. Each year the time spent on your activities should equal the total amount of time available.

Part Seven: How will you address safety of your students when delivering the curriculum? If you have outdoor activities, are your instructors certified? Are facilities safe? Is your physical education staff trained to handle emergencies? What are your policies? Be sure to include a sample accident report form that will be used for physical education.

References. What materials did you use to complete your curriculum?

Scoring Rubric

A scoring rubric is attached to this assignment. Use it to guide development of this assignment. Note that it asks you to attend to clarity, specificity, accuracy, depth, analysis & interpretation, creativity, and presentation (proof reading, grammar, and spelling).

Standards-Based Curriculum Project Scoring Guidelines

_____Part 1: Description of the school site, students, curriculum, and curriculum model. Please provide enough detail for any non-physical education individual understand your scope (1-2 pages) (4 points)

1. School Site
2. Students
3. Curricular Unit or theme
4. Curriculum Model

_____Part 2: Curricular philosophy (4 points)

Mission Statement (describe the physically educated person in your own words)
Philosophy for the K-5, OR 6-8 program, OR
Philosophy for the 9-12 program

Your project should answer the following questions:

- What does it mean to be physically educated at your selected grade level?
- What will a graduate of your program believe in with regard to physical activity?
- What skills will he/she have to continue participating in physical activity through a lifetime?

Note: The elementary, middle and high school philosophies should reflect a scope and sequence that demonstrate developmentally appropriate instruction.

_____Part 3: Unpacking the standards (10 points)

- What NASPE Standards/CA PE Content Standards you will cover and what will be your SLOs?
- Indicate which standards are addressed with each concept or activity. Draw a chart to visually display which standards are covered at each grade level.

_____Part 4: Assessments for your school level (elementary, middle and secondary) (6 points)

_____Part 5: Content analysis of concepts and activities taught; what activities/lessons will you use to meet your curricular goals? I.e., Task Analysis (10 points)

Your project should:

- Identify the activities that will be taught for each grade at your school level.
- Teach activities at the school level, which will allow you to meet the goals identified in Part 3.
- Teach activities that will allow students to successfully complete the school assessments specified in Part 3.
- Include a curriculum model while selecting appropriate assessments for the school level.
- Explain how diversity will be taken into consideration when selecting the activities.
- Reflect sensitivity to special needs students.

_____Part 6: Time analysis of content (4 points)

- Chart showing time spent teaching each concept and activity

_____Part 7: Addressed issues related to safety and resources used for the project (2 points)

Developing Physical Education Content Knowledge (20%): Design one CK learning experience that aligns with the CA content standards. Choose five psychomotor techniques/tactics that could be taught within a lesson. This motor content must differ from the one used in EDSS 548A. Videotape performance of each of the five psychomotor techniques/tactics. Your video should be conducted in a fashion that could be shown to your specific student population whom you are currently teaching. Present your video clips to the class with full analysis of the four domains of physical education content knowledge (rules/etiquette, critical elements, error discrimination, progressions for student improvement).

Your TASK has three parts...

- I. Develop a PowerPoint, multimedia, or experiential presentation that includes five video clips of a psychomotor technique/tactic that could be taught in a K-12 physical education lesson or that you plan to teach in a future lesson.
- II. Help us understand "key" aspects of your video clips: including the four domains of content knowledge (rules/etiquette, critical elements, error discrimination, progressions for student improvement).
- III. Develop a set of materials to guide your teaching colleagues through the techniques/tactics that you cover in your presentation.

You have 45-minutes to achieve these objectives.

Plan on meeting with me PRIOR to your presentations so that we might ensure accuracy in the information you share with your peers. This would be best in the outline stages before you have your full delivery and handouts developed.

Scoring Rubric

A scoring rubric is attached to this assignment. Use it to guide development of your physical education content knowledge presentation.

Developing Physical Education Content Knowledge Presentation
Scoring Rubric

Name(s) _____ Points Earned (40 possible) _____

Category	7-8	5-6	4-5	3 and below	Comments
Expresses "key" points clearly	Communicates "key" aspects of the video clips effectively by providing a clear description that contains rich, vivid, and powerful detail.	Communicates "key" aspects of the video clips by providing a clear description with sufficient support and detail.	Communicates some aspects of the video clips by providing a clear description with sufficient support and detail.	Struggled communicating aspects of the video clips in clear, descriptive detail with support.	
Creative and effective presentation using a variety of means to provide depth	Goes beyond conventional standards by demonstrating ability to creatively and effectively use diverse methods of communicating content.	Clearly meets conventional standards by demonstrating ability to creatively and effectively use diverse methods of communicating content.	Met conventional standards by demonstrating ability to use some creatively and effective use of diverse methods of communicating content.	Struggled to meet conventional standards by demonstrating less than adequate creatively and use of diverse methods of communicating content.	
Explicitly covers all four CK domains	Goes beyond conventional standards by demonstrating ability to illustrate all four CK domains when presenting video clips	Clearly meets conventional standards by demonstrating ability to illustrate all four CK domains when presenting video clips	Met conventional standards by demonstrating ability to illustrate some of the four CK domains when presenting video clips	Struggled to meet conventional standards by demonstrating less than adequate illustration of the four CK domains when presenting video clips	
Accuracy of the video analysis	Paid close attention to detail of the techniques/tactics when discussing the critical elements, possible error(s), and the progressions.	Paid adequate attention to detail of the techniques/tactics when discussing the critical elements, possible error(s), and the progressions.	Paid some attention to detail of the techniques/tactics when discussing the critical elements, possible error(s), and the progressions.	Lacked attention to detail of the techniques/tactics when discussing the critical elements, possible error(s), and the progressions.	
Supporting Materials	Created high quality document(s) that fellow class colleagues could use in their future instruction of content	Created adequate document(s) that fellow class colleagues could use in their future instruction of content	Created below average document(s) that fellow class colleagues could use in their future instruction of content	No supporting document(s) were included or they lacked benefit for colleagues	

Steps to Success Presentation (20%):

Steps to Success is a series of texts from Human Kinetics that provide extensive details in regard to skill progressions on a variety of sport and physical activity.

Assignment Process:

Select/sign up with Dr. Stuhr for a sport/activity area from one of the Steps for Success texts
Choose from any of the following: Field Hockey, Golf, Racquetball, Swimming, Tennis, Volleyball, Weight Training, Self-Defense, and Social Dance OR Instructing Hatha Yoga

Then, go online to the CSUSM library a reserve a copy of this text through Circuit.

Finally, you will need to prepare/present on the following components of your selected sport/activity

- A brief description of the etiquette, rules, and routines
- The fundamental techniques needed to participate (include critical elements)
- The fundamental tactics needed to participate (if appropriate for selected sport/activity)
- The fundamental instructional tasks that a teacher would include for student learning
- The common errors students would make
- Possible ways for the teacher to assess students

Other requirements:

Your presentation should also provide detail on simple to complex skill progression by:

- Explaining the importance of the skill
- Explaining correct execution
- Reviewing key aspects of drills or GLPs

You have 45-minutes to achieve these objectives during your presentation.

Assessment Poster Presentation (20%): You will prepare an in-depth overview of one assessment used within your physical education curriculum. You will prepare an innovative poster and informative set of materials for your peers. You may use your textbook or previous courses to help guide your creation of your assessment poster. Please choose an assessment that can be or will be used at your current placement site.

Your TASK has three parts...

- I. **Design and Implement an authentic assessment** with your current students at your site.
- II. Develop a poster that provides an in-depth view of your assessment. Help us to 'live' what your assessment is all about. Help us understand "key" aspects of the assessment by including the following on your poster:
 - a. The goals or desired SLOs (outcomes) for the assessment
 - b. Philosophy of using this assessment (i.e., what will this tell you if used properly?)
 - c. Standards (CA Content and NASPE) the assessment addresses
 - d. The role of the teacher/The role of the students
 - e. Types of learning experiences inherent in the assessment
 - f. Advantages of using the assessment/Disadvantages of using the assessment
 - g. How to get started using the assessment in your own class**
 - h. How you used the assessment with your current class**
 - i. Findings from using this assessment with your current class (what worked, what needed modification, how well your students performed).**
- III. Develop a set of materials to guide your teaching colleagues with "how to" details of implementing the assessment within physical education. Hand this out during the presentation day.

You will bring your poster and set it up during week 7 of class for a Gallery Hop Presentation.

Plan on meeting with me PRIOR to your presentations so that we might ensure accuracy in the information you share with your peers. This would be best in the outline stages before you have your full delivery and handouts developed.

Scoring Rubric

A scoring rubric is attached to this assignment. Note that it asks you to attend to clarity, specificity, accuracy, depth, analysis & interpretation, creativity, and presentation (proof reading, grammar, and spelling).

Assessment Poster Presentation - Scoring Rubric

Name(s) _____ Points Earned (40 possible) _____

Category	7-8	5-6	4-5	3 and below	Comments
Expresses "key" points clearly	Communicates "key" aspects of the assessment effectively by providing a clear description that contains rich, vivid, and powerful detail.	Communicates "key" aspects of the model by providing a clear description with sufficient support and detail.	Communicates some aspects of the model by providing a clear description with sufficient support and detail.	Struggled communicating aspects of the model in clear, descriptive detail with support.	
Creative and effective poster using a variety of means to provide depth	Goes beyond conventional standards by demonstrating ability to creatively and effectively use diverse methods of communicating content.	Clearly meets standards by demonstrating ability to creatively and effectively use diverse methods of communicating content.	Met standards by demonstrating ability to use some creatively and effective use of diverse methods of communicating content.	Struggled to meet conventional standards by demonstrating less than adequate creatively and use of diverse methods of communicating content.	
Accuracy of information	Paid close attention to detail, checked information against important sources, recognized inconsistencies, and clarified any misinterpretations.	Paid adequate attention to detail, checked several sources, recognized and clarified inconsistencies and misinterpretations.	Paid attention to detail, checked a few sources, and recognized inconsistencies.	Lacked attention to detail, consulted few sources, and did not acknowledge inconsistencies or misconceptions.	
Understanding of the assessment	Demonstrates a thorough and complete understanding of the philosophy, goals, characteristics, values, concepts, and implications of the use of the assessment and provides new insights into implementation.	Displays a complete understanding of the philosophy, goals, characteristics, values, concepts, and implications of the model.	Displays an incomplete understanding of the philosophy, goals, characteristics, values, concepts, and implications of the model as well as some notable misconceptions.	Displays severe misconceptions about the philosophy, goals, characteristics, values, concepts, or implications of the model.	
Useful set of "how to" materials	Developed a thorough set of useful, specific, detailed, and hands-on "how to" materials to guide your teaching peers.	Developed an adequate set of useful, specific, detailed, and hands-on "how to" materials to guide your teaching peers.	Developed a set of useful and specific hands-on "how to" materials to guide your teaching peers.	Developed incomplete materials to guide your teaching peers in the "how to" of the model.	

5. EDSS 548B COURSE CALENDAR

Spring Semester:

Session #1 Saturday Jan 26 from 9:00-11:45 UH 444

- Prior to class: 1) read syllabus prior to class; 2) read chapters 1 and 2 in required text
- In Class: Chapters 1 and 2; course assignments overview
- Assignments for Next time: 1) Read Chapter 3 and 4

Session #2 Saturday Feb 2 9:00-11:45 UH

- Prior to class prepare for chapter 3 and 4
- In Class: [Quiz #1 In-Class Only](#); chapters 3 & 4
- Assignments for Next time: 1) Read chapter 5 & 6 – Take Home Quiz for chapter 6

Session #3 Saturday Feb 9 9:00-11:45 UH

- Prior to class prepare for chapter 5 and 6
- In Class: [Quiz #2 In-class and Hand-in](#); chapter 5 & 6
- Assignments for Next time: 1) Read chapter 7, 8, & 9 – Take Home Quiz for Chapters 7, 8, & 9

Session #4 Saturday Feb 16 9:00-11:45 UH

- Prior to class prepare for chapter 7 and 8
- In Class: [Quiz #3 Hand-in Only](#); [Steps to Success Presentation Day 1](#) (Group 1); Chapters 7, 8, & 9
- Assignments for Next time: 1) Read chapter 10

Session #5 Saturday Feb 23 9:00-11:45 UH

- Prior to class prepare for chapter 10
- In Class: [Quiz #4 Hand-in Only](#); [Steps to Success Presentation Day 2](#) (Group 2); chapter 10
- Assignments for Next time: 1) Read Chapter 11 & 12

Session #6 Saturday March 9 9:00-11:45 UH

- Prior to class prepare for chapter 11 and 12
- In Class: [Quiz #5 In-Class Only](#); [Steps to Success Presentation Day 3](#) (Group 3); chapters 11 & 12
- Assignments for Next time: 1) Final Prep for Assessment Poster Gallery Hop Presentation

Session #7 Saturday March 23 9:00-11:45

- Prior to class be prepared to present your assessment poster!
- In Class: [Assessment Poster Gallery Hop Presentation](#)
- Assignments for Next time: 1) Final Prep for Content knowledge Presentation!

Session #8 Saturday April 13 9:00-11:45

- [Curriculum Project Due](#)
- In Class: Developing Physical Education [Content Knowledge Presentation Day 1](#) (2 presenters)

Session #9 Saturday April 20 9:00-11:45

- In Class: Developing Physical Education [Content Knowledge Presentation Day 1](#) (2 presenters)

Session #10 Saturday May 4 9:00-11:45

- In Class: Developing Physical Education [Content Knowledge Presentation Day 2](#) (2 presenters)