

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

**EDSS 548-A SECONDARY PHYSICAL EDUCATION METHODS
LABELED EDUC 695-1 FOR FALL 2012 ONLY
CRN 42279 – (2 UNITS)**

**Saturday: 9:00am – 11:45a
UH 337**

**Professor: Paul T. Stuhr, Ph.D.
Phone: (760) 750-7357
E-Mail: pstuhr@csusm.edu
Office: 318 University Hall
Office Hours: After class and by appointment**

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.

3. EDSS 548A COURSE INFORMATION & REQUIREMENTS

Course Description

Designed to introduce teaching candidates to curriculum development and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teaching candidates 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. These elements include: curriculum, safety, class size, facilities and equipment, time allocation, technology, activity content knowledge. 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 548A emphasizes standards-based curriculum design with the course student learning outcomes.

EDSS 548A Course Standards

Specific student learning outcomes/assessments for this course :

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 competence of course content by achieving 70% or better on all exams;
8. 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
9. 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., & Tannehill, D. (2010). *Standards-based physical education curriculum development (2nd ed)*. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 978-0-7637-7159-1

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 & 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 & 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 & 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 & 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 & 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 & 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 & 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 & 548B through Standards-Based Curriculum Project, Main Theme Curriculum Model Presentation, Class Learning Experiences, and through in-class discussions).

Summary of each assessment and learning task for 548A aligned to TPE Competencies

1. Main Theme Curriculum Model Presentation: 25%
2. Developing Physical Education Content Knowledge Presentation: 25%
3. Case Study - Understanding the Elements of a Quality Physical Education Program: 25%
4. Guest Speaker Q&A with Professional Development Review Paper: 25%
5. In-Class Learning Experiences:
 - Unpacking the California Content Standards
 - Developing a Mission Statement & Developing RRE's in Physical education
 - Creating a Physical Education Programmatic Vision
 - Constructing Content Knowledge in Physical Education
 - Developing a Robust Physical Education Curriculum

4. EDSS 458 COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS

Throughout the semester we will be involved in a variety of learning experiences and on-going assessments to facilitate understanding and application of curriculum concepts and instructional design strategies. Many of these learning experiences will be conducted with a partner or in small groups just as you would while collaborating with colleagues in the schools. Each learning experience and assignment will be explained in detail and accompanied by an in-depth written handout and scoring guidelines at the time it is first discussed. Learning experiences and assessments include the following:

Main Theme Curriculum Model Presentation (25%): You will prepare an in-depth overview of one of the physical education curriculum models, prepare an innovative presentation and informative set of materials for your peers. Models you may choose from include Skill Theme Approach, Sport Education, TGfU, Play Practice, Personal and Social Responsibility, and Fitness Education.

Your TASK has three parts...

- I. Develop a PowerPoint, multimedia, or experiential presentation that provides an in-depth view of your assigned curriculum model. Help us to 'live' the model. Note: an activity session for your presentation is appropriate and encouraged, provided you give the instructor prior notice to reserve an outdoor location and provide necessary equipment.
- II. Help us understand "key" aspects of the model
 - a. The goals and desired outcomes of the model
 - b. Philosophy of the model
 - c. Implications across grade levels
 - d. Standards (CA Content and NASPE) the model addresses
 - e. Value orientation
 - f. Characteristics which are the basis of the model
 - g. The role of the teacher
 - h. The role of the students
 - i. Types of learning experiences inherent in the model
 - j. Advantages of using the model
 - k. Disadvantages of using the model
 - l. How to get started using the model
 - m. Help us see how this model might be used across grade levels in challenging, innovative, and exciting ways.
- III. Develop a set of materials to guide your teaching colleagues with "how to" details of the model for their future use.

You have 60-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 curriculum model presentations. Note that it asks you to attend to clarity, specificity, accuracy, depth, analysis & interpretation, creativity, and presentation (proof reading, grammar, and spelling).

Main Theme Curriculum Model Presentation - Scoring Rubric

Name(s) _____

Points Earned (50 possible) _____

| Category | 9-10 | 7-8 | 5-6 | 4 and below | Comments |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Expresses "key" points clearly | Communicates "key" aspects of the model 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 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 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 model | Demonstrates a thorough and complete understanding of the philosophy, goals, characteristics, values, concepts, and implications of the model and provides new insights into some aspects of its 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. | |

Developing Physical Education Content Knowledge (25%): Design one CK learning experience that aligns with the CA content standards. Choose five psychomotor techniques/tactics/progressions that could be taught within a lesson. Videotape performance of each of the five psychomotor techniques/tactics/progressions. 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). Choose something you can use at your site!

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 30-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 (50 possible) _____

| Category | 9-10 | 7-8 | 5-6 | 4 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 | |

Case Study - Understanding the Elements of a Quality Physical Education Program (25%): Solving site issues using baseline data, intervention plan, outcome/findings, and discussion write-up.

Case study research is an innovative approach to help understand perspectives and experiences related to various phenomenon, concepts, environments, or other socio-ecological questions that can occur within the classroom. The purpose of this project is for you to capture evidence of change as it occurs in your current classroom. This change should bring about a better learning environment for you and/or your students.

Process:

You will need to come up with a research question (i.e., a defined problem, behavior, or goal at your site) that you would like to improve on within your current teaching situation (i.e., involving your students and your Fall school placement). Once you have determined what your research question is you must identify objective/measurable phenomenon you would like to collect data on. Once you have determined what your research question is and the type(s) of data to be collected you will complete your research project, to include the following:

- A brief description of your research question (i.e., defined problem, behavior, or goal) and objective/measurable phenomenon,
- Collect baseline data on your phenomenon,
- Decide on and implement an intervention strategy (i.e., an action plan) to change the targeted phenomenon for the better,
- Collect data on the phenomenon as the intervention is being applied and track progress for 8-weeks,
- Complete a written write-up of the findings (to include a discussion section as well),
- Engage in weekly discussion about your case study during class (tracked by Dr. Stuhr).

The following rubric will be used to assess this project:

Scoring Rubric:

| 0-14% | 15-19% | 20-25% |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Research question is not clearly related to your phenomenon or data collection procedures. There is minimal baseline data collected. The intervention strategy does not align with the phenomenon. There is minimal data collected during the intervention. The complete project write-up lacks depth and clarity. There is little discussion related to the findings with no clear conclusion from the study. Poor engagement in weekly discussion.</p> | <p>Research question is adequate to your phenomenon or data collection procedures. There is adequate baseline data collected. The intervention strategy aligns with the phenomenon. There is adequate data collected during the intervention. The complete project write-up is clear yet lacks depth. The discussion is limited yet related to the findings with a limited conclusion from the study. Some engagement in weekly discussion.</p> | <p>Research question is very relevant to your phenomenon and data collection procedures. There is substantial baseline data collected. The intervention strategy is well suited and aligns perfectly with the phenomenon. There is ample data collected during the intervention. The complete project write-up is clear and in-depth. The discussion is well written and relates to the findings with a clear conclusion from the study. Engaged in weekly discussion.</p> |

Guest Speaker Q&A with Professional Development Review Paper: 25%

Professional Development Review Paper - Guidelines and Rubric

Each student will be required to complete a 5-7 page scholarly review on a professional development topic (i.e., the induction process, completing a Masters degree with thesis, becoming a national board certified teacher, presenting at a local or state conference, reflecting on teaching, assessment in PE, etc.) that does/will have direct impact with the teacher candidate. It will be important to choose a topic that is relevant to your own future goals within the profession. The teacher candidate will need to include as references a minimum of 3 peer-reviewed research articles (other than the articles read for class), one textbook, and the notes taken from the guest speaker. Other references are also encouraged. Each paper should be typed, 12-font, times new roman, double-spaced, and no less than 5 pages nor longer than 7 pages in length. No cover page required. **Topics must be approved.**

Scoring Rubric

Objective: Each student will demonstrate the following five components for their review.

(1) Include ideas, key concepts, opinions, and perspectives from the **guest speaker and from your readings** in your review. Include those ideas, key concepts, opinions, and perspectives that you believe **relate the best to your professional development topic** that could be of value to you as a teacher. Demonstrate the knowledge you have acquired in addition to what the literature highlights.

(2) Your paper should be written with the following **four sections**:

- a. **Introduction** (To include what will be covered in your paper)
- b. **Body** paragraphs with the main ideas, key concepts, opinions, and perspectives. The purpose behind the information covered in all the reading.
- c. **Personal opinion** (coupled with examples from the readings) with your own thoughts and ideas regarding what you have read and reflected throughout the semester. Why this information is of value to you or the professionals within the field of teaching.
- d. **Conclusion** (To include summary for each idea, key concept, opinion, and perspective).

(3) Clearly has **headers** that illustrate the main ideas, concepts, perspectives of the paper. Discusses each main idea, key concept, opinion, and perspective in detail. **Pithy, in-depth, and detailed writing.**

(4) All written work:

- **Typed, 12 font, times new roman, and double-spaced.**
- The print quality should be clear and dark. Uses APA style of writing.
- **All margins should be one inch.** Five to Seven pages in length.
- Should have the paper's title, the S's name, and the date the paper is submitted on the top right hand side/page.

(5) The writing is clear and follows a logical writing pattern with correct grammar and punctuation.

Provides details from the readings. Uses personal examples from student facilitations (when appropriate) to help reader understand application of key concepts/strategies learned. Includes all required references.

The review paper is worth 25% of your grade. The following scale will be used in assessing your final paper.

- _____ 23-25% = Demonstrated a highly thorough understanding of all *five* objectives
- _____ 20-22% = Demonstrated an above average understanding of all *five* objectives
- _____ 19-21% = Demonstrated a highly thorough understanding of four objectives
- _____ 16-18% = Demonstrated an above average understanding of four objectives
- _____ 12-15% = Demonstrated an adequate understanding of *three* objectives
- _____ 8-11% = Demonstrated an adequate understanding of *two* objectives
- _____ Below 8% = Demonstrated inadequate understanding of the objectives

5. EDSS # COURSE CALENDAR

Fall Semester EDSS 548 A:

September 1 - Session #1 Saturday 9:00-12:00 UH 337

- Class introductions – Site observations thus far
- Read syllabus prior to class with special attention to the following: 1) access cougar courses; 2) assignments required; 3) description of each assignment. BRING ANY QUESTIONS TO CLASS
- Prior to class be prepared to respond to these questions: How would you define physical education? How should it be taught in elementary/middle/high school? What do you think is important for you to learn this year? What professional goals do you have for yourself? – (Quick Write Task)
- In Class: Site Intervention Study Overview (PPT) and Brainstorming Session
- In Class: Chapter 1 - Introduction to Standards-Based Physical Education Curriculum (PPT)
- In Class: Main Theme Model - This first presentation will be instructor led ABL (PPT) (Chapter 8)
- Class Learning Experience: Unpacking the California Content Standards – using current site unit
- Assignments for Next time: 1) Complete professional development questions for Q & A Session with guest Speaker; 2) Read chapters 1, 2, & 7 in the textbook; 3) Decide on potential Case Study Research Question

September 8 - Session #2 Saturday 9:00-12:00 UH 337

- Prior to class be prepared to discuss chapter 1, 2, 7 and have 5 Guest Speaker questions to hand-in
- In Class: Site Observations thus far
- In Class: Case Study (Discussion on Research Question(s) Selected)
- In Class: Chapter 2 - Building a Quality Physical Education Program
- In Class: Main Theme Model - Skill Theme Approach (Chapter 7)
- Class Learning Experience: Developing a Mission Statement
- Discuss timelines for completing the course assignments.
- Assignments for Next time: 1) Read chapter 6; 2) Start collecting baseline data

September 15 - Session #3 Saturday 9:00-12:00 UH 337

- Prior to class have chapter 6 read
- In Class: Case Study (Discussion on Baseline Data Collection)
- In Class: Discuss Content Knowledge for PE, including video clip examples
- In Class: Main Theme Model - Personal and Social Responsibility (Chapter 6)
- Assignments for Next time: 1) Prepare for Q & A Session with guest Speaker; 2) Continue collecting baseline data and/or decide on and implement intervention

September 22 - Session #4 Saturday 9:00-12:00 UH 337

- Presentation (Q&A) with Brenna Baringer (San Diego Unified School District)
- Take notes on professional development answers for review paper
- In Class: Case Study (Discussion on Baseline data and/or Intervention)
- Assignments for Next time: 1) Read chapter 4 & 11; 2) Continue completing assignments based upon projected timelines.

September 29 - Session #5 Saturday 9:00-12:00 UH 337

- Prior to class be prepared to discuss chapter 4 & 11
- In Class: Case Study (Discussion on Baseline data and/or Intervention)
- In Class: Chapter 4 - Assessment in Curriculum Development
- In Class: Main Theme Model - Sport Education (Chapter 11)
- Class Learning Experience: Developing RRE's in Physical education
- Assignments for Next time: 1) Read Play Practice Articles; 2) Continue completing course assignments based upon projected timelines.

October 13 - Session #6 Saturday 9:00-12:00 UH 337

- Prior to class have read Play Practice Articles
- In Class: Case Study (Discussion on Intervention and/or initial Findings)
- In Class: Main Theme Model – Play Practice (Cougar Courses Articles)
- Class Learning Experience: Constructing Content Knowledge in Physical Education
- Assignments for Next time: 1) Read chapter 5 & 13; 2) Continue completing course assignments based upon projected timelines.

October 27 - Session #7 Saturday 9:00-12:00 UH 337

- Prior to class be prepared to discuss chapter 5 & 13
- **In Class: Turn in Professional Development Paper**
- In Class: Case Study (Discussion on Initial Findings)
- In Class: Chapter 5 - Teaching ALL Kids: Valuing Students Through Culturally Responsive and Inclusive Practices
- In Class: Main Theme Model - Fitness Education (Chapter 13)
- Class Learning Experience: Developing a Robust Physical Education Curriculum
- Assignments for Next time: 1) Read chapter 14; 2) Continue completing course assignments

November 10 - Session #8 Saturday 9:00-12:00 UH 337

- Prior to class be prepared to discuss chapter 14
- **In Class: Turn in Case Study Write-up – Hold Discussion**
- In Class: Chapter 14 - It's Not Business as Usual;
- In Class: Developing Physical Education Content Knowledge Presentation Day 1 (2 presenters)
- Assignments for Next time: 1) Read chapter 10; 2) Continue completing course assignments

November 17 - Session #9 Saturday 9:00-12:00 UH 337

- Prior to class be prepared to discuss chapter 10
- In Class: Developing Physical Education Content Knowledge Presentation Day 2 (2 presenters)
- In Class: Main Theme Model - Teaching games for Understanding (Chapter 10)
- Assignments for Next time: 1) Read chapter 3 in textbook

December 1 - Session #10 Saturday 9:00-12:00 UH 337

- Prior to class be prepared to discuss chapter 3
- In Class: Chapter 3 - Evaluating Your physical Education Curriculum
- In Class: Developing Physical Education Content Knowledge Presentation Day 3 (2 presenters)
- Class Learning Experience: Creating a Physical Education Programmatic Vision