

Course & Section Nos.	EDSS 548 a and b
Course Title	METHODS FOR TEACHING PHYSICAL EDUCATION AT SECONDARY LEVEL
Class Roster No.	23191 (a) and 23192 (b)
Course Day(s)	Wednesday and some Saturdays
Time	4:00 – 7:15 PM
Course Location	UH 271
Semester / Year	Spring 2017
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Office Hours	By appointment

WELCOME

Welcome to this foundational course for the Single Subject Credential Program where you will learn how to use powerful and effective strategies for reading, writing, speaking and listening in your content area. You will also have the opportunity to delve into the latest digital literacy strategies, platforms and ways of communicating by developing your own Personal Learning Network. We look forward to an exciting semester of learning, dialoging and sharing ideas and experiences to enhance student learning in middle and high school classrooms.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Principles, Organization and Management of Secondary School Physical Education

Serves as the secondary component for preparation towards the teacher certification program for prospective physical education teachers. Provides an intensive experience focusing on the critique design, instruction, implementation, and evaluation of middle and high school physical education. Designed to promote effective teacher behaviors found in the secondary physical education setting. *Two hours of lecture and three hours of laboratory.*

Secondary Physical Education Methods A (Catalog Description)

Designed to introduce teaching candidates to curriculum development, assessment strategies, 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, assessment, and program evaluation. May not be taken for credit by students who have received credit for EDUC 695-1. Enrollment Requirement: Admission to the Single Subject Program. Prerequisite: EDUC 350, 364, and 422.

Secondary Physical Education Methods B (Catalog Description)

Designed to introduce teaching candidates to assessment and instructional design concepts that are essential to the effective design of a standard-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. Enrollment Requirement: Admission to the Single Subject Program. Prerequisite: EDSS 548A.

Course Prerequisites

Spring Courses: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521, & EDSS 555 and successful completion of CP I.

Course Objectives

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).

They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction among 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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Texts

- McKenzie, T., & Rosengard, P.,. SPARK Physical Education for Middle School (6-8). Only available directly through SPARK University. Questions call 1-800-SPARK-PE
- NASPE Standards grades 6-12: <http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>
- California Standards grades 6-12: <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

Additional Resources:

- How SPARK aligns with the NASPE Standards <http://www.sparkpe.org/standardsNASPE.pdf>
- The HEALTHY study: <http://www.healthystudy.org/>

Cougar Courses

CREENTIAL PROGRAM STUDENT 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.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

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

- *Understands and uses the state-adopted academic content standards*
- *Develops planning instruction that addresses the standards*
- *Consistently demonstrates the ability to teach to the standards*

TPE 8 – Learning About Students

- *Understands child and adolescent development to better understand students*
- *Uses formal and informal methods to learn about students to assess students' prior mastery*
- *Uses interpersonal interactions to learn about students' abilities*
- *Connects with the various factors that can affect student learning and modifies instruction to includes all students*

TPE 11- Social Environment

- *Understands the importance of the social environment*
- *Establishes and maintains a positive environment for learning*
- *Creates classroom community through promotion of students' social competence and natural peer supports*

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. 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 Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

SCHEDULE/COURSE OUTLINE

TENTATIVE CALENDAR (SUBJECT TO CHANGE. BRING YOUR TEXT TO CLASS EACH WEEK.)

Week	Topics	Learning for the week	Assignment Due
Session 1 January 25 Classroom	Introductions Class overview Notebook Teaching PE	Class expectations. What is SPARK? How to use the notebook. How teaching philosophy influences your program.	SPARK Notebook purchased Pre-register for CAHPERD Con.by 1/20
Session 2 Gym	Getting started	How to increase physical activity without sacrificing the fun factor. Focus on activities for the beginning of the year.	Wear comfortable clothes and shoes to move
Session 3 Classroom	Quality PE program	What are the key components of a quality PE program? Developing a quality physical education program.	Arrange school visit if not attending conf. between 2/9 – 3/8
Session 4 Gym	Quality PE program applied	How each component factors into a quality program.	
Session 5 Classroom	Social skills	Creating a positive learning environment for all students. How to assess social skills student progress.	
Session 6 February 25	CAHPERD SD Conference or school visitation	Attending a variety of sessions and learning from teaching professionals.	Attend a minimum of 3 sessions or 3 classes MS/HS visitation
Session 7 Gym	Social skills applied	Activities and strategies for practicing and reinforcing social skills.	
Session 8 Classroom	Instructional strategies	Participants will learn the characteristics of successful physical education instruction.	
Session 9 Gym	Instructional strategies applied	Introduction to a wide variety of instructional strategies.	CAHPERD conference summary or alternative assignment write-up
March 22 Spring Break No Class			
Session 10 Classroom	Curriculum - Standards	NASPE standards and California standards discussed and how they influence curriculum	Lesson Plan #1 Arrange school visit time and date 3/20-4/21
Session 11 Gym	Teach Day 1	Students prepare and deliver a 15-20 minute lesson.	Prepare to teach
Session 12 Classroom	Assessment - Standards	NASPE standards and California standards discussed and how they are assessed. Fitness Testing	
Session 13 Off campus	MS/HS visit	Observation of minimum 3 teachers/ 3 periods at a single site and evaluating instruction.	Arrange school visit to between 3/16 – 4/21
Session 14 Gym	Assessment applied	Practical methods of assessment with large class sizes. Fitness Testing.	School visit summary due
Session 15 Classroom	Class management	How to maintain class control to maximize student learning.	Lesson Plan #2 due

Week	Topics	Learning for the week	Assignment Due
Session 16 Gym	Teach Day 2	Students prepare and deliver a 15-20 minute lesson.	Quality PE Program Paper due
May 17	No Final		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments in Brief

- Pre-register for CAHPERD conference on or before January 20th.
<http://www.cahperd.org/Public/Conferences/Public/Calendar.aspx?hkey=2247d5e0-300b-4b16-9aac-7b9bfa75ac12>
- Purchase SPARK notebook by first class January 25th session 1
- Arrange visitation dates if not attending conference (visit school between 2/9 – 3/8) session 3
- Attend conference February 25th or school visit between 2/9 – 3/8 session 6
- **CAHPERD Conference session summaries or school visit summaries** – Due session 8
- **Written lesson Plan #1** and arrange school visit between 3/16 – 4/21 – Due session 10
- Teaching lesson #1 – Session 11
- Arrange school visit between 3/16 – 4/21
- **School visit summary** – Due session 14
- **Lesson Plan #2** – Due session 15
- Teaching lesson #2 – Session 16
- **Quality PE program paper** – Due session 16

Grading Standards

Candidates may earn 100 points in this course. Grades will be assigned according to the following scale:

90 – 100% = A

80 – 89% = B

75 – 79% = C+

Final Exam Statement

The final will be questions based on the content and handouts during classroom and gym instruction.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three statements of concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs the candidate.

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Students 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, and Action Research and Planning and Instructional Commentaries as required by edTPA.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion 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.

Things to consider:

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

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.