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# HPER 424 HPE in the Classroom K-12

## Course Information

*Instructor information:*

Dr. George Walker

Assistant Professor

Department Chairperson

*Office location/hours:*

* McFarland Campus (across the road from the Cumberland University football complex)
* Monday/Wednesday: 9-1
* Tuesday/Thursday: 9-11

*Contact information:*

Phone: 444-2562, ext. 1213

Email: gwalker@cumberland.edu

*Classroom:* Labry Hall, 209

*Meeting times:* Tuesday/Thursday 11-12:15

 Official Course Description (copy from catalog).

Candidates learn about and develop principles, methods, and materials for teaching health and physical education. Philosophies of teaching, styles of teaching, evaluation, discipline, legal liability, and classroom management will also be addressed. Field Experience Required.

## Purpose

Stated purpose of the course:

This course will introduce topics relevant to the areas of health and physical education. An array of teaching styles, philosophies, and teaching techniques will be addressed.

## Expected Learning Outcomes

NASPE/NCATE National Standards- **National Standards For Beginning Physical Education Teachers:** Beginning Physical Education Teachers must possess knowledge, skills, and dispositional characteristics necessary to impact student learning in physical education.   
**Standard 1: Scientific and Theoretical Knowledge**  
**Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.**  
**Standard 2: Skill- and Fitness-Based Competence**  
**Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K –12 Standards.**  
**Standard 3: Planning and Implementation**  
**Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.  
 Standard 4: Instructional Delivery and Management**  
**Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.**  
**Standard 5: Impact on Student Learning**  
**Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.**  
**Standard 6: Professionalism**  
**Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.**

**Course Objectives**:   
***Knowledge***: ***the subject matter a beginning K-12 physical education teacher needs to conceptually know and understand.*** Through class discussion, peer teaching, written reflection on lessons, readings, and assignments contained in the course, the teacher candidate will be able to:

1. Describe the characteristics of the elementary learner and utilize that information in lesson preparation and presentation.
2. Describe and demonstrate teaching strategies typically employed in teaching elementary physical education, such as stations and task sheets.
3. Explain the steps to curriculum development.
4. Develop unit plans.
5. Master writing specific behavioral objectives that are linked to assessments is required.
6. Differentiate accurately within the lesson plan the differences between tasks, extensions, applications, and cue words.
7. Demonstrate knowledge of the Tennessee Physical Education Standards of Learning.
8. Demonstrate knowledge of instructional goals and activities appropriate for school children.

***Skills:*** ***Demonstrated outcomes of learning essential to a beginning K-12 physical education teacher***.  As a result of peer teaching and the assignments, the teacher candidate will be able to:

1. Develop a logical sequence for teaching skills, utilizing progressions and cue words.
2. Develop and implement practical assessments with children as a way to check for understanding and assess student learning.
3. Demonstrate the ability to write a lesson plan that is developmentally appropriate for prek-12 level students, including students with disabilities.
4. Utilize appropriate behavior management principles consistently in the practicum setting.
5. Provide specific, congruent feedback that will assist the learner in mastering the content.
6. Integrate work with children with special needs into all phases of the class; lesson planning, instruction, and assessment.
7. Integrate other academic areas into the movement setting.  For example, utilizing math or reading skills in a throwing lesson.
8. Demonstrate the various teaching techniques.
9. Use cue words effectively in a teaching situation.
10. Utilize instant activities, set induction, and closure effectively.
11. Develop and implement strategies and closure effectively.

***Dispositions:*** ***Fundamental attitudes, beliefs, and assumptions about teaching and learning in physical education which underlie the professional and ethical bases for practice.*** As a result of the class discussions, readings, and assignments, the teacher candidate:  
1. Is committed to using appropriate motivational strategies to meet the needs of individuals.   
2. Is committed to serving as a role model.   
3. Values short and long term planning to reach curricular goals. physical activity settings.   
5. Believes that plans must be open to revision based on student needs and changing circumstances.   
6. Is committed to using learner strengths as a basis for planning instruction.   
7. Is committed to continuous learning about pedagogical content knowledge and its impact on learning.   
8. Believes that the safety of students is the first priority in any movement setting.   
9. Is committed to on-going self-reflection, assessment, and learning.   
10. Values critical thinking and self-directed learning.   
11. Is committed to seeking, developing, and refining practices to address individual needs of learners.   
12. Recognizes responsibility for engaging in and supporting appropriate professional practices.

**Professionalism:** This concept includes all of the professional behaviors that will be expected when you become a teacher.  They include conduct, attendance, turning in work on time, and appearance in professional settings. Professional behavior is expected at all times and especially when a teacher candidate is in a teaching setting.  High expectations are set for teachers in the field and for those planning to become teachers. To that end, teacher candidates must be aware of the language they use, comments they make, behaviors they display, and personal decisions they make.  It is impossible to list everything the teacher candidate should or should NOT do.

## Elements of Diversity

Candidates will learn about diversity of students through field observations, readings and teaching assignments.

## Technology component

Candidates will develop lessons and will be video-taped teaching the children.

This course will utilize the Livetext electroninc portfolio. For this class candidates are **REQUIRED** to possess a Livetext electronic portfolio. Candidates are required to place lessons plans, observation evaluations and other items within their Livetext electronic portfolio.

## Field Experiences

This course requires **5 sessions** of field experience over the semester. Please fill out the available activity report available the School of Education webpage and return to your instructor at the next appointed meeting time, or email it to them.

Always sign in at the main office anytime you visit the school – it’s Tennessee state law. At your very first visit, stop by the principal’s office to introduce yourself. Dress professionally, but not formally. You should not dress so that you might be mistaken for a student at a high school.

You will do 10 hours of observation, these hours will consist of hands-on work with students in any capacity the cooperating teacher allows. If possible, you will be able to teach class 2 days using the cooperating teacher’s lesson plan.

**See the following website to obtain a copy of your activity report:**

**http://www.sitemason.com/files/fvjvXO/Cumberland\_University\_Field\_Experience\_Activity\_Report.pdf**

## Text(s)

**Required**

* Metzler, M.W. Instructional Models for Physical Education. 3rd Ed. Holcomb Hathaway Publishers. ISBN: 9781934432136

**Recommended**

* Kovar, S.K. et.al. Elementary Classroom Teachers as Movement Educators. 4th Ed. McGraw-Hill Publishers. ISBN: 9780078095764

## Instructional Activities

Students in this course will learn through: the use of technology, research, hands-on experience and video analysis of teaching.

## Content, Assignments, Due Dates

|  |  |
| --- | --- |
| **Percetage** | **Assignment** |
| 20% | Teaching Assignments – On various Tuesday’s your group will meet in the gymnasium to work on teaching skills. At the end of the teaching sessions you will complete an analysis of:   * What was skill or skills being taught? * How did your students progress. What level of motor skill were they at? Did the students grasp the skill taught? How well on a scale from 1-5   1= less than 25% understood the skill being taught  2= 25-50% understood the skill being taught  3= 50% understood the skill being taught  4= 50-75% understood the skill being taught  5= greater than 75% understood the skill being taught   * How do you feel that you performed as a teacher? What were your strengths? What were your weaknesses?   **When teaching on these various days attendance is required. If you are absent for any reason you will not be allowed to make up the teaching assignment.** |
| 20% | * **Special Olympics** – Each candidate will help with Area 9, Area 27 or other approved Area Special Olympics * **Position Papers** (total 4) - For this assignment, the candidate will complete a discussion paper for each of the articles. The following questions must be answered.   1. What were your thoughts after reading your article?  2. Did the author persuade you to change your mind of your preconceived thoughts?  **Articles**   * Stevens-Smith, D. (2000, April). Help! It’s my first year of teaching, and I don’t know where to start! Journal of Health, Physical Education, Recreation, and Dance, 71(4), 50-54. * Fishburne, G. (1983). Is reading more important than physical education? Elements: A Journal for Elementary Education, 15(1), 3-5 * Eveland-Sayers, B. M. et.al. (2009). Physical fitness and academic achievement in elementary school children. Journal of Physical Activity and Health, 6, 99-104. * Shultz, S.P. (2011). Childhood obesity and walking: guidelines and challenges. International Journal of Pediatric Obesity, 6, 332-341. |
| 20% | Fieldwork (5 sessions) - Each candidate will complete 5 sessions of practicum work at Coles Ferry Elementary, Winfree-Bryant Middle, Lebanon High School . For each session you are to be present for the entire class, in other words do not show up late and do not leave early and help with the lesson (ideas to keep in mind when helping would be to help give individual instruction, help set up the classroom, any other request that the classroom teacher may request). At the end of the lesson make sure to complete an CU activity report and Field Experience Form.The CU activity report may be found at the following website: http://www.sitemason.com/files/fvjvXO/Cumberland\_University\_Field\_Experience\_Activity\_Report.pdf |
| 20% | Lesson Plans – There will be 7 lesson plans that you will create throughout the semester. |
| 10% | Registering for Fall Semester/Signing up for Student Teaching/Signing up for TEP 1 or 2 |
| 10% | Disposition – Showing to class on time, Answering & Listening in class, Putting away cell phones or other distractions, Giving 100% effort on all work/teaching activities, Being a team player when teaching or working with your group, Not missing more than 3 classes, etc. |

**Rubric for Lesson Plan**

**The Lesson Plan assignment will be evaluated carefully using the scoring rubric below. Quality of content, not quantity determines the points earned. The possible points needed for a grade of “100” is 8. However, it is possible to get above a “100”. Assignments posted late without instructor permission, will automatically drop 1 point each day starting with the due date. So make sure to turn in your work on time.**

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| --- | --- | --- | --- | --- |
| Objective: | Advanced (3) | Target (2) | Developing (1) | Unacceptable (0) |
| Grammar/Sentence Structure | No errors. The language is not only clear and effective, but it is also admirable in its own right. The text reads easily, descriptions are vivid, explanations are understandable, and key ideas are phrased in memorable terms. The writer commands appropriate vocabulary and sentence structure, establishes and maintains an appropriate tone and level of formality. The paper is not only clear and persuasive--it's a pleasure to read. | Although there may be one or two areas where wording is lessthan clear, the language is almost always clear and effective. It may not strike the reader as elegant or inspired, but the writer has shown her competence, her ability to persuade the reader with words. The writer commands appropriate vocabulary and sentence structure. | A few typos limited to those that spell-check won’t catch (from/form, their/there/they’re, etc.). Although the language is usually clear, it sometimes confuses the reader. Phrasing may be odd or confusing. While sentence structure is usually correct, it is often not very effective. Sentences may be too simple, so that parts of the text read like children's books. The vocabulary may sometimes be inappropriate or repetitious. | Obviously a first draft; not spell-checked, dangling participles, sentence fragments present. Written as if it was spoken. The reader often feels confused by the language, unsure of whatthe writer means to say. The reader is regularly slowed down in the effort to figure out what the writer means. The writer does not seem to command an appropriate vocabulary or amature control of sentence structure. |
| Inclusion of Pertinent  Information |  | All parts of the format criteria are included. | Not all parts were included but format criteria is developing. | Format criteria was obviously not taken into consideration when explaining the research article. |
| Content Knowledge | Exceptional knowledge of information that is being presented. Contains accurate and credible information | Effectively demonstrates a knowledge of information that is being presented | Demonstrates a basic grasp of knowledge that is being presented. Could gather more facts. | Minimal knowledge of information that is being presented |
| Reference |  | Shows correct referencing of material from where information was gathered |  | Shows no referencing of material from where information was gathered |

**Rubric for Position Paper**

**The position paper assignment will be evaluated carefully using the scoring rubric below. Quality of content, not quantity determines the points earned. The possible points needed for a grade of “100” is 15. However, it is possible to get above a “100”. Assignments posted late without instructor permission, will automatically drop 1 point each day starting with the due date. So make sure to turn in your work on time.**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Excellent  5 points | Well Done  4 points | Good  3 Points | Fair  2 Points | Below Average  1 Point | Poor  0 Points |
| Development | Development of topic is outstanding, very well focused and well-articulated | Development of topic is very good, clearly focused and articulated | Development of topic is good, focused, and articulated | Development of topic is adequate but not always focused | Development of topic is too general and too loses focus | Topic is not developed |
| Analysis | Unusual insights and demonstration of complete understanding and synthesis of material | Very good reasoning, explanations and analysis | Decent reasoning, explanations, and analysis | Some inaccuracies or flaws in reasoning and/or analysis | Unclear reasoning, explanations, or analysis | Explanation reasoning or analysis is missing |
| Support | Ideas are strongly and thoroughly supported by a sufficient number of scholarly sources and cited correctly in both text and reference list | Ideas are adequately supported by a sufficient number of scholarly sources and cited correctly in both text and reference list | Ideas are only basically supported by a sufficient number of scholarly sources and cited correctly in both text and reference listed | Sources supporting ideas are inconsistent and are insufficient for collegiate level work and/or are not correctly cited in text and reference | Sources supporting ideas are inconsistent, inappropriate and are insufficient for collegiate level work and are not correctly cited in text and reference | Ideas are cursory, disorganized, unsupported, and insufficient for collegiate level work. Incorrect or absent citations in text and references |
| Thesis/Conclusion | Excellent thesis and concluding statements | Very good thesis and concluding statements | Adequate thesis and concluding statements | Thesis or concluding statements lack clarity | Thesis and concluding statements are unrelated | Lacks a thesis or concluding statement |
| Style | Writing has a real sense of style, with excellent organization, and strictly follows APA guidelines | Writing has very good organization, few grammatical or spelling errors, and follows APA guidelines | Writing has serviceable prose but errors in spelling and/or grammar, and APA guidelines not always used | Writing is disorganized with poor grammar or spelling, and APA guidelines not always used | Writing is difficult to read, poor grammar or spelling, and APA guidelines are not followed | Writing does not meet collegiate level standards |

**Professional Dress Code:** The dress code will apply for professional field experiences in representing Cumberland University, the Health and Human Performance Department, and most all you. Students may wear only navy blue or khaki Bermuda/golf shorts, nylon warm-up or wind suit, collared golf or polo shirt, or appropriate Cumberland University outfit. Appropriate shoes for indoor or outdoor use. All clothing must be in good repair. Students may not chew gum or wear head gear or excessive jewelry. Shirt tails must be tucked in. Men clean shaven or trimmed beards – no fuzzy faces. Students who are not professionally dressed will not be allowed to teach or supervise thus will not receive any credit for the day’s work. Practice teaching in schools is a professional experience and professional dress and behavior are expected at all times.

***Class Topics***

* Effective Teacher in PE
* Teaching Strategies in PE
* Learning Styles
* Interdisciplinary Teaching in PE
* Inclusion in PE
* Differentiation in PE
* Lesson Plans
* Unit Plans
* Classroom Management
* PE Standards
* Various other pieces of Research in PE

## Grading Policy

The final grade for this course will be based on the grades received on teaching assignments, participation, outside observation/participation, and exams.

**Late Work:** All work is due on the date it is assigned. Late work (1-24 hours) will result in a 50% grade reduction. Work submitted more than 24 hours late will received a grade of “0”. **Note: Problems with your computer or printer do NOT permit you an exception to the above requirements.**

**Written Work:** This is an academic setting. All written work shall have proper grammar and sentence structure. When three spelling, grammar, sentence structure, etc. concerns are noted in one assignment, the grade will be lowered by ONE LETTER GRADE. Upon discovery of a total of five spelling, grammar, sentence structure, etc. concerns the grade will be lowered so that a grade of 50% will be the maximum score for the assignment.

**Grading Scale**

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 70-76

D 60-69

F 59-0

## Attendance Policy

Class attendance is expected and required. Excessive absences (which is based on my opinion) will result in a lower grade. **When teaching on the various days attendance is required**!!!

Assignments are **NOT** allowed to be made up!! Knowledge of what assignments are due when are given in a significant amount of time.

## Standards

The faculty of SoE&PS strives to protect our status of being recognized by regional educators as a program that produces educators who are “competent, caring, qualified professional educators and reflective practitioners” in a changing world. Through content, curriculum, and modeling, the goal of the faculty of the SoE&PS is to produce candidates who can demonstrate the knowledge, skills and dispositions established by national and state standards teachers and administrators.

Our goals for teachers are that graduates of our Teacher Licensure programs will:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Understand how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. Understand how students differ in their approaches to learning, and create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
4. Understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of their students.
9. Are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seek out opportunities to grow professionally.
10. Communicate and interact with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.

## University Statements

 The Cumberland University Creed:

Academic honesty is essential to effective learning. Therefore, we as seekers of knowledge hold these as our core values:

Personal integrity: The Cumberland community values personal integrity and academic honesty as the foundation of university life and as the cornerstone of a premier educational experience.

Individual worth: The Cumberland community values the dignity and worth of every individual within that community,recognizing that each person is unique with certain rights and responsibilities. Respect for the individual calls for toleration of differing opinions, attitudes and cultures, and for insistence on fair and just treatment for all individuals by the community itself and the individuals which comprise it.

Independent thinking: The Cumberland community values the pursuit of truth and the communication of knowledge. The community encourages individuals to develop the on-going capacity for critical thinking and judgment. The community believes in the individual’s right to teach and to learn, as well as in the individual’s responsibility to prepare adequately.

Discipline: The Cumberland community values self-control and respect for self and others, which enable all individuals to develop intellectually, spiritually, socially, emotionally and physically. The community believes in the ongoing developmental process of an individual’s assuming responsibility for the effect their behavior has on themselves and others.

Community responsibility: The Community values positive interpersonal relationships among all members of the community. In so doing, the community respects the rights and properties of all individuals and the community itself. The community also values the laws of the society and the just administration of those laws. The community encourages responsible citizenship and involvement of each individual, and seeks to serve and to be faithful stewards of all its resources.

In affirming these values, the Cumberland community expects each student to exemplify behavior consistent with these values in all facets of university life; academic classes, convocation/cultural life programs, musical and dramatic performances, athletic competitions, lectures, presentations, and off-campus events and programs associated with Cumberland; as well as to exemplify them within all university facilities including residential housing, academic buildings, library, offices, dining hall, fine arts center and student center. The affirmation of these values also includes complying with federal, state and local laws both on and off campus.

Cumberland University statement on Plagiarism:

Cumberland students are expected to produce and provide personally generated academic work. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. Academic misconduct includes the unacknowledged use of materials and/or test/quiz responses prepared by another person and forwarded to an instructor for completion of an assignment. Incidents of plagiarism and/or academic misconduct may be adjudicated by the instructor or reported by the instructor to the Assistant Dean for Students for a hearing by the Disciplinary Committee. After a decision by the Disciplinary Committee has been rendered, an appeal may be filed with the Office of the President.

Jeanette C. Rudy School of position on cheating

The Jeanette C. Rudy School of Nursing & Health Professions will not tolerate academic dishonesty in any form. Teacher candidates will be held to a higher standard than other university students if necessary. Cases reported to SoN & HP faculty members will be investigated fully. Cases will be handled internally and may be reported to the University Academic Affairs committee. Consequences may include expulsion from the program and/or Cumberland University.

If a student is caught cheating, the Instructor of this course will report the incident to the Coordinator of Field Experiences. At TEP I and II interviews, such incidents will become part of the evaluation of the candidate. ANY CANDIDATE WHOSE RECORD INDICATES A PATTERN OF CHEATING will not be accepted into TEP II and will not student teach as a Cumberland University candidate.

Other policies and statements can be found at the following website address: <http://www.cumberland.edu/studentrighttoknow>

## Special Accommodations

 “Students with a disability must register with the Dean of Students, who oversees Disability Services at Cumberland University, to receive accommodations. An Academic Accommodation Form should be completed as soon as possible, preferably by the end of the second week of the course.  Documented evidence of the disability is required.  Students with documented disabilities must see the Dean of Students, in Labry Hall 206.  You may call 615-547-1353 to schedule an appointment.”

## Resources

<http://www.pecentral.com>

<http://www.pelinks4u.org>

<http://www.pe4life.org>

Tennessee State Department of Education

<http://www.aahperd.org>

## TEP I & II Interview Dates

***Teacher Education Progression, phase I***

TEP I interviews will be held on ???.These meeting will be held in Bone Hall.

Undergraduates should visit this webpage for information on the TEP I interviews: <http://www.cumberland.edu/undergrad/school_of_education/teacher_edI>

***Teacher Education Progression, phase II***

TEP II interviews will be held on Feb ???,

Undergraduate students should visit this webpage for information on the TEP II Interviews: <http://www.cumberland.edu/undergrad/school_of_education/teacher_edII>

A signup sheet for interview time slots is posted in Bone Hall, or can be found in Sarah Essary’s office.