EDUC 439 Secondary Physical Education Methods

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Class Meets: 236 Brophy  Office Hours: Mon & Wed 12:00 - 1:00, T & TH 11:00-12.
Tues. & Thurs. 8-10

Course Credit: 3 hour  Prerequisites: EIS 301, KIN 115, 124, 135, 226, 251, 252, 253, 365, fully accepted into TEP

Required Textbooks:

Students will be charged a $20 fee in Physical Education classes with field experiences to check out and use Department of Kinesiology cameras, tripods, and remote microphones (KIN 361, KIN 365, KIN 461, EDUC 439). The fees will be used to repair and replace cameras, remote microphones, and tripods.

This course is designed as part of your preparation in the Teacher Education Program at Western Illinois University. As such, it is designed to help you become an empowered educational professional deeply committed to continuous learning and the empowerment of all learners. The logo above is a summary of what you are expected to become as a professional and embodies the Vision, Mission, Values, and Conceptual Framework upon which the Teacher Education Program is designed.

For more information about the Mission, Vision, Values, and Conceptual Framework for the Teacher Education Program and the Expectations of our Candidates, see the following web sites:
http://www.wiu.edu/cpep/mission.html?mainMenuItemToSlide=1
http://www.wiu.edu/cpep/framework.html?mainMenuItemToSlide=1

Course Description: The purpose of this course is to develop knowledge and skills related to teaching physical education to high school students. The course will be specifically oriented toward developing:
1. Analyzing the teaching and learning context to obtain an understanding of the characteristics and needs of the learners.
2. Appropriate curriculum and lessons planned for high school physical education
3. Effective teaching skills for high school physical education students
4. Appropriate and effective use of valid and reliable assessment to measure achievement and to prescribe future learning experiences.
4. Accurate and in-depth reflection of planning, instructing, and assessing of clinical teaching episodes.

A major portion of this course will be conducted in a high school, providing continuous opportunities to observe in the gymnasium and to plan for, teach and assess physical education lessons on a regular basis. Each pre-service teacher should be able to:

   1. Align well written objectives for a sport/dance activity, movement concepts, and affective learning that are aligned with State and National standards and valid and reliable assessment strategy.
   2. Design experiences for high school learners for the development of:
      a. Specialized sport, dance and/or gymnastics skills
      b. Sport strategies, techniques, and rules.
      c. Health related fitness
      d. Affective growth
   3. Construct tasks from lesson content in a lesson through a process of extending, refining and applying skills from game stages 1-4.
   4. Design experiences appropriate for varying levels of ability, rate of learning, and style of learning.
   5. Demonstrate ability to plan for motivational and accountability strategies to facilitate learning.
   6. Plan and organize management routines that are effective and efficient.
   7. Identify safety concerns and create safety plan to prevent injury.
   8. Anticipate adaptations for individual learners so that all learners achieve the learning objectives.

B. Teach lessons to high school students (Illinois Professional Teaching Standard 1, 2, 4, 5, 6, 7, 8, 9, 10, 11).
   1. Present the lesson with:
      a. Clarity
      b. Appropriate accurate cues
      c. Logical progression through parts of a lesson
      d. Efficiency in transitions from one learning task to another
      e. Maximal practice opportunities for all learners.
      f. Management and practice prompts
      g. Appropriate communication
   2. Provide accurate and appropriate feedback to learners.
   3. Identify individual and group learning problems, and appropriately modify/adapt learning activity.
   4. Efficiently and effectively collect valid and reliable assessment data representative of student performance toward achieving the lesson objectives.

C. Accurately reflect using in depth thinking on planning, teaching, and assessment performance using qualitative and quantitative data collected live from the lesson or from the video.

D. 1. Use data from observation systems to reflect on present performance and improve future instruction.
    2. Evaluate psychomotor, cognitive, and affective learning of individuals and group according to objectives using formal and informal measures of evaluation.
    3. Plan subsequent learning experiences based upon learner’s responses.
    4. Evaluate the performance of teaching based upon learner’s responses and instructional skill criteria (ie., time analysis, content analysis, etc.).

Course expectations:
Academic Integrity Policy:
Any violation of academic integrity will not be tolerated. The most prevalent violations of academic integrity are copying exams or homework, plagiarism, and the submission of false information. Integrity violations of any kind with respect to examinations, course assignments, alterations of records or illegal possession of examinations shall be considered as a violation of academic integrity. For more information go to www.wiu.edu/provost/facpol/acad/udishon.shtm.

**Attendance Policy:**

Pre-service teachers are allowed one unexcused. After one unexcused the pre-service teachers grade will be lowered a full letter grade. The grade will be lowered another full letter grade for each additional unexcused absence. Written documentation (doctor’s excuse, death or medical emergency in the family, university sponsored trip, etc.) must be provided to receive an excused absence. Three tardies will equal one unexcused absence.

**Professional Appearance:** Teachers are role models for their students. You also represent WIU Physical Education department and your instructor. You are guests in the school and should therefore represent yourself as a professional at all times. Your appearance makes an impression which will affect the success of your teaching and may later affect whether or not you get a job. These experiences are primarily for those entering the teaching profession, you must follow the rules expected of you in the public schools. Therefore, you must abide by the following at all times; even when you are not teaching. Failure to appear professional will result in being sent home immediately, being counted as absent, and a disposition report will be submitted. (Illinois Professional Teaching Standard 11)

**ACCEPTABLE**

**Appearance:** Clean shaven, well groomed hair, appropriate personal hygiene.

**Collared shirts:** Shirts should be sport polo shirts and have a WIU logo, a professional logo such as PEM, IAHPERD, AAHPERD, NASPE or plain. Sweat outfits: Coordinated pants and jackets are fine.

**Shorts/Pants:** Athletic/coaching shorts/sweat pants or professional looking khaki short or pants are acceptable.

**Shoes:** All-purpose athletic shoes, tennis shoes, running shoes, etc. are fine, but they must be clean. White socks only.

**Jewelry:** No excessive jewelry. Men should use good judgment before wearing earrings in schools. Ask what is acceptable if questionable.

**UNACCEPTABLE:**

**Hats:** Do not wear hats in the gym or classroom.

**Gum chewing:** Do not chew gum, snuff, tobacco or anything else.

**No mobile devices:** All mobile devices must be turned off or left in your car until after leaving the school.

**Grading and evaluation:**

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<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Analysis</td>
<td>20%</td>
<td>93-100% = A</td>
</tr>
<tr>
<td>Clinical Teaching Experiences</td>
<td>60%</td>
<td>90-92 = A-</td>
</tr>
<tr>
<td>(Teaching Standard 4, 10, 11)</td>
<td></td>
<td>87-89 = B+</td>
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<tr>
<td>Written exam</td>
<td>20%</td>
<td>83-86 = B</td>
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<tr>
<td></td>
<td></td>
<td>80-82 = B-</td>
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<td></td>
<td></td>
<td>77-79 = C+</td>
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<td>73-76 = C</td>
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<td></td>
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<td>70-72 = C-</td>
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<td></td>
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<td>66-69 = D+</td>
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<td></td>
<td></td>
<td>63-65 = D</td>
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<tr>
<td></td>
<td></td>
<td>60-62 = D-</td>
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<td>59 and lower = F</td>
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</tbody>
</table>
1. Lesson plans and self-evaluations handed in late will not be graded. Pre-service teachers who hand in lesson plans late that are not graded will not teach that lesson and will not be allowed to make up teaching the lesson.

2. Points will be lost for not following directions on when completing lesson plans, teaching assignments (including taping procedures) and self-evaluations.

3. Pre-service teachers who have not made necessary corrections to their lesson plans and do not have lesson plans with them at the time of the teach will not be allowed to teach and will not be allowed to make up the teach.

4. Pre-service teachers who have not handed in a lesson plan prior to teaching will not be allowed to teach and will not be allowed to make up the teach episode.

5. Pre-service teachers who are expecting to have an excused absence should notify the instructor prior to the absence.

6. Pre-service teachers who have an excused absence should make arrangements for a make-up lesson.

7. Pre-service teachers who have an unexcused absence on the day of a teaching episode will not be allowed to make up the lesson.
Statement to be Included on all syllabi in the Department of Kinesiology for classes that have a physical activity component

Students participating in activity classes must realize that such activities involve the potential for injury that is inherent in all activities. Even with supervision and instruction and strict observance of the rules, injuries are still a possibility. On rare occasions, the injuries can be so severe as to result in total disability, paralysis, or even death. By participating in this class, the student understands and accepts the risks associated with this class.

Students with known physical conditions (e.g., asthma, diabetes) should inform the instructor immediately of their condition so the instructor can anticipate potentially harmful situations. These students should complete a Medical Information sheet (available from your teacher or at the following website: www.wiu.edu/kinesiology) to be kept on file in the Department of Kinesiology main office. Information about students’ disabilities is confidential and will not be shared with others.

Students that get injured during the semester and can no longer participate should contact the instructor to discuss arrangements for meeting the course requirements. The instructor should also be informed of short–term injuries (i.e., 1–2 days) so that other arrangements can be made. Students that are injured during class should notify the instructor IMMEDIATELY to receive appropriate treatment and reduce the risk of aggravating the injury.

Department of Kinesiology
Western Illinois University

MEDICAL RELEASE INFORMATION

Name _______________________________________________________________________
Birthday ______________________________ Today’s Date _____________________
KIN class enrolled in ____________________ Instructor ______________________

Any student participating in an activity class offered by the Department of Kinesiology who has a known medical condition must complete and sign the following form and return it immediately to the instructor. The completed form will be kept on file in the Department of Kinesiology main office.

Please check any of the following known medical conditions that apply to you and provide an explanation of the severity of the condition.

Heart Condition No _____ Yes _____ _____________________________________________________________________________
Head or Spinal Injury No _____ Yes _____ _____________________________________________________________________________
Allergies No _____ Yes _____ _______________________________________________________________________________________
Bone or Joint Injury No _____ Yes _____ ______________________________________________________________________________
Epilepsy or Seizures No _____ Yes _____ ______________________________________________________________________________
Asthma No _____ Yes _____ _________________________________________________________________________________________
Diabetes No _____ Yes _____ _______________________________________________________________________________________
Recent Surgery No _____ Yes _____ __________________________________________________________________________________
Taking Medication No _____ Yes _____ ______________________________________________________________________________

Please provide additional information to explain any of the above condition(s):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________ ____________________________
Legal Signature Date
Tentative Course Outline
Course outline is subject to change due to pre-service teacher understanding of content. Pre-service teachers will be made aware of any changes.

Day 1
Intro, syllabus, What do we have to be able to do to be good teachers? Survey of pre-requisites. Rink’s (1998) Teacher task-student response model and Doyle’s (1978) Classroom Ecology model (Illinois Professional Teaching Standard 1). Developmental aspects of high school students (Piaget, Kohlberg, Erickson, motor skills, developmentally appropriate physical education (Illinois Professional Teaching Standard 2).

Reading assignment: Chapter 6 (6th ed./chapter 7 in 5th ed.) in the Rink book

Day 2
Organizing Management, establishing and teaching routines, gaining/maintaining cooperation, student self control and responsibility strategies, discipline – what to do if it does not work, routines and rules, consequences for misbehavior, getting and maintaining cooperation, accountability strategies, incorrigible students, fights, other adverse situations.

Reading assignment: Chapter 7 (6th ed./ 8 in 5th ed.)

Day 3
Management – small group assignment – application of management.

Reading assignment: Chapter 7 (6th ed./ 8 in 5th ed.)

Day 4
Teacher functions – setting priorities (management and instructional), safe learning environment, maintaining productive learning environment (content management), lesson momentum, feedback, dealing with distractions. Reading assignment: chapter 8 (6th ed./ 9 in 5th edition).

Day 5
Teaching Strategies – Direct vs indirect instruction, Teaching strategy as a delivery system, Mosston’s Teaching Styles, Interactive teaching, station teaching, Peer teaching, cooperative teaching, Self-instruction (PSI), Team teaching,

Day 6
Practice developing instructional strategies

Day 7
Observe and perform contextual analysis

Day 8
Motivation – theories (behaviorism, social learning, self-determination, achievement goal and social goals, interest, motivating teacher behaviors, the use of affective goals for motivation, PE for inclusion, selecting motivation strategies). Accountability strategies lecture

Day 9
Doing a contextual analysis – Western Teacher Work Sample TP 1.1-1.4, lesson planning. Partner work for planning lessons to teach at Macomb.

Day 10-18
Teaching at Macomb JHS

Day 19
Class reflection upon the teaching experience at Macomb, HS; Correction of planning, assessment, and teaching behaviors.

Reading Assignment: Chapter 11 (6th ed.) or Chapter 12 (5th ed.)

Day 20
Observe and contextual analysis

Day 21
Assessment – Formal & informal assessment, valid & reliable, summative & formative, alternative/authentic assessment.
Preparing for teaching, partner planning, selecting motivational and instructional strategies and for

teaching, Western Teacher Work Sample TP 2.1 – 2.3, TP 3.1-3.5, & TP 4.1-4.5.

Teaching at MHS team teaching and mini-worksample

Prepare for final exam, discuss teaching experience, discuss teacher work sample.

**Final exam:** Tuesday, May. 11, 8:00 AM

The syllabus is a contract between the instructor and the teacher. Both parties will be held accountable for what

is in this syllabus. Please read the entire syllabus until you know what is expected of you as a pre-service

teacher in this course. After you understand the information and expectations in the syllabus sign below, tear

along the dotted line, and return to the instructor. Failure to return this portion with a signature will result in

receiving an Incomplete in the course until it is returned signed and dated to the instructor.

I________________________________________ (print name) certify that I

have read and understand what is expected of me as a pre-service teaching in EDUC 439 and what is involved in completing EDUC 439.

Sign________________________________________       Date____________________