Instructors: Ms. Lauren Loucks  
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Credit Hours: 5  
Office: PE 218I  
Office Hours: Posted Outside Office Door  
Phone: (620) 341 – 5928 (Loucks)
Meeting Times: MWF, 10:00 – 11:50 am  
**Please note that teaching/lab experiences will take place outside of scheduled class time.

Required Texts/Fees
- *National Standards for Physical Education* (2005) NASPE.  
- All students are expected to become members of KAHPERD. The student membership fee is $10.00.  
- All students are required to have a CD-Rewritable disk to store the electronic portfolio they will be building during the semester. This CD will be submitted to and kept by the HPER department at the end of the semester. Students may also want to consider purchasing a flash/jump drive.  
- Whistle  
- 2 3-ring binders (one 3-4 inch for course materials; one 1 inch for lesson plans/reflections)

Course Description: This course is designed to provide the necessary knowledge, skills and experiences for successful teaching in physical education. The underlying assumption of this course is that teaching is a series of rational/intentional acts which can be developed and continually improved through organized and planned analysis, activities and evaluation of performance. Topics in this course include philosophical foundations and theoretical aspects of curriculum in physical education and the methodological and pedagogical skills and experiences to develop entry level teaching competencies to be an effective practitioner. The main focus of this course is to develop entry level teaching skills and to provide students with the experience to practice these skills in public school settings. Opportunities are provided in this course to allow students to develop knowledge and skills necessary to become critical thinkers, creative planners and effective practitioners in the area of physical education. **Please note the prerequisites for this class are PE 160, 161, 164, 165, 166 and 167.

Technology Requirement:
- All students need a working e-mail.  
- All students should have a working knowledge of pedometers, heart rate monitors and GPS units.  
- All students should have basic computer skills, including a working knowledge of using Blackboard.  
- All students should have working knowledge for using a video camera.
The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Outcome 1**
Critically examine, formulate and articulate a position with regard to issues and problems in contemporary physical education, sport and athletics. *(KSDE Content Standard #3 and #4)*
**Conceptual Framework:** Proficiency – #2 and #4 (Knowledge 2, 6, 13, 18; Skills 1, 2, 9, 10, 16, 17; Dispositions 3, 5, 6, 8, 11, 12)
**Kansas Professional Education Standards** 6, 9, 10, 13

**Performance**
1. The student will write a position paper which presents a logically written argument for a current issue in physical education.

**Assessment**
Teacher developed rubric
2. Students will participate in cohort group discussions on current issues in physical education.

3. Students will go through a mock interview and discuss current issues.

4. Students will have the opportunity to discuss current issues with certified physical education teachers.

Teacher observation/ In-class evaluation form

Teacher developed rubric

Teacher observation, feedback from physical education teachers.

Outcome 2

Demonstrate knowledge and skills specific to the process of developing lesson plans and units of instruction which demonstrate age appropriate activities/progression, sound educational outcomes and objectives, and proper assessment procedures.

(KSDE Content Standard #1, 2, 5, 6)

Conceptual Framework: Proficiency – #2 and #3 (Knowledge 3, 5, 7, 9, 10, 12, 15; Skills 3, 4, 5, 6, 7, 8, 9, 13, 14, 18; Dispositions 2, 3, 4, 5, 7, 8, 10)

Kansas Professional Education Standards 1, 2, 3, 4, 7 & 12

Performance
1. The student will develop and successfully execute lesson plans for elementary, middle, and high school level classes.

2. The student will develop and implement at least two units for grades K - 12.

3. The student will develop a method to measure student learning as a result of instruction.

4. The student will develop a yearly curriculum plan.

Assessment
Teacher developed checklist

Teacher developed rubric

Physical Education Work Sample
Teacher developed checklist (w/lesson plan)
Rubric used for unit assessment
Report Card
Rubric

Outcome 3

Develop and utilize effective and innovative instructional techniques (class management, discipline, teaching styles, motivational strategies and learning principles).

(KSDE Content Standard #3, # 5 and Standard #7)

Conceptual Framework: Proficiency – #2 and #3 (Knowledge 7, 9, 10, 12, 16, 18; Skills 3, 7, 8, 9, 12, 13; Dispositions 3, 5, 7, 10)

Kansas Professional Education Standards 2, 4, 5

Performance
1. The student will utilize effective instructional techniques when instructing elementary physical education classes.

2. The student will utilize effective instructional techniques when instructing a secondary/middle school physical education class.

3. The student will utilize effective instructional techniques when peer teaching.

4. The student will have the opportunity to work with a certified physical education teacher and model teach several lessons.

Assessment
Teacher developed evaluation form; video analysis

Teacher developed evaluation form; video analysis

Teacher developed evaluation form; video analysis

Feedback from physical educators, teacher observation of modeling techniques
5. The student will write papers discussing their classroom management/discipline and grading philosophies. Career Portfolio/Electronic Portfolio (rubric)

6. The student will conduct observations of experienced teachers at the elementary, middle and high school levels. Observation Reflection Form

7. The student will participate in cohort discussion groups on various topics, including online teaching. Reflection form

Outcome 4
Understand the basic assumptions, conceptual frameworks and designs for various curricular models. (KSDE Content Standard # 5)

Conceptual Framework: Proficiency – #3 (Knowledge 5, 7; Skills 5, 7, 9; Dispositions 3, 10)

Kansas Professional Education Standard 1

Performance
1. The student will examine and review physical education curriculum.

2. The student will examine and review the revised K-12 curriculum guidelines for the State of Kansas as well as the NASPE standards.

3. The student will create a secondary course syllabus for physical education.

Assessment
Discussion, Interview comments, use of curriculum material during teaches

Outcome 5
Develop and administer a safe and well-organized learning experience and environment. Understand and plan for necessary adaptations to make for inclusion students. (KSDE Content Standard #2, Standard #5 and Standard #7)

Conceptual Framework: Proficiency – #3 (Knowledge 1, 3, 16, 17; Skills 3, 8, 16; Dispositions 1, 2)

Kansas Professional Education Standard 3, 5

Performance
1. The student will arrange the physical environment to allow for positive and safe participation when instructing elementary physical education classes.

2. The student will arrange the physical environment to allow for positive and safe participation when instructing a secondary/middle school physical education class.

3. The student will arrange the physical environment to allow for positive and safe participation when instructing a peer teaching physical education class.

4. The student will arrange the physical environment to allow for the safe participation of inclusion students when instructing peers, elementary and middle/secondary students.

Assessment
Teacher developed rubric, feedback from supervising teachers, video analysis

Teacher developed rubric, feedback from supervising teachers, video analysis

Teacher developed rubric, feedback from supervising teachers

Lesson plans
5. The student will make necessary adaptations/modifications to lesson plans for inclusion students and students from diverse populations. Inclusion/Diversity Lesson Plans Cohort discussion of situational dilemmas

Outcome 6
Understand the legal and insurance aspects of physical education activities in the schools. (KSDE Content Standard #3)
Conceptual Framework: Proficiency – #3 (Knowledge 2; Skills 2, 3; Dispositions 1, 2, 8, 10)
Kansas Professional Education Standard 13

Performance
1. The student will read material on legal liability and develop position statements related to legal case studies presented in class. Assessment
   Cohort discussion of case studies

2. Students will reflect on the physical educator’s role in the IEP process. Cohort discussion/guest speaker

Outcome 7
Understand the need for accurate self-assessment, self-reflection and professional evaluation in the teaching process. Be aware of the need to maintain currency in the profession. (KSDE Content Standard #3)
Conceptual Framework: Proficiency – #1, #5, and #6 (Knowledge 7, 8, 14; Skills 9, 17; Dispositions 3, 6, 9, 11, 12)
Kansas Professional Education Standard 9

Performance
1. The student will write a reflection statement after each teaching lesson. Assessment
   Reflection sheet Self-Reflection on Beginning Teacher Standards Final Exam Evaluation forms, verbal feedback, rubrics

2. The student will be formally evaluated by supervising teachers and peers during the teaching experiences.

3. The student will develop a career portfolio and an electronic student portfolio. Teacher developed rubric

4. The student will complete the Strive for 5 or Excel for 8. Teacher developed checklist

5. The student will conduct an evaluation of their teaching behaviors via computer software analysis and videotaping of their teaches. Analysis Report & Student Reflection Sheet

6. The student will complete a practice Praxis II content exam in-class. Praxis II exam score

Outcome 8
Understand the aims and objectives of physical education in the school systems and understand the role of physical education in the total education program. (KSDE Content Standard # 4)
Conceptual Framework: Proficiency – #2 (Knowledge 4; Skills 1, 4; Dispositions 4, 8)
Kansas Professional Education Standards 9, 10 11
Outcome 9
Utilize appropriate technology in development of quality lessons, assessment of skills/behaviors, and communication of information among supervising teachers and students. (KSDE Content Standard #4 and Standard #6)

**Conceptual Framework:** Proficiency – #4 (Knowledge 8, 11, 12; Skills 11, 16, 17; Dispositions 3, 11, 12)

**Kansas Professional Education Standard 12**

**Performance**

1. The student will use appropriate technology during lessons (e.g., heart rate monitors, pedometers, GPS, etc.) and adapt use of this technology for special populations.

2. The student will communicate with public school supervisor & university teachers via personal e-mail.

3. The student will create a parent newsletter and a bulletin board display.

4. The student will use software analysis and videotaping to conduct teaching evaluations.

5. The student will utilize the Blackboard course website, including participation in online discussion boards.

6. The student will participate in cohort discussions on online instruction of physical education.

**Assessment**

Teacher observation

Creation of Assessment Tool using technology

Feedback from public school teachers

Teacher developed checklist; evaluation form

Analysis Report & Student Reflection

Teacher developed checklist

Teacher observation

Outcome 10
Develop a variety of methods to communicate with diverse populations of students. (KSDE Content Standard #2, Standard #4 and Standard #5)

**Conceptual Framework:** Proficiency – #3 (Knowledge 3, 7, 9, 10, 12, 17; Skills 3, 5, 6, 7, 8, 16, 18; Dispositions 2, 4, 7, 10)

**Kansas Professional Education Standards 2, 3, 6**

**Performance**

1. Use a variety of verbal and nonverbal techniques to improve communication with diverse students during lessons at the elementary, middle and high school levels.

**Assessment**

Teacher developed rubric; in-class discussion of communication issues
2. The student will participate in cohort discussions regarding working with diverse populations.
3. The student will participate in guest speaker presentations on communicating with students in an online course environment.

**Discussion board**
**Guest speaker reflection**

**Dispositions of an Emporia State University HPER Major:**
It is expected that an HPER major at Emporia State University will possess and demonstrate the following dispositions:

- Works with a positive attitude
- Shows initiative
- Models and promotes a healthy lifestyle
- Demonstrates a cooperative team attitude
- Is sensitive to diversity
- Goes beyond what the job requires
- Respects self, peers, instructor and others
- Displays a professional image
- Demonstrates critical thinking, creative planning and strives to become an effective practitioner

**Course Requirements:**

**A. Teaching Responsibilities - 45%**
1. Peer Teaches
2. Intermediate School Teaches (5th-6th grade)
3. Teaching at Emporia Schools (K-8)
4. Teaching at Emporia High School (9-12)

**Specific information for the teaching assignments above will be distributed at a later date.**

**B. Instructional Planning Responsibilities - 30%**
1. Lesson Plans - (Typed)
   - All peer teaches
   - All lesson plans and unit plans are due as assigned on the course calendar that will be distributed during the faculty meeting. For all teachers, submit 1 hard copy of the lesson plan to the “black box” for PE 570 and deliver (or e-mail) a second copy of the lesson plan to the cooperating teacher. The cooperating teacher should receive the lesson plan at least one week prior to the date of the teach. If you do not receive confirmation from the cooperating teacher that the lesson plan was received, you are responsible for delivering a hard copy of the lesson plan to the cooperating teacher at least four days prior to the teach.
   - All lesson plans should include adaptations/modifications for inclusion and diverse student populations.
2. Yearly Plan
3. Secondary Course Syllabus
4. Unit Plans – (1 secondary; 1 elementary (ECS))
5. Report Card/Grading Plan
6. Classroom Management Plan
7. Bulletin Boards (HPER Building Hallway)
8. Parent Newsletter (ECS)
9. Equipment - Check in/out - safety, etc.
10. Use of appropriate technologies during lessons
11. Tangible assessments included in each lesson plan
12. Physical Education Work Sample
13. Classroom Teacher Packet
14. Handouts
C. **Professional Responsibilities - 25%**

1. Teach Observations (all assigned levels)
2. Career Portfolio
3. Checkpoint #3
4. Cohort Group Discussions
5. Online Discussion Boards
6. Professional Issue (Written Argument)
7. Active Group and Class Participation
8. Self-Reflection and Reflection sheets after each teaching experience
9. Videotaping/Software Analysis of Teaches as assigned
10. Midterm and/or Final Exam
11. Strive for Five and Excel for Eight - See information below.
12. Professional Dress Days - Part of being a professional teacher is dressing and acting like a professional. There are some dress codes that naturally go with this responsibility.
   - Any time you are teaching - anywhere - you need to wear a T-shirt identified in someway with ESU.
   - There will be 2 days that we meet in class that are classified as professional dress days. On those days, you need to wear clothes that reflect a certain quality of professionalism. Males need to have nice slacks, a tie and dress shirt - females can wear dress slacks or dress/skirt.
   - No hats may be worn in classroom or gymnasium and never when you teach, even if you are outside to teach. You should not teach in jeans.
   - Students are permitted two professional days to miss class. These days must not be used on teach days. Further, to count as an excused professional day absence, students must contact the instructor in advance of the absence. If extenuating circumstances exist and long-term absence will be needed, students are to contact the Vice President of Student Affairs office.

**Strive for Five, Excel for Eight**
Professional development is one of the keys to maintaining a current, creative classroom. In order to facilitate you professional development, you need to complete a minimum of five of the following during this semester. I believe 5 would be the least you could do and a person striving for excellence could complete eight.

- Become a member of KAHPERD – **NOT AN OPTION** – all students must join KAHPERD
- Become a member of any national organization associated with Physical Education or Health
- Submit an article for publication to a professional Journal
- Sign up to take Praxis II Exam
- Assist with Kansas Kids Fitness Day (May 6th) — **NOT AN OPTION**
- Attend a state, national or regional convention
- Other opportunities that become available during the semester OR as you find them!!

*All written assignments must be typed unless stated in class. No late assignments will be accepted.
**All work on class exams and class projects must be independent - plagiarism cases will be processed according to University Regulations.
***If you must miss class, please call me before class time. You are permitted two personal days during the semester. However, you must inform me of those days before hand. These personal days may not be taken on a teaching day. Two tardies will be counted as the equivalent of one absence. Following the use of the two personal days, every two absences will lower the student's grade by one full letter grade.

In the event of extended or multiple absences as a result of extenuating circumstances, the student must notify the Student Affairs Office (Plumb Hall 205).

Course Evaluation:

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
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PE 570: Teaching Methods
Spring, 2011
Teaching Responsibilities 45%  94 –100% A
Instructional Planning 30%  90 – 93% A-
Professional Responsibilities 25%  87 – 89% B+
100%  84 – 86% B
80 – 83% B-
77 – 79% C+
74 – 76% C
70 – 73% C-
60 – 69% D
Below 60% F

Note: The values above are subject to change.

Late assignments are not accepted. Late assignments will receive a zero.

Course Outline: - Please note - Schedule is subject to change. A more complete course calendar will be distributed at the Faculty Meeting.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January 12th</td>
<td>Introduction</td>
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<td>January 14th</td>
<td>Communication</td>
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<td>January 17th</td>
<td>NO CLASS – MLK Day</td>
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<td>January 19th</td>
<td>Faculty Mtg/Start Bulletin Boards</td>
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<tr>
<td>January 21st</td>
<td>Lesson Plans Session 1—Objectives &amp; Progression (Read Chapter 1 — Loading &amp; Unloading Zone)</td>
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<td>January 24th</td>
<td>Lesson Plans Session 2—Parts of the Lesson Plan</td>
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<td>January 26th</td>
<td>PT#1 – In Gym C/Video Analysis</td>
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<td>January 28th</td>
<td>Lesson Plans Session 3—Instructional Strategies/Yearly Plans/Unit Plans (Read Chapter 4 — Car Pool Lane)</td>
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<tr>
<td>January 31st</td>
<td>Assessment/Report Cards/Ch. 7</td>
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<tr>
<td>February 2nd</td>
<td>PT#2 – In Gym C</td>
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<tr>
<td>February 4th</td>
<td>TWS and Checkpoint #3/TB Test Due</td>
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<tr>
<td>February 7th</td>
<td>Feb. 17th – Lowther Teaches</td>
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<td>February 18th</td>
<td>NO CLASS</td>
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<td>February 21st</td>
<td>April 7th – ECS Teaches</td>
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<td>March 20th</td>
<td>March 26th – NO CLASS-Spring Break</td>
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<td>April 11th</td>
<td>April 21st – EHS Teaches</td>
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<td>April 25th</td>
<td>Interviews Begin</td>
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<td>April 27th</td>
<td>Cohort Groups</td>
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<td>April 29th</td>
<td>Secondary Unit Plan w/syllabus Due</td>
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<tr>
<td>May 2nd</td>
<td>Final Exam</td>
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<tr>
<td>May 4th</td>
<td>Strive for 5 &amp; Checkpoint #3 due</td>
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<tr>
<td>May 6th</td>
<td>Kansas Kids Fitness Day</td>
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</table>
Student Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

Academic Accommodations Statement

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. Contact the Office of Disability Services and Non-Traditional Student Programs at 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

Assumption of Risk Statement

A physical exam is not required by course involvement. However, due to the nature of the activity that involves a high level of physical stress (heart, lungs, muscles, bones, etc.) each student should have his/her physical health evaluated by a physician. The instructor assumes no responsibility for evaluating medical qualifications for class.

Due to the nature of the activities included in this course, an inherent risk of injury is involved. Such injury may include, but is not limited to, sprains, strains, burns, bruises, broken bones, tissue cuts and the catastrophic. You are advised of the potential for injury and should participate in the class only after you fully understand and accept the inherent risk factor.

Electronic Device Policy:

All electronic devices are to be turned off. Cell phones are not to be answered in class. In the event of an emergency situation, please notify your instructor. If you are found using any electronic device, the consequences are at the discretion of the instructor. On tests days, only electronic devices approved by the instructor will be allowed.

In order to view the Emporia State University Academic Calendar, including final exam schedules, go to http://www.emporia.edu/esuclass/index.htm