HPE 445, Spring Semester, 2014
Teaching, Organization, and Administration of Secondary Physical Education

**Instructor:** Mrs. Lisa Kriger
East Lyme Middle School
31 Society Road
Niantic, CT 06357
Phone: (860) 739-4491, extension 3537 (w), (860) 460-4534 (c)
Email: Lisa.kriger@eastlymeschools.org
or Ljrkriger@comcast.net

**Office Hours:** by appointment

**Text:** Darst, Pangrazi, Sariscsany, Brusseau (2012),
Benjamin Cummings Publishing Company: San Francisco, CA

**Catalog Description:** The purpose of this course is to provide the student with specific information and experiences working within a secondary physical education class. Students will be given the opportunity to work with secondary age children in a public school setting and develop and teach a variety of age appropriate lessons.

**Course Expectations:**

1. Regular attendance is required. Class is held Wednesdays from 4:00 – 5:30 p.m.
2. 6 observations (two hours every other week) by appointment.
3. Responsible for the content of lectures, class discussions, observations, supplemental readings, etc.
4. Active participation in both classroom and observation assignments and activities.
5. Design and properly implement developmentally appropriate lesson plans.
6. Class assignments.
7. Quizzes, tests, papers.
8. All written papers are to be typed or word-processed.
9. Late assignments will result in a 30% reduction for your grade. This includes emailed assignments.
Learning Outcomes: Based on NCATE/NASPE program standards for Initial Programs in Physical Education, by the end of this course, students will have the following outcomes.

1. **Outcome: Content Knowledge**

The Eastern Connecticut State University pre-service physical education major student will understand physical education content, disciplinary concepts, skill knowledge, current issues, and tools of inquiry related to the development of a physically educated person. Students will understand, identify and perform basic motor skills, dance movements, and educational gymnastics skills. Students will understand and describe the organic, skeletal and neuromuscular structures of the body as they apply to physical education.

2. **Outcome: Growth and Development**

The Eastern Connecticut State University pre-service physical education major student will understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development. Students will understand how to apply the concepts of growth and development to specific teaching experiences. Pre-service students will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental progressions.

3. **Outcome: Diverse Learners**

The Eastern Connecticut State University pre-service physical education major student will understand how individuals differ in their approaches to learning and will create appropriate instruction adapted to these differences. Pre-service students will demonstrate their ability to understand learner differences to plan and implement learning strategies, environments, and experiences that are sensitive to diverse learners.

4. **Outcome: Management and Motivation**

The Eastern Connecticut State University pre-service physical education major student will understand individual and group motivation and behavior in order to create a safe learning environment that encourages positive social interaction, active engagement in teaming, and self-motivation. The pre-service student will use a variety of developmentally appropriate strategies and routines to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.

5. **Outcome: Communication**

The Eastern Connecticut State University pre-service physical education major student will understand and apply effective verbal, non-verbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings. Pre-service students will demonstrate the use of various media and technology for presentation of developmentally appropriate lessons, demonstrate sensitivity to all learners and model appropriate behavior, and illustrate communication strategies for building a community of leaders.
6. **Outcome: Planning and Instruction**
The Eastern Connecticut State University pre-service physical education major student will understand how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals through pedagogical knowledge and application. Students will participate in a series of sequential and progressive field experiences that allow them to refine, extend, and apply their teaching skills. Students will identify, develop and implement appropriate instructional goals, utilize teaching resources, model instructional tasks, and select appropriate and safe learning experiences.

7. **Outcome: Learner Assessment**
The Eastern Connecticut State University pre-service physical education major student will understand and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. Pre-service students will explore the use of various forms of authentic and formal assessment to guide instruction, provide feedback to candidates, and to evaluate their teaching. Students will understand the elements of validity, reliability and bias, appropriate assessment techniques, and learner self-assessment strategies.

8. **Outcome: Reflection**
The Eastern Connecticut State University pre-service physical education major student will become a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally. Students will consult professional literature and participate in a series of learning experiences that promote self-reflection, problem-solving strategies, self-analysis of lessons, and evaluation of program designs. In addition, pre-service students will demonstrate a commitment to professional service by involvement in local, state, district, and national organizations.

9. **Outcome: Collaboration**
The Eastern Connecticut State University pre-service physical education major student will understand how to foster relationships with colleagues and parents/guardians to support learners' growth and well-being. The pre-service students will understand how to advocate for physical activity both in school and in the larger community and will have experiences that involve them with resources and personnel from community agencies and partnerships.
POLICIES: ATTENDANCE/ LATE WORK AND GRADING

*If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Disability Services at (860) 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of Disability Services as soon as possible. Please understand that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of Disability Services. Your cooperation is appreciated.

Attendance in this class is expected for every class. If a student is absent from any class, the student is responsible for all work or material missed. All assignments (including all lesson plans) are due at the beginning of class on the date due in person. Late assignments and assignments emailed to me will result in a 30% reduction. Late assignments will only be accepted at the beginning of the next class period following the date due. Reflection papers are due the week after your observation/lesson.

GRADING: The following is a breakdown of what each item and point value are:

(based on percentage of total points possible)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>D</td>
<td>60-66%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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Appropriate teacher candidate dispositions are essential in the making of a quality beginning teacher. The way one acts, looks, participates, attempts, is prepared, and feels about his/herself and profession are all part of the dispositions candidates will be assessed on. These dispositions must be demonstrated on a daily basis throughout the semester. Teacher candidates are expected to dress in appropriate attire suitable for teaching physical education. Candidates are expected to act in a professional manner during each class and observation time. These dispositions will be assessed regularly and point deductions (up to ten points per occurrence) will be given to candidates who are unable to demonstrate basic professional dispositions.

A quality Physical Education teacher candidate will:

- arrive to class on time. In order to receive credit for attendance, you must be on time. If you are late to class, you may stay but will not get credit for attendance.
- turn off phones, pagers, and other electronic devices.
- take off hats and make sure attire is appropriate.
- be prepared for class by reading assigned readings prior to the day the topic is to be discussed.
- take notes during class discussions and ask appropriate questions related to the course or topic.
- stay attentive and participate in class discussions.
- demonstrate complete academic honesty at all times.
- not pack up folders, notebooks, or other materials until class is dismissed. This includes requests for leaving early.
- never bring tobacco, alcohol, or any other substance to class or observations.
- speak in a professional manner to students and professional staff.
- dress in a professional manner in accordance to the Eastern Connecticut State University expectations for student teachers. Collared shirts and wind pants or non-athletic shorts with sneakers are expected of all students.
- help with set-up or cleanup of equipment after class lesson or during observation time.
- gum chewing and cell phone use during observations is not permitted.
- arrive in the gym at least five minutes before your scheduled observation. If you arrive after class has begun, your observation will not count.
- be prepared to lead a warm up, assist and/or teach small groups of students.
After each observation or lesson you observe or teach, you will write a reflection of the lesson. This reflection is due at the beginning of class the week after your visit. Please type all reflections.

**Each reflection is worth up to ten points** and should be 3-5 paragraphs in length. (one to two pages in length and should be double spaced). It will include your name, date of visit, grade level and period you observed or taught.

Use the following as a guideline to help you write your reflection:

**Observation reflection:**

Observe one student during the lesson. Comment on the progress this student made. Why did you choose this student to observe?

What was the main focus of the lesson you observed?

What styles of teaching were used during the lesson?

How did the teacher differentiate instruction to meet the needs of all students?

**Teaching reflection:**

What did you do with students during this lesson?

What did you learn today about yourself as a teacher?

What specific feedback did you give to your students?

Explain the reasons why you selected your warm up/circuit for this lesson.
SAMPLE TEACHING REFLECTION (10 points)

Lisa Kriger
Date of observation: September 4, 2013
Time of observation: period 4
Grade level: 7th grade

I’ve seen tremendous progress in the students throughout this volleyball unit. Once students have learned the basic skills, the instruction can turn toward strategy and game situations. Today’s lesson focus was on serving.

I had the opportunity to work with a student named Joe. As an overweight student that lacks great motor skills, Joe does not have the confidence to participate at a high level during volleyball games. To Joe’s advantage, he’s a big, strong boy. I worked independently with Joe today on his volleyball serve. I pointed out the positive things that Joe was demonstrating and assured him that serving was a skill he would be successful at because of his strength. Joe was slightly surprised, but I think it gave him the boost of confidence he needed to comfortably practice with me. When Joe re-entered the volleyball game with his teammates he was content to stay in the back corner with little interaction. Eventually Joe rotated to the serving position which I believe excited him, but mostly scared him. Joe took a deep breath and served the ball over the net twice, earning his team two points. More than anything I think Joe surprised himself. I was proud of him and it made the whole experience worth it for me.

I learned today that teaching is a continuous learning experience for both my students and me. Creating a good rapport with students helps them trust you and open up to the teaching cues you give them. Working with individual students like Joe makes me understand the value that Physical Education has for all students.
HPE 445- Grade Point Sheet

Name: _______________________

Quizzes (60 points)

Chapter 1-2 (10): ______
Chapter 3-4 (10): ______
Chapter 5-6 (10): ______
Chapter 7-8 (10): ______
Chapter 9-10 (10): ______
Chapter 11-12 (10): ______

Exams (200 points)

Mid-term (100): ______
Final (100): ______

Major Assignments (250 points)

Unit Plan (155) ______
Instant Activity Lesson (10) ______
Fitness Lesson (10) ______
Budget (25) ______
Instructional Video (50) ______

Reflections (120 points)

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______

Other:

Article review #1 ______
Article review #2 ______
Attendance (1pt for each class) ______

Dispositions ______

Total points ______
HPE 445 – Mrs. Lisa Kriger, Instructor

Name: ________________________________

Contact information:

Phone number: ( ) _____________________

School Email address: ______________________

Varsity sports you have participated in:

High School: ________________________________

College: ___________________________________

Coaching experience: ________________________________

______________________________

Officiating experience: ________________________

Where have you worked with children in a physical education or recreation setting (ie: camps, classes, volunteer work)? ________________________________

______________________________

______________________________

What age group do you want to work with most?

Elementary  Middle school  High school

Please explain: ________________________________

______________________________

______________________________

What are your goals for this course? ________________________________

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