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**Arkansas Department of Education
Office of Teacher Quality**

**Program Report for the Preparation of Teachers to be Licensed in
Physical Education, Wellness, and Leisure**

C O V E R S H E E T

Institution Arkansas State University

Date submitted: September 15, 2008

Name of Preparer Blair Dean

Phone # (870) 972-3066 **Email** bdean@astate.edu

Program documented in this report K-12 Physical Education

Name of institution's program (s) Physical Education

Grade levels for which candidates are being prepared K-12

Degree or award level Bachelor of Science in Education

Is this program offered at more than one site? **Yes** **No**

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared:
PHYSICAL EDUCATION, WELLNESS, AND LEISURE (PEWL)

Program report status:

- Initial Report**
- Response to a Not Recognized Decision**
- Response to a State Recognition With Conditions**
- Response to a Deferred Decision**

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes **No**

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GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting State Standards based on data from 6-8 assessments. In their entirety, the assessments and data required for submission in this report will answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Do candidates focus on student learning?

To that end, the program report form includes the following sections:

Section I. Context *(6-page maximum narrative, plus three attachments not to exceed 5 pages each)*

Provide general information on the program as specified by the directions for this section.

Section II. List of Assessments *(completion of chart)*

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

Section III. Relationship of Assessments to Standards *(completion of chart)*

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program Standards.

Section IV. Evidence for Meeting Standards *(attachments of the assessment, scoring guide/criteria, and data tables plus a 2-page maximum narrative for each of the 6-8 assessments)*

Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section.

Section V. Use of Assessment Results to Improve Candidate and Program Performance *(3-page maximum narrative)*

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

Section VI. For Revised Reports Only

Describe what changes or additions have been made in the report to address the Standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

Format and page limits for narrative sections and attachments:

Narrative: Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type.

Attachments: Sections I and IV include attachments. In general, attachments should be no longer than the equivalent of five text pages.

➔ Arkansas Department of Education (ADE) staff may require institutions to revise reports that do not follow directions on format and page limits. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

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Specific Instructions for the ADE

Who Should Submit Program Reports?

Institutions which offer initial physical education, wellness, and leisure programs to prepare (1) middle school/junior high (2) senior high and/or (3) combined 6-12 teachers must respond to these guidelines. A separate program report must be submitted for each program to be reviewed.

State Recognition Decision Rules:

Additional Assessment Types (beyond the first 5 required types) required by the State:

None

Other specific information required by State only:

None

Will the State accept grades as one of the assessments?

Yes, however, if grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty Standards.

SECTION I — CONTEXT

Provide the following contextual information:

1. Description of any institutional policies that may influence the application of State Standards.

The K-12 Physical Education Program is housed in the Department of Health, Physical Education and Sport Sciences (HPESS) which is housed in the College of Education. HPESS has a long and distinguished history of providing teacher candidates with quality academic and professional preparation in physical education teaching. The focus of both the undergraduate (BSE) and post-baccalaureate (licensure only) programs is to graduate entry level professionals who possess a personal and professional commitment to teaching and who demonstrate the knowledge and skills requisite to promoting learning in the area of physical education, wellness and leisure (PEWL).

Livertext (see Attachment C) has been implemented as an institutional policy. All teacher candidates are required to use this program during their coursework and internship. Student work is submitted and assessed via the Livertext program. Education documents are provided to students via this program. Livertext also integrates the Arkansas Standards used in this report and provides feedback to the students in regards to these standards.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The K-12 Physical Education Program at (PEP) ASU, as do all teacher education programs, requires teacher candidates to move through three levels of public school involvement in the process of becoming a teacher. The scope and progression of these field experiences is delineated below.

- **Field 1**

Field experiences are combined with ELED 2022 - Introduction to Elementary Teaching, MLED 2022- Introduction to Teaching, and SCED 2514 - Introduction to Secondary Teaching. Students are assigned to an area elementary or secondary school for the equivalent of 30-clock hours of observation. Experiences and specific assignments are supervised by the instructor of the introductory course.

- **Field 2**

Field experiences for middle level majors (4-8) and secondary education (7-12) majors are designed to provide at least 44-clock hours of experience with an elementary or secondary school teacher in the student's field. The student serves as an aide, tutor, or assistant. These field experiences are assigned to courses SCED 2514 - Introduction to Secondary Teaching and SCED 3515 – Performance Design as described in the Undergraduate Bulletin and are supervised by the instructors of the designated courses.

- **Field 3 Teaching Internship (Capstone)**

The teaching internship is the capstone experience of the K-12 Physical Education Program designed to meld theory and practice. Students engage in the teaching internship all day for a full semester. The teaching internship semester is divided, whereby students spend one-half semester in an elementary setting (K-6) and one-half semester in a secondary setting (7-12). During the teaching internship, teacher candidates are supervised by K-12 Physical Education Professional Education faculty. All supervisors have school-based experience.

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Additional Minimum Requirements for Admission into the Teaching Internship:

- Formal admittance into the Teacher Education Program (TEP)
- Senior standing—a minimum of 90 semester hours
- Pre-Teacher Intern Check Form filed with the Office of Professional Education
- Completion of professional education courses for secondary education majors and for Program of Study (POS) students, professional education courses required on the POS with the exception of the teaching internship semester
- Attainment of a minimum grade point average (GPA) of 2.50 in all course work and a minimum GPA of 2.50 in the major area (minimum of 3.00 in all course work required for POS students and a minimum 3.00 major GPA)
- Completion of prescribed department requirements
- Completion of application forms for teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding teaching internship
- Completion of a medical examination report (TB test) to be presented at the time the candidate applies for teaching internship
- Attendance at orientation and seminar sessions for the teaching internship
- Verification of no conviction of a felony or crimes listed on page 38 of the Teacher Education Handbook

Transfer students must meet the above prerequisites and complete a minimum of twelve (12) semester hours of resident work at ASU to be eligible to enroll in the teaching internship.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Admission Checkpoint

When students declare physical education as a major, they are considered a teacher candidate and are assigned an advisor from among the K-12 physical education professional education faculty through the HPESS director of advising. Upon application for admission into the TEP the teacher candidate is required to complete the HPESS Stage 1 Portfolio. The teacher candidate presents the portfolio during a HPESS provisional screening interview conducted each semester. Criteria for the HPESS Stage I Portfolio include:

- Overall GPA of 2.50 or higher
- Completion of ENG 1003 – Composition I, ENG 1013 – Composition II, Math 1023 – College Algebra, SCOM 1203 - Oral Communication, and SCED 2514 - Introduction to Secondary Teaching (“C” or better)
- Completion of a minimum of thirty semester hours
- Successful completion of Pre-Professional Skills Test (PPST)
- Completion of Career Decision Awareness Evaluation Form
- Two page philosophy of education paper
- Conceptual Framework
- Completion of PE 1913 – Introduction/Foundations of PE and PE 3832 – Theory and Practice of Teaching Fitness Concepts (“C” or better)
- Completion of two of the four required HPESS professional development categories
- Completion of two of the four required HPESS professional service categories

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- Completion of a minimum of three of the eleven required physical education proficiencies

The transition from HPESS provisional screening to Admission into TEP occurs after the teacher candidate successfully completes the HPESS Stage I Portfolio and demonstrates professional promise as a teacher.

Retention Checkpoint

Once candidates have been admitted into the TEP they can enroll in specified professional education courses successfully earning a “C” or better. During this phase, candidates must meet the following requirements one semester prior to the teaching internship semester to continue in the program:

- Maintain a minimum overall GPA of 2.50 (minimum of 3.00 in all course work required for POS students)
- Pre-Internship portfolio review
- Completion of a minimum of 4 HPESS professional development categories
- Completion of a minimum 4 HPESS professional service categories
- Completion of a minimum of eleven physical education proficiencies

The advisor completes the teacher internship admission validation form to determine if the candidate has met all admission requirements.

Candidates who do not meet all criteria at various phases of the program have two options. If the candidate does not meet the criteria in the provisional stage, he/she continues to work closely with their advisor to achieve the requirements before applying for admission. If a low GPA occurs after admission or less than a “C” was earned in any professional education course(s), the candidate may retake the course(s) to achieve the required GPA or grade.

Candidates who possess a BS degree may pursue licensure through the post-baccalaureate professional education licensure program, a Program of Study (POS). Admission requirements include:

- Matriculation into a post-baccalaureate teacher licensure program via the Office of Professional Education.
- An undergraduate degree in sport, exercise science, or related field;
- A cumulative undergraduate GPA of 3.00.

Exit Checkpoint

The final checkpoint occurs when the candidate meets the following minimum performance requirements to graduate from the Teacher Education Program:

- Successful performance in the teaching internship
- Maintain a minimum overall GPA of 2.50 (minimum of 3.00 in all course work required for POS students)
- Post-Internship portfolio review
- Meet Praxis II assessments: Health and Physical Education Content Knowledge (test # 0856) with a minimum score of 144 and Physical Education: Movement Forms - Analysis and Design (test # 0092) with a minimum score of 150.
- Meet graduation check sheet requirements (see Attachment D)

[Type text]

4. Description of the relationship¹ of the program to the unit's conceptual framework.

The conceptual framework that guides the program is aligned closely with the unit conceptual framework, which is reflected in the following:

The conceptual framework for the professional education unit at ASU is guided by the theme, *Learning to Teach/Teaching to Learn*. This theme is aligned closely with both the vision and mission of ASU and the vision and mission of the professional education unit. The theme reflects and guides how HPESS approaches preparation of professional educators. These performance-based Standards have been identified by P-12 professionals, the ASU academic community, and national and state Standards for the profession. This vision and mission leads to nine standards for candidates:

- **Professionalism:** The teacher candidate behaves in a professional, ethical, and legal manner.
- **Diversity:** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- **Communication Skills:** The teacher candidate demonstrates effective communication skills.
- **Curriculum:** The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- **Subject Matter:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- **Teaching Models:** The teacher candidate implements a variety of teaching models.
- **Classroom Management:** The teacher candidate utilizes appropriate classroom management strategies.
- **Assessment:** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- **Reflective Teaching:** The teacher candidate reflects on teaching and learning.

Unit Vision, Mission, and Values

In conjunction with the unit's conceptual framework the Department of HPESS also guide the Physical Education Program. These vision and mission statements are described as follows:

Mission Statement for the Department of HPESS

The mission of the Department of HPESS is threefold. The department seeks to provide curricula and instruction that will enhance the development of physical, mental, social, and emotional qualities essential for living a quality life and encouraging positive health behaviors for all students. Second, the department aims to provide quality professional preparation programs in the fields of healthy, and physical education that meet standards at both the undergraduate and graduate levels. Third, the department strives to promote an overall wellness environment for all students and employees of ASU.

To accomplish its mission, the department places its primary focus on quality teaching. In addition to its emphasis on teaching, the department strives to provide service to the college and the university, to elementary and secondary schools, to the community and the state, and to its related professional

¹ The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

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organizations and agencies. The department endeavors to engage in scholarly pursuits that will enhance the professional growth of its faculty and contribute to knowledge about human performance.

Physical Education Program Philosophy, Commitments, and Dispositions

The HPESS mission leads to the mission of the K-12 Physical Education Program to prepare professionals capable of delivering programs that promote self-directed, responsible, physically active lifestyles in school-aged children and youth across the state and region. This includes making instructional decisions and creating instructional environments that are collaborative, enhance learning and foster success for all students. The following philosophical belief statements further define the conceptual framework for the HPESS K-12 Physical Education Program and clarify the alignment with the Unit:

- **Professionalism:** Physical education teachers model appropriate behaviors and disciplinary concepts related to the development of a physically educated person.
- **Diversity:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
- **Communication Skills:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
- **Curriculum:** Physical education teachers understand how individuals learn and develop and can provide a framework to support their physical, cognitive, social, and emotional development.
- **Subject Matter:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
- **Teaching Models:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
- **Classroom Management:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe and effective learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Assessment:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
- **Reflective Teaching:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system².

The program has a unique set of HPESS program assessments which must be completed before the teacher candidate enters the teacher education program. The unit (college) also has a unique set of assessments required before entry into the teacher education program. HPESS majors must complete all requirements for both these programs to be admitted into the teacher education program.

The HPESS assessments include:

- Course completion with "C" or better in PE 1883 - Foundations of Physical Education

² This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

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- Completion of Category A (two required before screening, four required before teaching internship)
- Completion of Category B (two required before screening, four required before teaching internship)
- Completion of Proficiencies (three required before screening, twelve required before teaching internship)
- Personal Interview with HPESS Faculty
- Evidence of non-conviction of a felony
- Presentation of Stage One Portfolio

The College assessments include the following:

- Overall GPA of 2.50 or higher
- Course completion with “C” or better in:
 - ENG 1003 - Freshman Composition I
 - ENG 1013 - Freshman Composition II
 - MATH 1023 - College Algebra
 - SCOM 1203 - Oral Communication
 - SCED 2514 - Introduction to Secondary Teaching
- Completion of thirty (30) semester hours
- Completion of Praxis I with a minimum of the following scores:
 - Reading – 172
 - Math – 171
 - Writing – 173
- Completion of Career Decision Awareness Evaluation Form
- Completion of Two-Page Philosophy of Education
- Verification that student has received a copy of the Conceptual Frameworks
- Completion of the Teacher Education Admission/Retention Standards Form

HPESS students must take physical education and professional education courses prior to entering the teacher education program. HPESS requirements are completed within many of these courses. Upon completion of these requirements and upon completion of the college requirements HPESS students are allowed entry into the teacher education program. The two programs (HPESS and College) and completion of their corresponding assessments allow students to enroll in the following professional education pre-internship courses:

- SCED 3515 - Performance Based Instructional Design
- EDPE 4583 - Methods & Materials for Teaching Physical Education
- SCED 4713 - Educational Measurement with Computer Applications
- TIPE 4826 - Teaching Internship (12hrs)

Attach the following contextual information:

1. A program of study (see Attachment E) outlines the courses and experiences required for candidates to complete the program and copies of syllabi (see Attachment F) for those courses.
2. Chart with the number of candidates and completers (Attachment A).
3. Chart on program faculty expertise and experience (Attachment B).

SECTION II — LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting State Standards for physical education, wellness, and leisure. All programs must provide a minimum of six assessments. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment³	Type or Form of Assessment⁴	When the Assessment Is Administered⁵
1	Content Knowledge [State Licensure assessment]	Praxis II	Prior to graduation
2	Content Knowledge [Student Teaching Assessment]	Student Intern Formative Evaluation	Teaching Internship Semester
3	PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS [Lesson Plan Assessment]	HPESS Lesson Plan	PE 3802 – Physical Education for Teachers of Young Children
4	PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS [Student Teaching Assessment]	Student Intern Summative Evaluation	Completion of Teaching Internship
5	EFFECTS ON STUDENT LEARNING [Assessment of candidate effect on student learning]	Candidate Assessment Project	Teaching Internship Semester
6	Additional assessment that addresses State Standards (required)]	Micro Teaching Assessment	PE 4793 – Evaluation in Physical Education
7	Additional assessment that addresses State Standards (optional)]	Program Assessments by Exiting Teacher Interns	Completion of the program
8	Additional assessment that addresses State Standards (optional)]	Praxis III	Second semester of first year of teaching

³ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

⁴ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

⁵ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

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SECTION III — RELATIONSHIP OF ASSESSMENT TO STANDARDS

Context - Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice physical education, wellness, and leisure teachers. Information is provided in Section I - Contextual Information.

For each State standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple State Standards.

	APPLICABLE ASSESSMENTS FROM SECTION II
STANDARD ONE - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:	
1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to physical education, wellness, and leisure	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.2 A multicultural perspective of physical education, wellness, and leisure	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.3 How to relate higher disciplinary knowledge to other subject areas	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.4 Students' conceptual frameworks and their misconception of an area of knowledge can influence their learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
STANDARD TWO - The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:	
2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.2 How to apply interdisciplinary approaches to curriculum design	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.3 Recognizing the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.5 How to ask questions to stimulate discussion as well as creative and critical thinking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.6 How to use various instructional technologies to address individual and group needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8

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	APPLICABLE ASSESSMENTS FROM SECTION II
2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
STANDARD THREE - The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:	
3.1 Concepts of human growth and development	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
3.2 Evaluate and how to apply appropriate techniques and strategies based on different learning theories	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
3.3 How to evaluate and use a variety of materials to support different instructional strategies	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
3.4 How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3.6 The importance of peers to intellectual development	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8
3.7 How to find information and services to support students	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
STANDARD FOUR - The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:	
4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.3 The importance of treating others with respect and dignity	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.4 How to communicate effectively with multiple audiences	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8

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	APPLICABLE ASSESSMENTS FROM SECTION II
STANDARD FIVE - The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:	
5.1 The importance of reflecting on practice to improve instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.2 How to translate, evaluate, and apply current education research	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.4 An understanding of the process of change	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
5.5 An understanding of schools as organizations within the larger community context	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.6 An understanding of the importance of family/guardian involvement	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.7 An understanding of how student groups function and influence people and how people influence students	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

SECTION IV — EVIDENCE FOR MEETING STANDARDS**ASSESSMENT 1****PRAXIS II: Health and Physical Education: Content Knowledge (20856) Sub Scores
and Physical Education: Movement Forms Analysis & Design (20092) Sub Scores.****1. A brief description of the assessment and its use in the program:**

The PRAXIS II: Candidates are required to pass Praxis II exams 20856 and 20092 from the Educational Testing Service (ETS) for certification in K-12 Physical Education in the State of Arkansas.

Exam 20856 assesses content knowledge in six categories: Personal Health Care, Family Living and Sex Education, Community Health/Diseases and Disorders, Fundamental Movements, Motor Development and Motor Learning, Movement Forms and Fitness and Exercise.

Subcategory I: Personal Health Care (Standard 1.1)

Subcategory I assesses candidate's ability in the following areas: Nutrition, Mental and Emotional Health, Consumer Health, Drug Use and Abuse, Safety and Injury Prevention and Methods and Strategies. The approximate percentage of examination for this section is 16%.

Subcategory II: Family Living and Sex Education (Standard 1.1)

Subcategory II assesses candidate's ability in the following areas: Reproductive Anatomy and Physiology, Psychosocial Development, Dating and Marriage, Parenting, Family and Societal Problems, Gerontology and Death and Dying. The approximate percentage of examination for this section is 14%.

Subcategory III: Community Health/Diseases and Disorders (Standard 1.1)

Subcategory III assesses candidate's ability in the following areas: Environmental Issues, Health Careers, Communicable Diseases, Chronic Diseases and Mental and Emotional Illness. The approximate percentage of examination for this section is 12%.

Subcategory IV: Fundamental Movements, Motor Development and Motor Learning (Standards 1.1, 3.1 and 3.2)

Subcategory IV assesses candidate's ability in the following areas: Fundamental Movements, Growth and Motor Development and Motor Learning. The approximate percentage of examination for this section is 18%.

Subcategory V: Movement Forms (Standards 1.1 and 3.2)

Subcategory V assesses candidate's ability in the following areas: Dance and Rhythmic Activities, Gymnastics, Games and Individual/Dual/Team Sports. The approximate percentage of examination for this section is 19%.

Subcategory VI: Fitness and Exercise Science (Standard 1.1)

Subcategory VI assesses candidate's ability in the following areas: Health-Related Components of Fitness, Conditioning Practices and Principles, Human Biology and Biomechanics. The approximate percentage of examination for this section is 21%.

Exam 20092 assesses candidate's ability to select activities for particular purposes, make decisions about the condition and needs of students, and support those selections and decisions based on different learning theories. The exam covers knowledge of fitness, fundamental movements, and sports that make up the content of K-12 physical education; knowledge of the foundations for teaching these activities; and knowledge of crucial topics in health and safety. The exam contains two questions that relate to health-

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related fitness, the ability to analyze movement forms in terms of the continuum of learning from introductory to advance levels of skill performance, and the selection and description of movement activities that allow children to reach specific goals in physical education.

The two questions address two different subcategories of physical education: Assessing Fitness and Designing Routines to Achieve Goals (*Standards 2.3 and 3.1*) and Designing Activities for Skill Mastery or Achievement of Objectives (*Standards 2.3 and 3.1*). Both subcategories assess candidate's ability in the following areas: Describe characteristics of movement forms, assess and diagnose condition of students, design and prescribe movement routines and support information from the foundations of exercise science.

2. A description of how this assessment specifically aligns with the Standards it is cited for in section III:

As indicated above, the Standards align with the PRAXIS II: Health and Physical Education: Content Knowledge (20865) and Movement Forms Analysis & Design (20092) as shown in table 1.1.

Table 1.1

Subcategories tested by PRAXIS II: 20865	Arkansas Standards Addressed
Personal Health Care	1.1
Family Living and Sex Education	1.1
Community Health/Diseases and Disorders	1.1
Fundamental Movements, Motor Development & Motor Learning	1.1, 3.1, 3.2
Movement Forms	1.1, 3.2
Fitness and Exercise Science	1.1
Subcategories tested by PRAXIS II: 20092	Arkansas Standards Addressed
Assessing Fitness & Designing Routines to Achieve Goals	2.3, 3.1
Designing Activities for Skill Mastery or Achievement of Objectives	2.3, 3.1

3. A brief analysis of the data findings:

Praxis II: 20865

Data show that candidates have demonstrated a high level of competence in the PRAXIS II content area tests. Seventy-nine physical education candidates took the PRAXIS II: Health and Physical Education: Content Knowledge exam from 2005-2008. There was an above average percentage Praxis II passing rate (N = 95%). For testing years 2005-2007, candidates met or surpassed the statewide and national average percent correct in subcategories: Movement Forms and Fitness and Exercise Science.

Praxis II: 20092

Seventy-four candidates took the PRAXIS II: Physical Education: Movement Forms Analysis and Design exam from 2005-2008. For testing years 2005-2006, candidates had a 100% pass rate and surpassed the statewide and national average percent correct in subcategory two: Designing Activities for Skill Mastery or Achievement of Objectives.

4. An interpretation of how the data provides evidence for meeting Standards:

Due to the alignment between Praxis II content objectives and state Standards 1, 2 and 3, the Praxis scores provide evidence that candidates successfully met Standard 1.1 and 2.3 – Content Knowledge and Standard 3.1 and 3.2 – Pedagogical and Professional Knowledge, Skills, and Dispositions.

5. Attachment of assessment documentation: (see Attachment G)

ASSESSMENT 2

Student Intern Formative Evaluation

1. A brief description of the assessment and its use in the program:

The Student Intern Formative Evaluation (see Attachment H) is a sixty-six (66) item assessment of the Intern during their teaching internship experience. The assessment consists of eight sections that correspond to the eight frameworks. Each section has from 5 to 16 questions specific to that framework. The Intern is evaluated by the university supervisor and clinical supervisor and completes a self assessment. A minimum of one announced (formal) and one unannounced (informal) formative evaluation is made by both the university supervisor and clinical supervisor for an eight-week assigned internship. The formal and informal assessments along with other assessments by the university supervisor and clinical supervisor are included as a part of a summative evaluation (see Assessment 4).

2. A description of how this assessment specifically aligns with the Standards it is cited for in section III:

This assessment aligns with Standard 1.2, Standard 3.7, Standards 4.1, 4.2, 4.3 and 4.4) and Standards 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7.

The curriculum section of the formative assessment is used for Standard 1.2. The intern is assessed on the ability to address student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning [H III-b]; develop clear learning goals appropriate to students [H III-d]; create or select appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals or the lesson [H III-f]; and adapt instruction to promote student learning based upon their strengths and life experiences [H III-g].

The reflective teaching section of the formative assessment is used for Standard 3.7. The intern is assessed on ability to access knowledge from a variety of sources and assess the validity of information obtained [H VII-e]; interpret norm-referenced and criterion-referenced test data to facilitate learning [H VII-f]; and modify instructional plans and evaluate curriculum according to best practices [H VII-g].

The formative assessment is used for Standard Four. Standards 4.1 through 4.4 are assessed through various components of the formative assessment. For Standard 4.1 the intern is assessed on the ability to evaluate the effects of his/her choices and actions on others in the learning community [H VII-b], specifically in the reflective teaching section. For Standard 4.2 the intern is assessed on the ability to adapt assessment strategies to promote student learning based on the strengths of the student [H VI-c], and assess students' prior knowledge specifically in the assessment section [H VI-e]. For the same standard the intern is assessed on the ability to assess professional and individual strengths and weaknesses to work in a community [H VII-a], specifically in the reflective section. For Standard 4.3 the intern is assessed on the ability to create an environment of respect and appropriate rapport [H V-a]; create an environment that promotes fairness [H V-b]; and communicate in a manner that fosters positive interactions with students [H V-c]. This assessment is measured specifically in the classroom management section. For Standard 4.4 the intern is assessed on the ability to communicate effectively with diverse populations [H I-g]; communicate as needed with parents or guardians about student learning [H I-i]; and participate in school and community communications [H I-j] measured specifically in the communications section.

For Standard Five the formative assessment comes from a variety of the sections from the Student Intern Formative Evaluation. For Standard 5.1 the intern is assessed on the ability to evaluate the effects of

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his/her choices and actions on others in the learning community [H VII-b]; modify instructional plans; and evaluate curriculum according to best practices [H VII-g]. This assessment comes from the reflective section. For Standard 5.2 the intern is assessed on the ability to grow and develop professionally through service, membership, use of research and advocacy [H II-e] specifically in the professionalism section. For Standard 5.3 the intern is assessed on the ability to demonstrate a professional demeanor such as adhering to students' and teachers' legal rights and school policies, as well as dress and act in a professional and ethical manner [H II-b]. The intern is assessed in the ability to address school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning [H III-a]. These assessments are specifically measured in the communication and curriculum sections, respectively. For Standard 5.4 the intern is assessed on the ability to address student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning [H III-b]. For Standard 5.5 the intern is assessed on the ability to participate in school and community communications [H I-j]; assess professional and individual strengths and weaknesses to work in a community [H VII-a]; and evaluate the effects of his/her choices and actions on others in the learning community [H VII-b]. For Standard 5.6 the intern is assessed on the ability to communicate, as needed, with parents or guardians about student learning [H I-i]. For Standard 5.7 the intern is assessed on the ability to build professional relationships including receptivity to supervision [H II-d] and use cooperative learning/group investigation with students working in small groups to analyze/acquire information [H IV-i].

Note: H above refers to Attachment H

3. A brief analysis of the data findings:

Twenty-two (22) items were used to assess Standards 1.2, 3.7, 4.1-4.4, and 5.1-5.7. The assessment was done on a scale of 1 to 5 with 5 being the optimal score. Each area discussed above was averaged to obtain a score for all interns during a specific year. Data available for this assessment was for two years (2007 and 2008). Data for 2008 ranged from 3.00 to 4.95 on all assessments. The mean score for all assessments for the 2008 year was 4.47. Data for 2007 ranged from 2.82 to 4.96 on all assessments. The mean score for all assessments for the 2007 year was 4.61.

4. An interpretation of how the data provides evidence for meeting Standards:

Data from 2008 for assessment of Standard 1.2 scores ranged from 4.35 to 4.90 with a mean of 4.58 thus indicating a percentage score of 91.6. 2008 data for Standard 3.70 scores ranged from 3.30 to 4.85 with a mean of 4.20 thus indicating a percentage score of 84. 2008 data for Standard 4 scores ranged from 3.60 to 4.95 with a mean of 4.57 thus indicating a percentage score of 91.4. 2008 data for Standard 5 scores ranged from 3.60 to 4.95 with a mean of 4.38 thus indicating a percentage score of 87.6.

The 2008 data used for assessing Standard one (1.2), Standard Three (3.7), Standard Four (4.1, 4.2, 4.3 and 4.4) and Standard Five (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7) yielded a percentage score of 89.4.

2007 data for assessment of Standard 1.2 scores ranged from 4.43 to 4.75 with a mean of 4.60 thus indicating a percentage score of 92. 2007 data for Standard 3.7 scores ranged from 3.29 to 4.36 with a mean of 3.96 thus indicating a percentage score of 79.2. 2007 data for Standard 4 scores ranged from 2.82 to 4.89 with a mean of 4.06 thus indicating a percentage score of 81.2. 2007 data for Standard 5 scores ranged from 2.82 to 4.96 with a mean of 4.10 thus indicating a percentage score of.

The 2007 data used for assessing Standard One (1.2), Standard Three (3.7), Standard Four (4.1, 4.2, 4.3 and 4.4) and Standard Five (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7) yielded a percentage score of 92.2.

The 2007 and 2008 data used for assessing Standard One (1.2), Standard Three (3.7), Standard Four (4.1, 4.2, 4.3 and 4.4) and Standard Five (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7) yielded a percentage score of 90.8.

5. Attachment of assessment documentation: (see Attachment I)

ASSESSMENT 3

Health, Physical Education and Sport Sciences (HPESS) Lesson Plan

1. A brief description of the assessment and its use in the program:

The HPESS Lesson Plan (see Attachment J) is a primary requirement of PE – 3802 Physical Education for Teachers of Children course. The assignment includes the development of an elementary physical education lesson. The lesson plan has fifteen components that are individually scored. Through the lesson plan assignment, candidates demonstrate their ability to plan an elementary physical education lesson using standards-based materials, resources and technologies. The lesson demonstrates the candidates' ability to integrate content and make lesson meaningful (engaging, real, relevant and important).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III:

Lesson plan alignment with standards is shown in Table 3.1 below.

Table 3.1

Lesson Plan Components	Standards	Component Alignment: The teacher has knowledge of the following:
1. Educational Standards	2.1, 2.2	How to apply appropriate AR and NASPE Physical Education Standards
2. Goal(s)	2.1, 2.2	How to write instructional goals that are linked to the lesson
3. Objectives	2.1, 2.2	How to write behavior objectives that indicate student learning
4. Equipment/Materials	2.1, 3.3	How to use various equipment/materials (technologies) that address student learning
5. Teaching Styles	2.1, 3.3	How to identify particular teaching style(s) specified on the lesson plan
6. Anticipatory Set	2.1, 2.2	How to identify effective activities/explanations that link physical education concepts to appropriate learning experiences that develops a readiness for the instruction to follow.
7. Warm-Up	2.1, 2.2	Recognize qualities of health-related fitness components for proper warm-up techniques
8. Lesson Focus	2.1, 2.2	How to use various fundamental skills, knowledge principles and activities for perceptual motor development
9. Closure	2.1, 2.2	Principles of lesson plan design and knows how to review and clarify key points of a lesson, tying them together into a coherent whole, to ensure their utility in application by securing them in the student's conceptual network
10. Modifications	2.1	How to structure lesson for diverse learner
11. Integration	1.3, 2.1,	How to relate learning experiences that allow

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	2.2	students to integrate knowledge and skills from multiple subject areas
12. Assessment/Evaluation	2.1, 2.7	How to construct a performance-based assessment to evaluate student learning
13. Safety	2.1	Principles of lesson plan design and knows how to describe safety concerns related to activities or equipment used
14. References	2.1, 2.2, 3.3	How to use a variety of resources to support student learning
15. Reflection	3.3	How to evaluate the effects of actions on student learning and lesson successes, challenges and data-based decisions for future instruction.

3. A brief analysis of the data findings:

The data (see Attachment L) indicate that the undergraduate candidates largely met performance expectations. The average mean score for the lesson plan assignment from 2006-2008 was 45.6 on a 51 point scale. Ninety five percent of the candidates (n = 220) met or exceeded performance standards for beginning teachers. All fifteen lesson plan components were scored at an “acceptable/target”. Lesson plans were submitted that integrated all content areas. Mathematics was integrated most often, followed by Language Arts (see Attachment L).

4. An interpretation of how that data provides evidence for meeting standards:

All teacher candidates met or exceeded Standards 1.3, 2.1, 2.2, 2.7 (see Attachment L).

5. Attachment of assessment documentation: (see Attachments J, K & L)

ASSESSMENT 4

Student Intern Summative Evaluation

1. A brief description of the assessment and its use in the program:

The summative evaluation (see Attachment M) is used for 80% of the internship grade. The portfolio comprises the remaining 20%. The formal and informal assessments by the university supervisor and clinical supervisor are included as a part of the summative evaluation. The final grade is reported to the Director of Professional Education Program who will officially record it.

The teaching internship evaluation is set forth in the “Evaluation for Teaching Performance of Teacher Intern”. The eight teacher education outcomes listed on page 2 are the competencies evaluated during the teaching internship. These include the following eight conceptual frameworks:

- **Communication Skills:** The teacher candidate demonstrates effective communication skills.
- **Professionalism:** The teacher candidate behaves in a professional, ethical, and legal manner.
- **Curriculum:** The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- **Teaching Models:** The teacher candidate implements a variety of teaching models.
- **Classroom Management:** The teacher candidate utilizes appropriate classroom management strategies.
- **Assessment:** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- **Reflective Teaching:** The teacher candidate utilizes action research to enhance teaching and learning.
- **Subject Matter:** The teacher candidate understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. A description of how this assessment specifically aligns with the Standards it is cited for in section III:

This assessment aligns with Standard One (1.4 Students’ conceptual frameworks and their misconception of an area of knowledge can influence their learning). The summative evaluation is based on the conceptual frameworks and assessment is made on the extent of mastery of each of the eight areas in which interns are scored. These areas are specifically the eight conceptual frameworks.

3. A brief analysis of the data findings:

The 2008 data indicate an average raw score of 78.45 out of 80 points for all interns completing the program. This raw score converts to a percentage mean score of 98.06. The 2007 data indicate an average raw score of 77.19 out of 80 points for all interns completing the program. This raw score converts to a percentage mean score of 96.49. The 2006 data indicate an average raw score of 78.98 out of 80 points for all interns completing the program. This raw score converts to a percentage mean score of 98.73.

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4. An interpretation of how the data provides evidence for meeting Standards:

The data indicate that the average score for interns for the past three years is 78.21 out of a possible 80 points. This raw score converts to an average percentage score of 97.76 showing proficiency levels for interns from 2006 – 2008. The data come from an assessment that specifically measures the Intern's ability to understand and utilize the conceptual frameworks listed above.

5. Attachment of assessment documentation: (see Attachment N)

ASSESSMENT 5

Candidate Assessment Project

1. A brief description of the assessment and its use in the program:

A work sample consists of activities based on the premise that the best predictor of future behavior is observed behavior under similar circumstances. These activities require the client to perform tasks similar to those performed on the job. Applicants perform observable, job-related behaviors as predictors of criterion performance. A teacher work sample is a set of inter-related tasks consistent with standards-based instruction asking the teacher candidates to document their work around these tasks, the impact they have on students, and to reflect on their performance. Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, and instructional materials.

The candidate’s internship provides the opportunity to integrate physical education content through innovative curricular models, while employing effective instructional practices in the K-12 setting. During this time, the candidate is expected to regularly assess the degree and nature of the student learning occurring. The assessment is to include formative, summative and pre/post learning in the psychomotor, cognitive and affective domains.

During the internship the candidate completes the Candidate Assessment Project (see Attachment O) In the CAP the teacher candidate will teach and assess a clearly defined theme or topic that will enable students to meet their local school district curriculum standards or the Arkansas PEWL Content Standards. The purpose of the CAP is to provide evidence of each teacher candidate’s ability to design and implement effective instruction and assessment that results in student learning. The seven components of the CAP are: Title Page and Table of Contents, Rationale, Assessment of Student Learning, Developmental Analysis, Resources, Evaluative Essay and Reflective Essay. Teacher candidates enrolled in PE-4663 - Physical Education Secondary Methods complete a first draft of the CAP and the final CAP is completed during the candidate’s internship. For this assessment the Assessment of Student Learning and the Evaluative Essay components of the CAP are used. These sections include the design of all assessment instruments, analysis of the data collected and an interpretation of the learning results.

2. A description of how this assessment specifically aligns with the Standards it is cited for in section III:

Table 5.1 indicates alignment of the CAP with six Standards.

Table 5.1

CAP Components	Standards	Component Alignment with Standards: The teacher has knowledge of the following:
1. Title Page and Table of Contents	N/A	
2. Rationale	3.4, 3.5, 3.6	Knows how students’ demographics (learning environment) influence learning and apply these factors when making instructional decisions.

[Type text]

3. Assessment of Student Learning	2.7	Can develop and use pre/post, formative and summative assessments in all learning domains.
4. Developmental Analysis	2.7, 3.3, 3.4, 3.5	Can develop and evaluate content (standards aligned with unit goal) to meet the needs of all learners.
5. Resources	3.3	Can identify human and other resources that may be used to support instructional strategies.
6. Evaluative Essay	2.7	Can evaluate student learning that occurred during their teaching.
7. Reflective Essay	5.1	Knows the importance of reflecting on teaching behavior, knowledge and dispositions to improve instructional effectiveness.

3. A brief analysis of the data findings:

The data presented in Tables 1 and 2 (see Attachment Q) indicate that the teacher candidates exceeded or met performance standards with respect to effecting student learning (Assessment/Evaluative Essay). As indicated in Table 3 there is roughly a 70/30 split between teacher candidates who exceeded expectations and those who met expectations on component 3 (assessment of students learning). On component 6 (evaluative essay) scores were broke down into 4 items. Overall, the ratio of exceeded to met was 50/50, with the exception of item 4 where the split was 20/70. While scores for the assessment and evaluative essay sections of the candidate assessment project met or exceeded expectations, one holistic rubric was used to assess these components. A detailed analysis by each aspect of the component is presented in attachment Table 4 (see Attachment Q).

4. An interpretation of how that data provides evidence for meeting standards:

All results displayed in Tables 1-4 (see Attachment Q) are exemplary or acceptable; therefore, they indicate that the standards aligned in Table 1 above are achieved.

5. Attachment of assessment documentation: (see Attachments O, P & Q)

ASSESSMENT 6

Micro Teaching Assessment

1. A brief description of the assessment and its use in the program:

The Micro-Teaching Assessment (see Attachment R) provides HPESS professional education faculty the opportunity to monitor, gauge, and assess the pre-service teacher candidate's (a) understanding of physical education professional content knowledge, (b) what skills have been developed, and (c) what dispositions are exhibited during a micro-teaching episode taught to peers within PE 4793 - Evaluating in Physical Education. The Micro-Teaching Assessment occurs in 10 areas those being Presentation, Grade Appropriateness, Teaching Objectives, Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence.

2. A description of how this assessment specifically aligns with the Standards it is cited for in section III:

This assessment aligns with Standard Two (The teacher plans curriculum appropriate to the students, to the content, and to the course objectives), specifically sub-items 2.4 (How to teach students to communicate effectively through reading, writing, listening, and speaking) & 2.5 (How to ask questions to stimulate discussion as well as creative and critical thinking).

2.4 As stated above in the description, the Micro-Teaching Assessment allows the faculty member to assess for the evidence of 10 areas, five of which (Presentation, Engagement with students, Supply of Feedback, Appropriate Voice Quality, and Demonstrated Confidence) directly assess that our program is teaching students to communicate effectively through reading, writing, listening and speaking.

2.5 Again, as stated above in the description, the Micro-Teaching Assessment allows the faculty member to assess for the evidence of 10 different areas, including Engagement with students, which directly assesses the pre-service teacher's ability to demonstrate creativity within the micro-teaching episode, while maintaining student interest and stimulating critical thinking and discussion with and among students.

3. A brief analysis of the data findings:

As a recent form of assessment utilized by faculty for micro-teaching episodes, 2008 data from one course, PE 4793 - Evaluation in Physical Education, indicates that candidates have demonstrated a high level of competence in Standard Two. Twenty-four physical education candidates enrolled in PE 4793 completed micro-teaching episodes in 2008. The results showed an average percentage pass rate (91.94%). Descriptive statistics for the 10 areas assessed evidence during the micro-teaching episodes are provided below. Those areas meeting Standard Two, sub-items 2.4 & 2.5 are Presentation, Engagement, Feedback, Voice Quality and Confidence (see Attachment T).

4. An interpretation of how the data provides evidence for meeting Standards:

The data provide evidence for meeting Standard Two by the presence of an above average score of 2.77 out of 3.00 in the following areas (Presentation, Engagement with Students, Supply of Feedback, Appropriate Voice Quality, and Demonstrated Confidence). These areas address sub-items 2.4 & 2.5 within the pre-service teacher candidate's Micro-Teaching episodes, as assessed using the Micro-Teaching Rubric (see Attachment S).

5. Attachment of assessment documentation: (see Attachments R, S & T)

ASSESSMENT 7

Program Assessments by Exiting Teacher Interns

1. A brief description of the assessment and its use in the program:

An exit survey (see Attachment U) is provided to all teacher candidates following the completion of the teaching internship. The survey is designed to assess the extent to which the teacher candidate believes that the Teacher Education Program (TEP) has prepared them to become future professionals. The survey assessment is divided into eight competencies:

- **Competency I:** The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills.
- **Competency II :** The Teacher Education Program (TEP) prepared me to behave in a professional, ethical, and legal manner.
- **Competency III:** The Teacher Education Program (TEP) prepared me to plan and implement best practices in the curriculum appropriate to students, grade level, and course objectives.
- **Competency IV:** The Teacher Education Program (TEP) prepared me to utilize a variety of teaching models.
- **Competency V:** The Teacher Education Program (TEP) prepared me to utilize appropriate classroom management strategies.
- **Competency VI:** The Teacher Education Program (TEP) prepared me to utilize a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- **Competency VII:** The Teacher Education Program (TEP) prepared me to reflect on teaching and learning by means of the following practices.
- **Competency VIII:** The Teacher Education Program (TEP) prepared me to understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Sixty-seven Likert scale statements were used to assess the extent to which the teacher candidate felt prepared with each of the eight standards. Specifically, they were asked whether they felt the TEP met these statements as, *above expected* (scored 3), *expected* (scored 2), or *below expected* (scored 1). The three remaining questions gathered information about TEP strengths, areas for growth in TEP, and whether or not the teacher candidate would recommend ASU's TEP to someone else.

2. A description of how this assessment specifically aligns with the standards it is cited for in section III:

Question 8 (The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards) aligns with Standard Two sub-item 2.6 (The teacher has knowledge of how to use various instructional technologies to address individual and group needs).

Question 24 (The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences) aligns with Standard Three sub-item 3.6 (The teacher has knowledge of the importance of peers to intellectual development).

Questions 1-10 found in Competency I (The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills) aligns with Standard Four sub-item 4.4 (The teacher has knowledge of how to communicate effectively with multiple audiences).

[Type text]

3. A brief analysis of the data findings:

The data (see Attachment V) indicate for the academic year 2006-2007 that physical education teacher candidates believe that the TEP prepared them to become future professionals in the teaching field with returning survey means between *expected* (scored 2) and *above expected* (scored 3), as follows and in alignment with the Standards specified in number 2 above:

4. An interpretation of how the data provides evidence for meeting standards:

Evidence that physical education teacher candidates believe that the TEP prepared them to become future professionals in the teaching field is provided by returning survey means of greater than expected (scored 2) and between above expected (scored 3), in questions 8, 24, and the combined questions of 1-10 which specifically align with the standards for the academic years 2006-2007 and 2007-2008.

5. Attachment of assessment documentation: (see Attachment U & V)

ASSESSMENT 8

Praxis III

1. A brief description of the assessment and its use in the program:

The Praxis III Assessment provides trained assessors a system for evaluating the skills of beginning teachers through direct observation of classroom practices, review of documentation prepared by the teacher, and semi-structured interviews. The Praxis III is comprised of nineteen (19) assessment criteria which are divided into four (4) domains (see Attachment W).

2. A description of how this assessment specifically aligns with the Standards it is cited for in section III:

As previously stated, the Praxis III is an instrument utilized to assess the preparedness of the novice teacher.

The Praxis III aligns with Standard Two (The teacher plans curriculum appropriate to the students, to the content, and to the course objectives), specifically sub-item 2.6 (How to use various instructional technologies to address individual and group needs). Praxis III criterion A1 (Becoming familiar with relevant aspects of students' background) & A4 (Creating or selecting teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson) are used to assess sub-item 2.6 of Standard 2.

Additionally, this assessment aligns with Standard Three (The teacher plans instruction based upon human growth and development, learning theory, and the needs of students), specifically sub-items 3.4 (How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions) Praxis III criterion B1 (Creating a climate that promotes fairness) and B5 (Making the physical environment as safe and conducive to learning as possible) assess sub-item 3.4 of Standard 3. Sub-item 3.5 (An awareness of expected developmental progressions and ranges of individual variation within each domain; the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain) relies on point C2 (Making content comprehensible to students) to assess teacher preparedness.

Lastly, this assessment (Praxis III) aligns with Standard Five (The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being), specifically sub-item 5.4 (An understanding of the process of change). Evaluated using criterion C4 of Praxis III (Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands).

3. A brief analysis of the data findings:

The data (see Attachment Y) indicate that the teacher candidates exhibited a high level of competence on Praxis III sub-items 2.6, 3.4, 3.5, and 5.4. Means ranged (1) from 2.40 to 3.00 for Standards 2, 3 and 5 for those teaching during the 2004-2005 school year; (2) from 2.30 to 3.00 for Standards 2, 3 and 5 for those teaching during the 2005-2006 school year; (3) from 2.40 to 2.80 for Standards 2, 3 and 5 for those teaching during the 2006-2007 school year; and (4) from 2.40 to 2.90 for Standards 2, 3 and 5 for those teaching during the 2007-2008 school year.

[Type text]

4. An interpretation of how the data provides evidence for meeting Standards:

The data indicate a 100% Praxis III pass rate for ASU graduates (N= 18), from Fall 2004 – Spring 2008. The average score for novice Health/Physical Education teachers for Fall 2004 to Spring 2007 based on a passing score of 40 was 49.9, 51.3, and 49.8 percents respectively. Fall 2007 to Spring 2008(N=13) the passing score was increased to 45. ASU graduates responded with an average score of 50.1 during this term. The data were extracted from the Praxis III: Domain/Criterion Performance Assessment Scores.

5. Attachment of assessment documentation: (see Attachment W, X & Y)

SECTION V — Use Of Assessment Results To Improve Candidate And Program Performance

After examining assessment evidence for the HPESS Program, professional education faculty created an assessment findings document (see Attachment Z). These findings show areas where improvement may be warranted. These areas include Praxis II scores, Praxis III scores, the Student Intern Formative Evaluation, the micro teaching assignment, and the Candidate Assessment Project.

Although HPESS teacher candidates had a 92 % pass rate on the praxis II exam there are two areas on the exam where they fell below both state and national averages. In the area of “Personal Health Care” HPESS teacher candidates scored at -6% and -8%, respectively, when compared to state and national scores. HPESS professional education faculty are addressing this discrepancy and will focus on more complete coverage of “Personal Health Care” in HLTH 2523- First Aid and Safety (see Attachment E). The area of “Community Health/Disease and Disorders” showed a discrepancy of scores with HPESS teacher candidates scoring -2% and -5%, respectively, when compared to both state and national scores. HPESS professional education faculty are addressing this discrepancy and will focus on more complete coverage of “Community Health/Disease and Disorders” in EDHE 4533 - Strategies for Teaching Health Education (see Attachment E).

All twenty-two (22) items from the Student Intern Formative Evaluation used to support this report had a score range of 1.00 and 5.00. All but three if these items received scores between 4.00 and 5.00. Three items scored between 3.00 and 4.00. These three items, although not receiving a low score are areas where improvement is needed. These items are:

- Communicates as needed with parents or guardians about student learning (3.60)
- Cooperative learning/group investigation (3.00)
- Interprets referenced and criterion-referenced test data to facilitate learning (3.30)

These items will be addressed in EDPE 4583 - Methods and Materials for Teaching Physical Education in the Secondary Schools and TIPE 4826 - Teaching Internship, where the CAP will be a primary assessment.

The CAP is required for all HPESS teacher candidates during the teacher internship. Each intern must complete the CAP project during both the elementary and secondary experiences. Within this project student interns are assessed on their ability to measure student learning, as well as address a wide range of students. Although there is limited data to this point, the HPESS professional education faculty are addressing this need for appropriate assessment tools for teacher interns.

HPESS teacher candidates are assessed on ten (10) components during the micro teaching assignment (see Attachment S). HPESS teacher candidates scored 2.75 or higher (2.00 – 3.00) on all except two areas (see Attachment T). The two areas where HPESS teacher candidates scored below 2.50 were Engagement (score of 2.37) and Organization (score of 2.08). The HPESS professional education faculty addressed this concern and will incorporate an engagement and organization focus into PE 4793- Evaluation in Physical Education and EDPE 4583 - Methods and Materials for Teaching Physical Education in the Secondary Schools.

[Type text]

HPESS teacher candidates have enjoyed a 100% pass rate on the Praxis III exam for the past five (5) years. Still there are two items on the praxis III where our students have scored below 85%. Those items are:

- Praxis III Domain/Criteria B.1 (2.4) (74%)
- Praxis III Domain/Criteria C.4 (2.5) (83%)

For Praxis III Domain/Criteria B.1 HPESS teacher candidates did not exhibit “Actively Encouraging Fairness Among Students” thus HPESS professional education faculty will focus on the this criteria during all micro teaching lessons within those HPESS courses that require a micro teaching assignment.

For Praxis III Domain/Criteria C.4 HPESS teacher candidates did not show that they were “Making Appropriate Instructional Adjustments” therefore the HPESS professional education faculty will incorporate and focus on this criteria during all micro teaching lessons within those HPESS courses that require a micro teaching assignment.

HPESS professional education faculty currently meet monthly to discuss appropriate measures to improve teacher candidate performance and will continue to do so. Items to be addressed at these meetings include (a) professional development of HPESS professional education faculty (i.e. Pathwise Training), Improvement of PLT Praxis III exam scores required for all teacher candidates, and any new evidence suggesting possible changes within the program.

[Type text]

SECTION VI — FOR REVISED REPORTS ONLY

Describe what changes or additions have been made in the report to address the Standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

[Type text]

ATTACHMENT A

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁶
2007-2008	7	7
2006-2007	28	28
2005-2006	31	31

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

⁶ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B

Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ⁷	Assignment: Indicate the role of the faculty member ⁸	Faculty Rank ⁹	Tenure Track (Yes/No)	Scholarship, ¹⁰ Leadership in Professional Associations, and Service: ¹¹ List up to 3 major contributions in the past 3 years ¹²	Teaching or other professional experience in P-12 schools ¹³
Harriette Adams	<i>Masters of Science Arkansas State University</i>	Instructor Advisement coordinator	Instructor	No	Considerations for Broadening the Physical Education Curriculum Ar Journal Vol 42 Issue # 1 p. 11-14, Apr. 2007 The Effectiveness of a University Level Conceptually-Based Health-Related Fitness Knowledge.	3 years in public elementary school
Tom Adams	<i>Ed.D. Exercise Science, West Virginia University</i>	100% Teaching	Professor	Yes	Adams, II, T. M., Graves, M., and Adams, H. (2007). Effects of a Required University Level Conceptually-Based Basic Physical Education Course on Perceived and Determined Nutritional Knowledge, <u>International Journal of Arts and Sciences</u> , 2(1), 19-21.	

⁷ e.g., PhD in Curriculum & Instruction, University of Nebraska

⁸ e.g., faculty, clinical supervisor, department chair, administrator

⁹ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

¹⁰ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

¹¹ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

¹² e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹³ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

[Type text]

					<p>Dennis, K., Henson, B., & Adams, II, T. M. (2005). Destination, Fit, Well, and Healthy: A Roadmap for Your Journey. Kendall/Hunt: Dubuque, Iowa.</p> <p>University of North Carolina Wilmington, Department of Health and Applied Human Sciences & Adams, II, T. M. (2007). Physical Activity and Wellness. Kendall-Hunt: Dubuque, Iowa</p>	
Lance Bryant	<i>PhD in Kinesiology University of Alabama</i>	100% Teaching; Clinical Supervisor	Assistant Professor	Yes	<p>Bryant, L. G. & Curtner-Smith, M. D. (Accepted: In Press). Effect of a physical education teacher’s disability on high school pupils’ learning and perceptions of teacher competence. <i>Physical Education and Sport Pedagogy</i>.</p> <p>Giacobbi, P. R., Stancil, M., Hardin, B., & Bryant, L. (2008). Physical activity and quality of life experienced by highly active individuals with physical disabilities. <i>Adapted Physical Activity Quarterly</i>, 25(3), 189-207.</p> <p>Bryant, L. G. & Curtner-Smith, M. D. (2008). Impact of a physical</p>	<p>Clinical Supervisor: Arkansas State University (2007-Present) University of Alabama (2004-2007)</p> <p>Elementary Physical Education Teacher: Crestmont Elementary School, Northport, AL, Grades 1-5 (2004-2007)</p>

[Type text]

					education teacher's disability on elementary pupils' perceptions of effectiveness and learning. <i>Adapted Physical Activity Quarterly</i> , 25(2), 118-131.	
Brian Church	<i>PhD in Exercise Physiology University of Alabama</i>	Faculty	Assistant Professor	Yes	NSCA Certified/Member NSCA Education Committee	
Blair Dean	PhD. University of Arkansas	Director of Physical Education, University Supervisor	Associate Professor	Yes	<p><u>Scholarship:</u></p> <ol style="list-style-type: none"> 1. Dean, B. Fit for life: An educator's call for raising the bar. <i>Community Health Care</i>, v 3, (1) 32-33. Summer 2007 2. Dean, B. Integration through movement activities. <i>Teaching Elementary Physical Education</i>, v 16, (4) 17-19, July 2005. 3. Dean, B., Adams, T.M., & Comeau, M. The effect of a female physical educator's physical appearance on physical fitness knowledge and attitudes of junior high students. <i>The Physical Educator</i>, v 62, (1) 14-25, March 2005. <p><u>Leadership in Professional Org.:</u></p> <ol style="list-style-type: none"> 1. National Coalition for Promoting Physical Activity – State Chair, 2001-present. 2. Arkansas Governor's Council on Fitness – Chair, 2002-present. 3. Arkansas Child Health Advisory Board – Chair Physical Activity Sub-Committee, 2002-2006. 	<ol style="list-style-type: none"> 1. Clinical Supervisor 2001-present. 2. Physical Education Consultant for all (15) Arkansas Educational Cooperatives. 3. Instructed physical activity "morning movement" exercises daily. Jonesboro Health, Wellness and Environmental Studies Magnet School. 4. Instructed an after school nutrition program titled "kids in the kitchen". Jonesboro Public Schools.

[Type text]

					<p><u>Service:</u></p> <ol style="list-style-type: none"> 1. Dean, B. Arkansas Youth Fitness. National Association for Health and Fitness Conference. Los, Angeles, CA. April 28, 2007 2. Dean,B. and Stillwell, J. New Dimensions in Movement and Fitness: Through Integration. Athens Institute for Education and Research: 2nd International Conference on Physical Education, Coaching and Health Fitness, June 28-29, 2006, Athens, Greece. 3. Dean, B. and Sibrava, A. New Dimensions in Movement and Fitness Through Integration. Share The Wealth Convention, Jekyll Island, GA, January 27-29, 2005. 	
Paul Finnicum	<i>Ed.D. Health Education Oklahoma State University</i>	Internship Coordinator and program director for Health Promotion degree	Associate Professor	Yes	Chair of University Promotion, Retention, Tenure Committee; Division for State professional association; Article for state journal	
Valerie Hilson	<i>MSE in Physical Education Arkansas State University</i>	Teaching, Scholarship, Service	Instructor	No	ArkAHPERD BOD – Vice President General Division Area 7 Special Olympics Management Planning Committee Special Olympics Volunteer	Jr. High teacher/Coach 1 year
Hollie Huckabee	<i>MSE in Physical Education Arkansas State University</i>	Faculty	Instructor	No		<p>Sr. High Health Teacher/Coach: Paragould High School (2003-2004)</p> <p>Elem. Physical Education Teacher: Bay Public School Grades K-6 (2002)</p>
Mitch Mathis	<i>Masters of Science</i>	Faculty	Instructor	No		Wynne Middle School, Wynne ,Arkansas, Grades 6-8

[Type text]

						(1994-96); Clear Creek High School, League City, Texas, Grades 9-12(1999-2001); Goforth Elementary school, League City, Texas, Grades K-5(2001-02); Westside Middle school, Jonesboro, Arkansas, Grades 5-7(2002-03)
Andy Mooneyhan	<i>PhD in Kinesiology University of Arkansas</i>	Clinical Supervisor	Associate Professor	Yes	Board Member of ArkAHPERD PEM club Sponsor/Advisor,	
Dennis Perkey	<i>Ed.S, Community College Teaching, Arkansas State University</i>	Athletic Training Education Program , Clinical Coordinator	Instructor	No	Southwest Athletic Trainers Association, Student Research and Education Committee (Chair) 2005 – 2008. Southwest Athletic Trainers Association Student Advisory Board. ArkAHPERD Athletic Training Section Chair 2004-2008.	
Agneta Sibrava	<i>MSE, ASU</i>	Faculty	Instructor	No	PEM club Sponsor/Advisor past President of ArkAHPERD,	Clinical supervisor, international (Sweden) grades 1-9
Jim Stillwell	<i>PhD in Physical Education Illinois University</i>	Teaching Administration	Professor	Yes	Prince, D. & Stillwell, J. (2008). Preventing Childhood Obesity: Helping Pre-school Children Become Healthy and Fit. Little Rock, AR:SECA Stillwell, J. & C. Willgoose (6 th ed., 2006). The Physical Education Curriculum. Prospect Heights, IL: Waveland Press, Inc.	Five years public school teaching

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Program: <u>PHYSICAL EDUCATION, WELLNESS, AND LEISURE (PEWL)</u>		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
2007-2008	7	7
2006-2007	28	28
2005-2006	31	31

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

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					<p>Promoting Physical Activity – State Chair, 2001-present.</p> <p>2. Arkansas Governor’s Council on Fitness – Chair, 2002-present.</p> <p>3. Arkansas Child Health Advisory Board – Chair Physical Activity Sub-Committee, 2002-2006.</p> <p><u>Service:</u></p> <p>1. Dean, B. Arkansas Youth Fitness. National Association for Health and Fitness Conference. Los, Angeles, CA. April 28, 2007</p> <p>2. Dean,B. and Stillwell, J. New Dimensions in Movement and Fitness: Through Integration. Athens Institute for Education and Research: 2nd International Conference on Physical Education, Coaching and Health Fitness, June 28-29, 2006, Athens, Greece.</p> <p>3. Dean, B. and Sibrava, A. New Dimensions in Movement and Fitness Through Integration. Share The Wealth Convention, Jekyll Island, GA, January 27-29, 2005.</p>	
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Andy	<i>PhD in</i>	Clinical	Associate	Yes	Board Member of	

Mooneyhan	<i>Kinesiology University of Arkansas</i>	Supervisor	Professor		ArkAHPERD PEM club Sponsor/Advisor,	
Dennis Perkey	<i>Ed.S, Community College Teaching, Arkansas State University</i>	Athletic Training Education Program , Clinical Coordinator	Instructor	No	Southwest Athletic Trainers Association, Student Research and Education Committee (Chair) 2005 – 2008. Southwest Athletic Trainers Association Student Advisory Board. ArkAHPERD Athletic Training Section Chair 2004-2008.	
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ATTACHMENT C

LiveText



TEAMS Home

TEAMS Assessment Data

CLT Faculty Guide

- Post comments
- Grade with rubrics
- Generate reports
- Create assignments
- Create rubrics

CLT Student Guide

- Create Documents
- Post Assignments
- Share Documents
- View Comments
- View Assessments
- Form Groups

CLT FAQs

- Faculty FAQs
- Student FAQs
- Tips & Tricks

CLT Help Center

Logon to LiveText

TEAMS :: Teacher Education Assessment Management System

Program assessment is a continuous process that underlies all excellent programs of teaching and learning. The Unit has designed the Teacher Education Assessment Management System (TEAMS) as a systematic process for determining the extent to which the initial and the advanced programs address the outcomes of the conceptual framework. Internal and external program assessment data are collected in order to help evaluate the work of the Unit. The goal is to direct improvement efforts in order to ensure program quality.

College LiveText (CLT) is an integral part of TEAMS. CLT serves as a tool to enable the Unit to manage relevant data that measures the effectiveness of the implementation of the ASU Conceptual Framework.

This website is designed to assist faculty and students to better understand TEAMS and to use CLT more effectively.

Acknowledgement and Appreciation: The original text on this site was developed by Dr. Barbara Meyer and Ms. Forum Damanian at [Illinois State University](#), who were so kind and generous as to allow ASU to use it here.

[College of Education](#)

[Purpose of LiveText](#)

[History of LiveText](#)

ATTACHMENT D

Graduation Check Sheet

September 15, 2008

Department of HPSS

Graduation Checklist

_____ (Date of Graduation)

Name: _____ Social Security No.: _____

Catalog (year): _____ Degree: BSE _____ BS _____

(must have been enrolled in residence)

Major: _____ Areas of Certification: _____

GENERAL REQUIREMENTS FOR ALL BACHELORS DEGREES

- | | |
|---|-----------------------------------|
| _____ C or better in ENG 1003 & 1013 | _____ 2.50 GPA in major |
| _____ 3 hours HIST 2763 OR HIST 2773 OR POSC 2103 | _____ 2.50 GPA Overall |
| _____ Minimum of 45 sem. hrs. of Jr/Sr hours
after 30 degree credit hours | _____ 2.00 GPA at ASU if transfer |
| _____ 32 semester hours. in campus residency
Campus | _____ 18 of the last 24 on ASU |
| _____ Maximum of 31 hrs. by correspondence/extension/
year institutions
CLEP exam | _____ Minimum 57 hours from 4- |
| | _____ Minimum of 124 total hours |

SPECIFIC REQUIREMENTS OF MAJOR AREA*

(Check Applicable Items)

- | | |
|---------------------------------------|-------------------------------|
| _____ University College Requirements | BSE Majors ONLY: |
| Requirements | _____ Professional Education. |
| _____ Major Requirements | |
| _____ Departmental Requirements | _____ PRAXIS II Exam |
| | _____ Recommended for NCATE |

Student now enrolled in the following courses:

Advisor

Date

NOTE:

Attach a copy of the student's Degree plan with grades listed. Any approved substitutions or exceptions should be noted on separate page with the student's name and ID number.

ATTACHMENT E

Program of Study

Health, Physical Education, and Sport Science (HPESS) Degrees

BS in Athletic Training **BS in Exercise Science** **BSE in Physical Education**
 BS in Sport Management **BS in Health Promotion**

Name _____ Social Security _____ Date _____

General Education Rules:

- D's can transfer if offset by a B
- May repeat up to 18 of first 59 hours of D/F
- No more than 2 courses with same prefix (ENG is exception)

COMMUNICATION SKILLS - 6 HRS

ENG 1003 FR Eng I "C" req. _____
 ENG 1013 FR Eng II "C" req. _____

HEALTH & WELLNESS - 2 HRS

PE 1002 Concepts of Fitness _____

CRITICAL THINKING - 3 HRS

(BSE P-12, and Hlth Pro must take SCOM)
 PHIL 1103 Intro to Philosophy _____
 PHIL 1503 Logic & Pract. Reasoning _____
 SPCH/SCOM 1203 Oral Com. _____

UNDERSTANDING GLOBAL ISSUES - 3 HRS

ANTH 2233 Intro to Anthropology _____
 GEOG 2613 Intro to Geography _____
 HIST 1013 World Civ to 1660 _____
 HIST 1023 World Civ since 1660 _____

ARTS & HUMANITIES - 9 HRS

(one must be fine arts, 1 humanities)
 ENG 2003 Intro to Lit WWI _____
 ENG 2013 Intro to Lit WWII _____
 PHIL 1103 Intro to Philosophy _____
 FAV 2503 Fine Arts Visual _____
 FAM 2503 Fine Arts Musical _____
 FAT 2503 Fine Arts Theater _____

SOCIAL SCIENCES - 9 HRS

one must be HIST 2763, HIST 2773 or POSC 2103
 (additionally, AT must take PSY 2013 and SOC 2213)
 HIST 2763 US to 1876 _____
 HIST 2773 US since 1876 _____
 POSC 2103 Intro Am. Govt. _____
 POSC 1003 Intro to Politics _____
 PSY 2013 Intro to Psy _____
 SOC 2213 Prin of Sociology _____
 ECON 2333 Econ Issues & Concepts _____
 ECON 2313 Prin of Macroeconomics _____

SCIENCE - 8 HRS

One course (4hrs) must be from Life Sciences and one course (4hrs) from physical sciences
 (AT majors must take BIOL 2103/2101 and Z00L 2001/2003)
 BIOL 1003/1001 Biological Science & Lab _____
 BIOL 1013/1021 Cell Biology & Lab _____
 BIOL 1033/1001 Biology of Sex & Lab _____
 BIOL 1043/1001 Plants & People & Lab _____
 BIOL 1063/1001 People & Environ & Lab _____
 BIOL 2103/2101 Microbiology & Lab _____
 (BIOL 2103/2101 if these courses are selected, students must take Z00L2001/2003 or Z00L 2011/2013)

Physical Sciences (4hrs)

(AT and EXSCI must select CHEM 1013/1011)
 GEOL 1003/1001 Environ. Geology _____/_____
 PHSC 1203/1201 Physical Science _____/_____
 CHEM 1013/1011 Gen. Chem.I _____/_____
 PHYS 1104 Intro to Space Science _____
 PHYS 2034 University Physics _____
 PHYS 2054 General Physics _____/_____

MATHMATICS - 3 to 4 HOURS

(AT must take Math 1023 or higher)
 MATH 1023 College Algebra _____
 MATH 1054 Pre-Cal Math _____

ENHANCEMENT - 3 - 6 HRS (MAY VARY)

See advisor for assistance
 AAGES minimum scores: ESAY: 300 _____ MATH: 55 _____
If ESAY score is below 300, select one of the following:
 ENG 3013 (CE) Practical Writing _____
 ENG 3043 (CE) Technical Writing _____
 ENG 4703 (CE) Persuasive Writing _____
If MATH score is below 55, select the following: _____
 CS 2173 (ME) Intro to Structured Programming _____
 Additionally, AT must take PHYS 2054, General Physics _____
 Additionally, BSE must select HLTH 2513 P of P. Health _____
 If AAGES scores are met, all other majors must select from Gen. Ed. courses or list of enhancement courses in the bulletin Course: _____

BSE in Physical Education (P-12)

- Must meet TEP (p. 266-268, undergraduate bulletin) & departmental requirements: * see advisor
- Screening information may be accessed through the following web site:
<http://mutans.astate.edu/abowser/administration.htm> - click "application for admission" in text
- 2.5 GPA required for graduation
- Complete intent to graduate card and enroll for graduation
- 125 hrs to graduate with 45 jr/sr hours required after first 30 hrs

BSE MAJOR REQUIREMENTS – 49 HRS

PE 1883 Foundations of Physical Education	_____
HLTH 2523 First Aid & Safety	_____
PE 1511 Gymnastics	_____
PE 1411 Track or 4842 Theory & Coaching of Track (no prof)	_____
PE 2311 Int. Swim or 1311 Beg. Swim (no prof.)	_____
ES 3543 Human Anatomy	_____
ES 3553 Basic Physiology of Activity	_____
PE 3802 P. E. for Teachers of Young Children	_____
PE 3823 Rhythmical Activities	_____
PE 3832 Theory and Practice of Teaching Fitness Concepts (PE1002 pre req.)	_____
PE 3842 Theory and Practice of Teaching Leisure Sports	_____
PE 3862 Theory and Practice of Teaching Racquet Sports	_____
PE 3892 Theory & Practice of Teaching Team Sports	_____
PE 4663 Motor Skill Development for Children	_____
PE 4703 Adaptive PE	_____
PE 4753 The Physical Education Curriculum	_____
PE 4783 Organization & Administration of PE	_____
ES 4763 Kinesiology (pre req. ES 3543)	_____
PE 4793 Evaluation in Physical Education	_____
EDHE 4533 Strategies for Teaching Health Ed (HLTH 3553)	_____

PROFESSIONAL EDUCATION REQUIREMENTS – 30 HRS

PSY 3703 Educational Psychology	_____
SCED 2514 Intro to Secondary Teaching	_____
SCED 3515 Performance Based Instructional Design	_____
EDPE 4583 Methods & Materials for Teaching PE	_____
SCED 4713 Ed. Measurement with Computer Applications	_____
TIPE 4826 Teaching Internship (12hrs)	_____

ELECTIVES - 0 HRS

COACHING ENDORSEMENT – 7 HRS+14 Embedded (21)

PE 3813 Concepts of Athletic Training	_____
ES 4693 Tech Strength Training	_____
PE 4743 Legal Issues in Sport	_____
PE 3872 Rules & Officiating	_____
Two of the following:	
PE 4822 Theory and Practice of Coaching Football	_____
PE 4832 Theory and Practice of Coaching Basketball	_____
PE 4842 Theory and Practice of Coaching Track	_____
PE 4852 Theory and Practice of Coaching Baseball	_____
PE 4872 Theory and Practice of Coaching Volleyball	_____
PE 4882 Theory and Practice of Coaching Soccer	_____

ATTACHMENT F

Course Syllabi HPESS Course Syllabi

FYE HPES 1013 – Intro to PE
PE 1311 – Beg. Swimming
PE 1411 – Track & Field
PE 1511 – Gymnastics
HPES 1883 – Foundations in HPESS
PE 2311 – Int. Swimming
HLTH 2513 – Principles of Personal Health
HLTH 2523 First Aid & Safety
HLTH 3533 – Strategies for Teaching Health Education
ES 3543 – Human Anatomy
ES 3553 – Basic Physiology of Activity
PE 3802 – PE for Teachers of Young Children
PE 3823 – Rhythmical Activities
PE 3832 – Fitness Concepts
PE 3842 – TPT Leisure Sports
PE 3862 – Racket Sports
PE 3892 – Theory and Practice of Team Sports
EDPE 4583 – Methods & Materials for Teaching PE
PE 4663 – Motor Skill Development for Children
PE 4703 – Adaptive PE
PE 4753 – The Physical Education Curriculum
ES 4763 – Kinesiology
PE 4783 – Organization and Administration of PE
PE 4793 – Evaluation on Physical Education
TIPE 4826 – Teaching Internship
PE 4842 – Theory and Practice of Coaching Track

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: HPES 1013 Making Connections/
Foundations of Physical Education
- B. Instructor(s): Mrs. Hollie Huckabee

II. Textbook(s) Readings

- A. Primary Text: *Siedentop, Daryl(2004) .Introduction to Physical Education, Fitness, and Sport (6th ed.)*
Lipsky, Salley (2006). College Ingredients
- B. Supplemental Text: None
- C. Assigned Readings: None
- D. Required Purchase:

III. Purpose or Goals of the Course

The purpose of this course is two fold. One is to give a broad overview and course requirements for the following subject areas: Athletic Training, Exercise Science, Health Promotion, Physical Education & Sport Management. This course will also cover the areas of advising, GPA and job opportunities with each degree received. The course will also assist freshman students in the transition to college. This will be accomplished by focusing on study skills, time management, becoming familiar with the campus, etc.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Interview Advisor The student will make an appointment with their advisor and interview them based on a collection of questions assigned. This will aid the student in developing a relationship with their academic advisor, as well as, supply the student with valuable information concerning the importance of working closely with their advisor throughout their college career.</p>	1, 3		A, D	4
<p>Develop Resume This project will allow the student to familiarize</p>		1	A, B, C	1, 2

themselves with the different types of resume and which is best suited for them and their future employment. The student will develop a resume based on the credentials they are pursuing.				
Job Shadow and Reflection Each student will be assigned a placement for job shadow based upon their major. The student will shadow this person for 90minutes. They will write a reflection based upon their experience and share with the class.	3, 9	5	A, B, C	4
Exams 3 exams will be given during the semester none of which will be comprehensive. Each test will only cover the material covered in class from the last exam. Each exam will be worth 100 points.			A, C	1
Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.	1			1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Overview of HPESS Department				
a. Tour	3			1
b. HPESS department Chair's welcome	3, 4			1, 2
c. History of Physical Education	3			1
II. Advisement				
a. Importance of working with advisor	5			1, 2

b. Who is your advisor	5			3, 4
c. Advisement Process	5		B	3
III. Exercise Science				
a. Requirements for degree	2, 4, 6	2	A	3
b. Job Opportunities	3	2	A, B	2
c. Guest Speaker	2, 3	2	A	2
IV. Sport Management				
a. Requirements for degree	8			3
b. Job Opportunities	8	2	C	2, 3
c. Guest Speaker	8			2, 3
V. Health Promotion				
a. Requirements for degree	5		B	3
b. Job Opportunities	5		B	3
c. Guest Speaker	5, 7		B	3
VI. Physical Education				
a. Requirements for degree	5			1, 3
b. Job Opportunities	5, 8	2		2
c. Panel of Guest Speakers	2, 3, 9		B	4, 5

VII. Special Considerations and/or features of the Course

- 1. Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class.
- 2. Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 3. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
- 4. Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

1. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
2. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

1. Book title listed above.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			<i>1st day/ IceBreakers</i>
			<i>Introduction to HPESS</i>
			<i>No Class Campus Closed</i>
			<i>Graduation Req./Dr. Stillwell (10pts)</i>
			<i>Graduation Req.</i>
			<i>GPA calculations</i>
			<i>Exam/Overview Exercise Science</i>
			<i>Exercise Science</i>
			<i>Guest Speaker (10pts)</i>
			<i>Job Shadow (10pts)</i>
			<i>Guest Speaker (10pts)</i>
			<i>Tour Training Room</i>
			<i>Exam</i>

			<i>Career Services</i>
			<i>Physical Education</i>
			<i>Physical Ed. Guest Speaker (10pts)</i>
			<i>Spring Break</i>
			<i>Advising</i>
			<i>Guest Speaker (10pts)</i>
			<i>Exam (100pts)</i>
			<i>Health Promotion</i>
			<i>Guest Speaker (10pts)</i>
			<i>Sport Mng.</i>
			<i>Guest Speaker (10pts)</i>
			<i>Ch. 1</i>
			<i>Ch. 1</i>
			<i>Ch.2</i>
			<i>Ch. 2</i>
			<i>Summary of Class</i>
			<i>Final Exam (10:00am-12:00)</i>

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 1311, Beginning Swimming
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Red Cross (2004). *Swimming and water safety*. Yardley, PA: Staywell.
- B. Supplemental Text: None
- C. Assigned Readings: None

III. Purpose or Goals of the Course

The purpose of this course is to teach basic swimming skills and knowledge of water safety. In addition, students will become acquainted with effective teaching behaviors appropriate for this activity.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

- i Standard 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:
- 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
 - 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
 - 1.3 How to relate higher disciplinary knowledge to other subject areas
 - 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning
- ii Standard 2.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:
- 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
 - 2.2 How to apply interdisciplinary approaches to curriculum design
 - 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
 - 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
 - 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 - 2.6 How to use various instructional technologies to address individual and group needs
 - 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
- 3.1 Concepts of human growth and development
 - 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 - 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 - 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 - 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 - 3.6 The importance of peers to intellectual development
 - 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
Cognitive Examinations (50%) Students will take two written examinations (Mid-Term & Final) covering the skills of swimming various strokes as described through lectures, demonstrations, and readings from the required text.	5			1
Product Evaluation (20%) Students will complete a skills test in swimming to assess the student's practical understanding of the skills of various swimming strokes.	5			1
Process Evaluation (20%) Throughout the course students will be observed each week by the instructor during content sessions for the proper skill technique of various swimming strokes. This form of evaluation is ongoing.	1,5			1
Reflection Paper (10%) Throughout the course, students will be required assess a particular aspect of their own swimming. Using the data generated by their own qualitative observations, students will be required to write a	3,9	5	C,D	1

reflection paper summarizing their own strengths and weaknesses as a swimmer. The paper must be a minimum of 2 typed pages using appropriate APA format & guidelines.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to the Water & Safety				
a. Introduction to the pool			A,B	3,4
b. Safety Concerns	7		A,B	1
II. Front Crawl (Freestyle)				
a. Introduction to the front crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
III. Breaststroke				
a. Introduction to the breaststroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
IV. Back Crawl				
a. Introduction to the back crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
V. Sidestroke				
a. Introduction to the side stroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1

f. Whole stroke	5		A,B,C,D	1
VI. Elementary Backstroke				
a. Introduction to the elementary backstroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1

VII. Special Considerations and/or features of the Course

5. **Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Two cognitive examinations (mid-term and final) are given.
6. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
7. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
8. **Dress.** Participation is required in all classes unless a written doctor's excuse is presented preventing participation in the given day's activity. This is a class which requires physical activity (swimming) and students should wear appropriate swimming attire (suit & goggles) to participate.
9. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
10. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student*

Handbook for additional information
(<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- a. Create a climate that promotes fairness to all.
- b. Establish and maintain rapport with students.
- c. Communicate challenging learning expectations to each student.
- d. Establish and maintain consistent standards of classroom behavior.
- e. Make a physical environment as safe and conducive to learning as possible.
- f. Act with integrity
- g. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Red Cross (2004). *Swimming and water safety*. Yardley, PA: Staywell.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

PE 1311 Beginning Swimming

Tentative Weekly Plan

Date	Material	Read Before Class
	Course orientation & Overview of syllabus	
	Introduction to the pool, getting in the water.	S & WS text, pages 42-59
	Safety concerns	S & WS text, pages 212-255

	Introduction to Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Introduction to Breaststroke	S & WS text, pages 81-85
	Breaststroke	S & WS text, pages 81-85
	Mid-Term Examination	
	Breaststroke	S & WS text, pages 81-85
	Introduction to Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Introduction to Side stroke	S & WS text, pages 93-99
	Side stroke & Reflection paper due	S & WS text, pages 93-99
	Product Evaluation	
	Side stroke	S & WS text, pages 93-99
	Introduction to Elementary backstroke	S & WS text, pages 86-92
	Elementary backstroke	S & WS text, pages 86-92
	Elementary backstroke	S & WS text, pages 86-92
	Final Examination	

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 1411 Track and Field
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: None
- B. Supplemental Resource: Blackboard

III. Purpose or Goals of the Course

This is an introductory course to the sport of track and field. The purpose of this course is to enhance the student's knowledge, skills, and strategies of the sport. A better appreciation of track and field will be achieved by learning skills, and strategies. This course will include lecture, drills, track meet, and a significant amount of participation by the students. In addition, the student will gain an understanding of the rules and strategies in the sport of track and field, develop better skills for running, jumping, and throwing events, and improve physical fitness and conditioning needed for track and field.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
 - 5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and

structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and

understands how development in any domain may affect performance in another domain

6. 3.6 The importance of peers to intellectual development
7. 3.7 How to find information and services to support students

iv Standard 4. The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
3. 4.3 The importance of treating others with respect and dignity
4. 4.4 How to communicate effectively with multiple audiences

v Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

1. 5.1 The importance of reflecting on practice to improve instruction
2. 5.2 How to translate, evaluate, and apply current education research
3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
5. 5.5 An understanding of schools as organizations within the larger community context
6. 5.6 An understanding of the importance of family/guardian involvement
7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures

A. Evaluation Procedures

Attendance/Participation

Attendance and participation are required. Roll Call will be held daily at the beginning of each class meeting. It is the student's responsibility to notify the teacher if you are tardy to avoid the absence. (3 late arrivals = 1 Absence).

0 Absences = 100 points

1 Absence = 90 points

2 Absences = 80 points

3 Absences = 70 points

4 Absences = Failing Grade of F in the Course; subject to be dropped from class

Note: Not participating in class counts for an Absence as well.

Grading:

Affective: Attendance/Participation: 100 points

Cognitive: Final Exam: 100 points

Psychomotor: Fitness/Skills Assessments: 100 points

Final Exam

TBA

NO MAKE-UP or EARLY EXAMS will be given.

B. Grading Scale

90% & above = A	(537-600 Points)
80% - 89% = B	(536-477 Points)
70% - 79% = C	(476-417 Points)
60% - 69% = D	(416-357 Points)
59% & below = F	(356 Points and Below)

C. Instructional Methodology

Lectures/Discussion
Question/Answer
Video tapes
Field demonstration and participation

VI. Course Outline

- A. Evaluation of Fitness Level
 - 1) Par-Q
 - 2) Aerobic Conditioning
 - 3) Skills Assessment
- B. Event Training
 - 1) Sprints and Relays
 - 2) Hurdle Events
 - 3) Middle and Distance Events
 - 4) High Jump
 - 5) Long Jump and Triple Jump
 - 6) Throwing Events
- C. Track Meet
 - 1) Participation in Intrasquad Track & Field Meet

VII. Special Considerations and/or features of the Course

- 11. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
- 12. Liability Statement.** This is a class which involves physical activity and there is always a risk of injury or accident. Therefore, it is suggested that:

- a. You notify the instructor if there are any medical problems or physical disabilities that would limit your full participation in class.
- b. Students over the age of 35 and those less than 35 who have any history of medical problems, either themselves or in their family, consult with their physician to determine if they are “cleared” to fully participate in this class.
- c. Each student should carry health insurance.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

3. The student will have opportunities to use learning and skill acquisition to meet diverse learning needs in a variety of activity settings.
4. The student will be able to organize and implement safe practice situations that allow for both success and challenge.

X. References

American Sport Education Program. (2006). *Officiating Track & Field and Cross Country*. Champaign, IL: Human Kinetics.

Guthrie, M. (2003). *Coaching Track & Field Successfully*. Champaign, IL: Human Kinetics.

Martens, R. (2004). *Successful Coaching* (3rd ed). Champaign, IL: Human Kinetics.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course:** PE 1511 Gymnastics
B. Instructor: Agneta Sibrava [asibrava@astate.edu]
972-3066; ASU-Jonesboro, 680-8446
Office; #230

II. Readings

- A. Primary Text:** Mitchell, D. and Davis, B. (2002)
Teaching FUNDamental Gymnastics Skills
Champaign, ILLINOIS: Human Kinetics
B. Supplemental Text: Hand – Outs

III. Purpose of Course

The purpose of this course is to provide instructional strategies designed to teach P-12 Physical Education Majors and Non-Majors how to perform safe gymnastics moves, teach, spotting, develop, and implement gymnastic concepts to public school children and peers. The student will have the opportunity to learn and develop basic motor and gymnastic skills. The student will be given adequate time to practice his/her gymnastics skills for the skills test at the end of the semester.

IV. Course Objectives

A. ASU Frameworks Linkage

1. *Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
5. *Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
6. *Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. ISTE Linkage

1. *Standard I: Technology Operations and concepts*
2. **Standard II: Planning and Designing Learning Environments and Experiences*
3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. *Standard V: Productivity and Professional Practice*
6. *Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in PE 1511.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

- A.** The student will be expected to:
- Participate in all practicum settings
 - Successfully pass all skills tests
 - Successfully pass the written test

- B.** Evaluation Procedures:
- Dressing out and Attendance 1/3
 - Skills tests 1/3
 - Written examination 1/3

The following grade scale will be followed

90	- 100 %	A
80	- 89 %	B
70	- 79 %	C
60	- 69 %	D
59 % and below		F

C. Instructional Methodology:

The course will include lecture, practicum of gymnastics skills, demonstrations and evaluations of skills.

Attendance Policy:

Students are expected to attend all classes and participate in every class. After **TWO** absences 10 points will be deducted from your participation grade each time you are absent. Please, attend and don't be TARDY.

Required Dress:

PE Majors are required to wear PE uniforms. Non-Majors are required to wear appropriate gymnastic attire.

VI. Course Outline:

- A.** Introduction and Overview of Course
- a. Course Requirement
 - b. Professional dress and conduct
 - c. Characteristics of a learner
 - d. Class management and behavior control
 - e. Safety
 - f. Spotting techniques
 - g. What is gymnastics?
 - h. Brief History
 - i. Skills essential for gymnastics
 - j. Strength development
 - k. Flexibility
 - l. Teaching techniques

Special Considerations and/or Features of the Course

- A. Students will be required to complete and pass a written examination in gymnastics.
- B. Students will be required to pass skills tests.

Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- A. Create an atmosphere that promotes fairness to all students.
- B. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- C. Establish and maintain appropriate rapport with students.
- D. Communicate challenging learning expectations to students.
- E. Communicate need to transference to all ethnic backgrounds.
- F. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Carr, T.J. (2001). Games from Long Ago & Far Away: Ready-to-Use Multicultural P.E. Activities for Elementary Students. West Nyack, NJ: Parker Publishing Company.

Special note:

Because the nature of this class you are encouraged to carry health insurance. Please, notify the Instructor if you have any medical problems or disabilities.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: HPES 1883 Foundations of Physical Education
- B. Instructor(s): Mrs. Hollie Huckabee

II. Textbook(s) Readings

- A. Primary Text: *Siedentop, Daryl(2004) .Introduction to Physical Education, Fitness, and Sport (6th ed.)*
- B.
- C. Supplemental Text: None
- D. Assigned Readings: None
- E. Required Purchase:

III. Purpose or Goals of the Course

The purpose of this course is to give a broad overview and course requirements for the following subject areas: Athletic Training, Exercise Science, Health Promotion, Physical Education & Sport Management. This course will also cover the areas of advising, GPA and job opportunities with each degree received

IV. Course Objectives

- A. ASU Frameworks Linkage**
- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
 - vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
 - viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking

4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions

5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Interview Advisor The student will make an appointment with their advisor and interview them based on a collection of questions assigned. This will aid the student in developing a relationship with their academic advisor, as well as, supply the student with valuable information concerning the importance of working closely with their advisor throughout their college career.</p>	1, 3		A, D	4
<p>Develop Resume This project will allow the student to familiarize themselves with the different types of resume and which is best suited for them and their future employment. The student will develop a resume based on the credentials</p>		1	A, B, C	1, 2

they are pursuing.				
Job Shadow and Reflection Each student will be assigned a placement for job shadow based upon their major. The student will shadow this person for 90minutes. They will write a reflection based upon their experience and share with the class.	3, 9	5	A, B, C	4
Exams 3 exams will be given during the semester none of which will be comprehensive. Each test will only cover the material covered in class from the last exam. Each exam will be worth 100 points.			A, C	1
Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.	1			1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Overview of HPESS Department				
a. Tour	3			1
b. HPESS department Chair's welcome	3, 4			1, 2
c. History of Physical Education	3			1
II. Advisement				
a. Importance of working with advisor	5			1, 2
b. Who is your advisor	5			3, 4
c. Advisement Process	5		B	3

III. Exercise Science				
a. Requirements for degree	2, 4, 6	2	A	3
b. Job Opportunities	3	2	A, B	2
c. Guest Speaker	2, 3	2	A	2
IV. Sport Management				
a. Requirements for degree	8			3
b. Job Opportunities	8	2	C	2, 3
c. Guest Speaker	8			2, 3
V. Health Promotion				
a. Requirements for degree	5		B	3
b. Job Opportunities	5		B	3
c. Guest Speaker	5, 7		B	3
VI. Physical Education				
a. Requirements for degree	5			1, 3
b. Job Opportunities	5, 8	2		2
c. Panel of Guest Speakers	2, 3, 9		B	4, 5

VII. Special Considerations and/or features of the Course

13. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class.
14. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
15. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
16. **Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

5. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
6. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

1. Book title listed above.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			1 st day/ IceBreakers
			Introduction to HPESS
			No Class Campus Closed
			Graduation Req./Dr. Stillwell (10pts)
			Graduation Req.
			GPA calculations
			Exam/Overview Exercise Science
			Exercise Science
			Guest Speaker (10pts)
			Job Shadow (10pts)
			Guest Speaker (10pts)
			Tour Training Room
			Exam
			Career Services
			Physical Education
			Physical Ed. Guest Speaker (10pts)

			<i>Spring Break</i>
			<i>Advising</i>
			<i>Guest Speaker (10pts)</i>
			<i>Exam (100pts)</i>
			<i>Health Promotion</i>
			<i>Guest Speaker (10pts)</i>
			<i>Sport Mng.</i>
			<i>Guest Speaker (10pts)</i>
			<i>Ch. 1</i>
			<i>Ch. 1</i>
			<i>Ch.2</i>
			<i>Ch. 2</i>
			<i>Summary of Class</i>
			<i>Final Exam (10:00am-12:00)</i>

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 2311, Intermediate Swimming I
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Red Cross (2004). *Swimming and water safety*.
Yardley, PA: Staywell.
- B. Supplemental Text: None
- C. Assigned Readings: Lawton, J. (2004). Developing water confidence at key stage 1/2. *Curriculum Matters*.

III. Purpose or Goals of the Course

The purpose of this course is to improve students' swimming skills and knowledge of water safety. In addition, students will become acquainted with effective teaching behaviors appropriate for this activity.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii **Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
 - 5. C5: Using instructional time effectively
- iv **Domain D: Teaching Professionalism**

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

- i Standard 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:
1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
 2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
 3. 1.3 How to relate higher disciplinary knowledge to other subject areas
 4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning
- ii Standard 2.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:
1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
 2. 2.2 How to apply interdisciplinary approaches to curriculum design
 3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
 4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
 5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 6. 2.6 How to use various instructional technologies to address individual and group needs
 7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
1. 3.1 Concepts of human growth and development
 2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain

6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv **Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Cognitive Examinations (50%) Students will take two written examinations (Mid-Term & Final) covering the skills and hydrodynamic principles of swimming various strokes as described through lectures, demonstrations, and readings from the required text.</p>	5			1
<p>Product Evaluation (20%) Students will complete a skills test in swimming to assess the student's practical understanding of the skills and hydrodynamic principles of various swimming strokes.</p>	5			1
<p>Process Evaluation (20%) Throughout the course students will be observed each week by the instructor during content sessions for the proper skill technique of various swimming strokes. This form of evaluation is ongoing.</p>	1,5			1

Reflection Paper (10%)

Throughout the course, students will be required assess a particular aspect of their own swimming. Using the data generated by their own qualitative observations, students will be required to write a reflection paper summarizing their own strengths and weaknesses as a swimmer. The paper must be a minimum of 2 typed pages using appropriate APA format & guidelines.

3,9

5

C,D

1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Front Crawl (Freestyle)				
a. Hydrodynamic principles of the front crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
II. Breaststroke				
a. Hydrodynamic principles of the breaststroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
III. Back Crawl				
a. Hydrodynamic principles of the back crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
IV. Butterfly				
a. Hydrodynamic principles of the butterfly	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1

d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
V. Sidestroke				
a. Hydrodynamic principles of the side stroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
VI. Elementary Backstroke				
a. Hydrodynamic principles of the backstroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
VII. Surface Diving				
a. Feet-first surface dive	5		A,B,C,D	1
b. Tuck surface dive	5		A,B,C,D	1
c. Pike surface dive	5		A,B,C,D	1

VII. Special Considerations and/or features of the Course

17. **Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Two cognitive examinations (mid-term and final) are given. Students may obtain 1 physical education proficiency credit of 3 required by the department for admission to the Arkansas State University Teacher Education Program by passing this course.
18. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
19. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.

20. **Dress.** Participation is required in all classes unless a written doctor's excuse is presented preventing participation in the given day's activity. This is a class which requires physical activity (swimming) and students should wear appropriate swimming attire (suit & goggles) to participate.
21. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
22. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- h. Create a climate that promotes fairness to all.
- i. Establish and maintain rapport with students.
- j. Communicate challenging learning expectations to each student.
- k. Establish and maintain consistent standards of classroom behavior.
- l. Make a physical environment as safe and conducive to learning as possible.
- m. Act with integrity
- n. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Red Cross (2004). *Swimming and water safety*. Yardley, PA: Staywell.

Lawton, J. (2004). Developing water confidence at key stage 1/2. *Curriculum Matters*.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

PE 2311

Intermediate Swimming I

Tentative Weekly Plan

Date	Material	Read Before Class
	Course orientation & Overview of syllabus	
	Front crawl & Pretest	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Breaststroke	S & WS text, pages 81-85
	Breaststroke	S & WS text, pages 81-85
	Breaststroke	S & WS text, pages 81-85
	Mid-Term Examination	
	Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Butterfly	S & WS text, pages 75-80
	Butterfly	S & WS text, pages 75-80

	Butterfly & Reflection paper due	S & WS text, pages 75-80
	Product Evaluation	
	Side stroke	S & WS text, pages 93-99
	Elementary backstroke	S & WS text, pages 86-92
	Surface diving/Activity	S & WS text, pages 55-57
	Surface diving/Activity	S & WS text, pages 55-57
	Final Examination	

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: HLTH 2513 Principles of Personal Health
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: Insel, P. & Roth, W. (2006). Core Concepts in Health.
(brief 10th ed.) NY: McGraw-Hill.
- B. Supplemental Resource: Technology (Blackboard)

III. Purpose or Goals of the Course

This course is designed to examine various factors which influence the health of the individual with particular emphasis on the prevention of health issues. The student will utilize acquired knowledge to make informed decisions regarding his/her health. As a health literate individual, the student will be able to obtain, interpret, and understand basic health information and services to enhance his or her health.

Methods of instruction such as group work, research, oral and written reports are designed to assist students in developing effective communication skills and critical thinking skills. Ultimately, this course will provide the student the opportunity to reflect on decision making and lifestyle choices and the impact of this behavior.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
 - i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
 - vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students

2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

E. Specific Intended Learning Outcomes

- Describe the six major dimensions of wellness and a wellness lifestyle.
- Explain the importance of personal decision making and behavior change in achieving a wellness lifestyle.
- Identify a poor health habit and participate actively in change.
- Understand the history and time-line of health and healthcare in the U.S.
- Describe the relationship between stress and disease.
- Identify common sources of stress.
- Describe techniques for preventing and managing stress.
- Describe what it means to be psychologically healthy.
- Discuss the importance of psychological health of an optimistic outlook, good communication skills, and constructive approaches to dealing with loneliness and anger.
- Describe common psychological disorders and list the warning signs of suicide.
- Explain the different approaches and types of assistance available for psychological problems.

- Describe common challenges of forming and maintaining intimate relationships.
- Identify the most popular contraceptives, and discuss their advantages, disadvantages, and effectiveness.
- Describe the history, current legal status, and debate over abortion in the United States.
- Explain how alcohol is absorbed and metabolized by the body.
- Define alcohol abuse, binge drinking, and alcoholism. Discuss their effects on the drinker and others.
- Explain the immediate and long-term effects of drinking alcohol and tobacco use.
- Identify strategies for using alcohol responsibly, for quitting tobacco use, and for avoiding environmental tobacco smoke.
- Formulate a personal nutrition plan that will promote wellness.
- Explain health risks associated with overweight and obesity.
- Describe lifestyle factors that contribute to weight gain and loss, including the role of diet, exercise, and emotional factors.
- Design a personal plan for successfully managing body weight.
- List the major components of the cardiovascular system and describe how blood is pumped and circulated through the body.
- Discuss the major forms of cardiovascular disease and how they develop
- Identify common cancers- their risk factors, signs and symptoms, treatments, and approaches to prevention.
- Explain the physical, social, and mental changes that accompany aging and discuss how individuals can best confront these changes.
- Understand personal considerations in preparing for death, including making a will, assessing choices for end-of-life care, and making arrangements for a funeral or memorial service.
- Identify the most common types of unintentional injuries and strategies for preventing them.
- Describe factors that contribute to violence and intentional injuries and methods of prevention to combat intentional injuries.

V. Course Assessment And Performance Measures

A. Course requirements

- Attend class on designated days and participate in online and class discussions
- Read textbook in preparation for discussions, assignments, quizzes, etc.
- Submit word processed assignments when due.

B. Evaluation Procedures

(Grades are awarded on total points obtained during the semester).

- Exams (5) 100 points/each
- Chapter Quizzes (5) 20 points/each
- Homework Assignments TBA
- Surveys 10 points/each
- Group Projects (2) 50 points each
 - Power Point Presentation
 - Public Service Announcement

- Current Event Articles 25 points each
- Journal 100 points
 - 59-65 entries (A)
 - 52-58 entries (B)
 - 46-51 entries (C)
 - 39-45 entries (D)
 - 38 entries and below (F)
- Final Exam 100 points

C. Grading Scale

90 -100 = A

80 - 89 = B

70 - 79 = C

60 – 69 = D

59 – Below = F

VI. Course Outline

A. Taking Charge of your health

1. Wellness: The New Health Goal
2. Choosing Wellness
3. How Do You Reach Wellness?
4. Being Healthy For Life

B. Stress: The Constant Challenge

1. What Is Stress?
2. Stress And Disease
3. Common Sources Of Stress
4. Techniques For Managing Stress
5. Creating A Personal Plan For Managing Stress

C. Psychological Health

1. What Psychological Health Is Not
2. Defining Psychological Health
3. Meeting Life's Challenges
4. Psychological Disorders
5. Getting Help

D. Intimate Relationships and Communication

1. Developing Intimate Relationships
2. Communication
3. Pairing And Singlehood
4. Marriage
5. Family Life

E. Contraception and Abortion: Current Issues

1. Principles Of Contraception
2. Reversible Contraception
3. Permanent Contraception: Sterilization
4. Which Contraceptive Method Is Right For You?
5. The Abortion Issue

F. Alcohol and Tobacco

1. The Nature of Alcohol
2. Alcohol and Health
3. Alcohol Abuse and Dependence
4. Why People Use Tobacco
5. Health Hazards
6. The Effects of Smoking on the Nonsmoker
7. What can be done?
8. How a Tobacco User can quit

G. Nutrition Basics

1. Nutritional Requirements
2. Nutritional Guidelines
3. A Personal Plan

H. Weight Management

1. Basic Concepts of Weight Management
2. Factors Contributing To Excess Body Fat
3. Adopting A Healthy Lifestyle For Successful Weight Management
4. Approaches To Overcoming A Weight Program
5. Body Image
6. Eating Disorders

I. Cardiovascular Disease and Cancer

1. The Cardiovascular System
2. Risk Factors For Cardiovascular Disease
3. Major Forms Of Cardiovascular Disease
4. Protecting Yourself Against Cardiovascular Disease
5. What Is Cancer?
6. Common Cancers
7. The Causes of Cancer
8. Detecting, Diagnosing, and Treating Cancer

9. Preventing Cancer

J. The Challenge of Aging

1. Vitality and aging
2. Confronting changes of ageing
3. Aging and life expectancy
4. Defining death
5. The experience of life-threatening illness
6. Coming to terms with death
7. Coping with loss

K. Personal Safety

1. Unintentional Injuries
2. Violence and Intentional Injuries
3. Providing Emergency Care

VII. Special Considerations and/or features of the Course

1. **Blackboard.** We will use Blackboard for communication and for archiving the course content. Course requirements and assignments will be available on Blackboard. Quizzes and Exams will be accessed through Blackboard. Grades will also be available to view on Blackboard. To successfully complete this course you will need to have access to the web. While it will be most convenient for you to have web access from your home or dorm room, you may also use any networked computer workstation on the Arkansas State campus. You may use any computer anywhere that has internet access. The instructor will enroll the entire course into Blackboard. However, it is the responsibility of the student to ensure you are able to access your Blackboard account.
2. **Attendance Policy.** Student attendance is expected. Class attendance will follow the guidelines described in the ASU Undergraduate Bulletin. Regular attendance is defined as “missing no more than twice the number of lectures, recitations, laboratory sessions, or other regularly scheduled class activities that would normally be scheduled during a week.” Once you have exceeded the specified number of absences, the instructor reserves the right to fail you for the course or at a minimum, deduct points from your grade for absentees above what is allowed. Situations involving individuals with documented catastrophic disease states or other documented challenges will be dealt with based on the circumstances and at instructor discretion. If you arrive for class late or leave early, you will be assessed point deductions as well as absentees. These decisions will be made at the instructor’s discretion. Should you attend only one portion of any given class, you will be counted absent for the entire class. If you are absent due to a medical appointment, procedure or illness, bring documentation of that fact to class.

3. **Academic Integrity.** Academic honesty is expected. Ensure that the work you submit is yours and yours alone. If you utilize the ideas of others ensure that you accurately cite your sources.
4. **Emergency Procedures.** Should you have physical limitations or disease states which might require assistance during this class, please notify the instructor. If you suspect you will need assistance in an emergency evacuation of the building etc., please visit with the instructor so that an "appropriate" plan of action can be discussed.

VIII. Procedures to Accommodate Students With Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Additional Notes

The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modification.

IX. Diversity

1. The students will have opportunities to use resources and acquired knowledge to meet diverse learning needs in a variety of classroom situations.
2. The student will be able to organize and implement group situations that allow for both success and challenge.

X. Reference

Insel, P. & Roth, W. (2006). Core Concepts in Health. (brief 10th ed.) NY: McGraw-Hill.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: HLTH 2523 First Aid and Safety
B. Instructor/s: Harriette Adams [hadams@.astate.edu] 972-3066; ASU-Jonesboro, 680-8111

II. READINGS

- A. Primary Text: First Aid / Taking Action by McGraw-Hill.
B. Supplemental Text: None
C. Assigned Readings: Designated Text

III. Purpose of the Course

The purpose of this course is to develop and instill in students an understanding of the role of first aid and safety in the protection of the life and welfare of themselves as well as others.

IV. Course Objectives

A. ASU Frameworks Linkage

1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.**
2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.**
3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.**
4. ***Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.**
5. ***Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.**
6. ***Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.**
7. ***Professionalism: Understands and acts according to appropriate standards of professional conduct.**
8. ***Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.**

B. ISTE Linkage

1. ***Standard I: Technology Operations and concepts**
2. ***Standard II: Planning and Designing Learning Environments and Experiences**
3. ***Standard III: Teaching, Learning, and the Curriculum**
4. ***Standard IV: Assessment and Evaluation**
5. ***Standard V: Productivity and Professional Practice**
6. ***Standard VI: Social, Ethical, Legal, and Human Issues**

*** Items that are included in HLTH 2523.**

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Turn in all assignments by due date
- Participate in all first aid labs
- Successfully pass written tests
- Successfully pass CPR demonstration
- Compile a personal first aid kit

B. Evaluation Procedures:

- Written examinations = 80%
- CPR demonstration, first aid kit, and completion of labs = 20%

The following grade scale will be followed.

90	- 100%	A
80	- 89%	B
70	- 79%	C
60	- 69%	D
59% and below		F

C. Instructional Methodology:

The course will include multi-media assisted lectures, class discussion, class demonstrations, and class evaluations.

VI. Course Outline

A. Overview

1. First Aid. Legalities and liability
2. Victim Assessment
3. Basic Life Support
4. Shock
5. Bleeding and Wounds
6. Poisoning and Burns
7. Heat and Cold Emergencies
8. Bone, Joint, and Muscle Injuries
9. Sudden and Chronic Diseases
10. Moving and Rescuing Victims, Drowning, Lightening, and Wilderness Emergencies

B. Teaching assignments

- Students will be given black board assignments, reading assignments, and practice lab assignments.
- Each student will compile a first aid kit to be graded by the instructor.
- Students will be assigned first aid scenarios

C. Activities / Labs

- Splinting
- CPR
- Choking
- Bandages and Wrapping
- Scenarios

VII. Special Considerations and/or Features of the Course

A. Students will be required to complete a written examination

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and culture.

- G. Create an atmosphere that promotes fairness to all students.
- H. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- I. Establish and maintain appropriate rapport with students.
- J. Communicate challenging learning expectations to students.
- K. Communicate need to transference to all ethnic backgrounds.
- L. Make the environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

First Aid / Taking Action, McGraw-Hill (2007). National Safety Council Text Supplier.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

- I. Course Information
 - A. Course Number and Title: HLTH 3533 Strategies for Teaching Health Education
 - B. Instructor(s): Paul Finnicum; pfinnicu@astate.edu; ASU-Jonesboro; 680-8113

- II. Textbook(s) Readings
 - A. Primary Text: Gilbert, Glen G., and Sawyer, Robin G. (2000). Health Education: Creating Strategies for School and Community Health. 2nd Ed. Jones and Bartlett Publishers, Inc.: Sudbury, MA.
 - B. Supplemental Text:
 - C. Assigned Readings:
 - D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

- III. Purpose or Goals of the Course: The purpose of this course is to provide students with information relative to the development of the competencies necessary to assume the role of a health educator. Additional emphasis is placed on providing the student with an opportunity to observe and practice various health-related teaching activities designed for school and community populations so they might develop the skills necessary to plan and deliver effective health education programs in any setting - classroom, workplace, hospital, or community.

- IV. Course Objectives:
 - A. ASU Frameworks Linkage
 1. ****Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.***
 2. ****Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.***
 3. ****Learners and Learning: Understands learning processes and the developmental characteristics of learners.***
 4. ***Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.***
 5. ****Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.***
 6. ****Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.***
 7. ****Professionalism: Understands and acts according to appropriate standards of professional conduct.***
 8. ***Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.***

 - B. **ISTE Linkage**
 1. ****Standard I: Technology Operations and concepts***
 2. ****Standard II: Planning and Designing Learning Environments and Experiences***
 3. ****Standard III: Teaching, Learning, and the Curriculum***

- 4. ***Standard IV: Assessment and Evaluation**
- 5. ***Standard V: Productivity and Professional Practice**
- 6. ***Standard VI: Social, Ethical, Legal, and Human Issues**

*** Items that are included in HLTH 3533.**

C. Pathwise Linkage

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Turn in all assignments according to instructions provided by instructor
- Complete class oral presentation
- Successfully pass all written tests

B. Evaluation Procedures:

- Attendance/participation = 100 points
- Written examinations = 200 points
- Written assignments/quizzes = 100 points
- Teaching Presentation = 100 points
- Written lesson plans (3) = 100 points
- Multiple choice quiz = 50 points
- Poster board = 50 points
- Evaluation of DVD = 50 points

The following grade scale will be followed.

90	- 100%	of total points = A
80	- 89%	of total points = B
70	- 79%	of total points = C
60	- 69%	of total points = D
59%		of total points and below = F

C. Instructional Methodology:

The course will include but not be limited to: multi-media assisted lectures, written assignments, class discussion, class demonstrations, and class evaluations.

VI. Course Outline (linked to objectives)

A. Orientation

1. History and value of health education.
2. Learning principles.
3. Teaching methods.
4. Lesson plan content and construction.
5. Class management.
6. Evaluation.

B. Teaching assignments

- Students will be given assignments to teach various content areas in the health education curriculum

- The teaching experience will be evaluated for planning, management of time, presentation, and assessing the objectives of the presentation
- C. Content areas to be covered
- History of health education
 - Learning principles/laws of learning
 - Lesson plan construction
 - Objective writing
 - Exam construction
 - Audiovisual evaluation
 - Planning for presentation
- VII. Special Considerations and/or features of the Course: NONE
- VIII. Procedures to Accommodate Students with Disabilities
 “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact the instructor to discuss appropriate academic accommodations.” (Disability Services website.)
- IX. Diversity
 In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the instructor serving as a model in the classroom, the students are learning to:
- A. Create a climate that promotes fairness to all.
 - B. Establish and maintain the appropriate rapport with students.
 - C. Communicate challenging learning expectations to each student.
 - D. Establish and maintain consistent standards of classroom behavior.
 - E. Make the physical environment as safe and conducive to learning as possible.
 (Pathwise Domain B)
- X. References
- A. Bender, Stephen J., Neutens, J.J., Skonie-Hardin, S., and Sorochan, W.D. (1997). *Teaching Health Science, Fourth Edition*. Jones and Bartlett Publishers.
 - B. Bensley, R.J., Brookins-Fisher, J. (2009). *Community Health Education Methods: A Practical Guide*. Third Edition. Jones and Bartlett Publishers.
 - C. Bruess, C.E., Greenberg, J.S. (2004). *Sexuality Education: Theory and Practice*. Fourth Edition. Jones and Bartlett Publishers.
 - D. Kreuter, M.W., Lezin N. A., Kreuter, M.W., and Green, L.W. (2008). *Community Health Promotion Ideas That Work, Second Edition*. Jones and Bartlett Publishers.
 - E. Page, R.M., and Page, T.S. (2007). *Promoting Health and Emotional Well-Being in Your Classroom, Fourth Edition*. Jones and Bartlett Publishers.
 - F. Sharma, M., Romas, J.A. (2008). *Theoretical Foundations of Health Education and Health Promotion*. Jones and Bartlett Publishers.
- XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 3543 Human Anatomy and Anatomic Fundamentals of Motion
- B. Instructor(s): Dennis Perkey, Ed.S., LAT, ATC

II. Textbook(s) Readings

- A. Required Texts:
1. Hamilton, N., Weimar, W., & Luttgens, K. (2008). *Kinesiology: Scientific Basis of Human Motion*. (11thed.): McGraw-Hill.
 2. Floyd, R.T., & Thompson, C. (2007). *Manual of Structural Kinesiology*. (16thed.): McGraw-Hill.

III. Purpose or Goals of the Course

The purpose is to provide students with knowledge of the structure, function, and position of fibrous, skeletal, muscular and nervous tissue of the human body. A secondary purpose is to provide experiences for application of anatomical knowledge through anatomically analyzing human movement in exercise and sport course emphasis is on skeletal and joint terminology, joint actions, muscles and their attachments, and muscle groups responsible for motion at the specific joints studied.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
 - 5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and

structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and

understands how development in any domain may affect performance in another domain

6. 3.6 The importance of peers to intellectual development
7. 3.7 How to find information and services to support students

iv Standard 4. The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
3. 4.3 The importance of treating others with respect and dignity
4. 4.4 How to communicate effectively with multiple audiences

v Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

1. 5.1 The importance of reflecting on practice to improve instruction
2. 5.2 How to translate, evaluate, and apply current education research
3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
5. 5.5 An understanding of schools as organizations within the larger community context
6. 5.6 An understanding of the importance of family/guardian involvement
7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Quizzes. No makeup quizzes will be given. You are allowed to drop one quiz. If you use the drop for an absence, you will not be able to use it for a low quiz grade. Most quizzes are announced but the instructor may choose to give unannounced quizzes when necessary. Quizzes will not be returned to the student. All quizzes will be kept in the instructor's office and may be viewed by the student after an appointment has been made with the instructor. Unit worksheets will serve as study guides for all quizzes and exams. All Quizzes will be given in class during scheduled class time.</p>	5			1
<p>Exams. No makeup examinations will be given unless you are absent for a justifiable reason (i.e., school sponsored trip, death in the family, unpreventable problem that is excusable). I must be contacted as soon as possible after an absence so that arrangements can be made. If you are aware that you will be absent (excused) for a lab or for an examination, I must be notified ahead of time so that arrangements can be made for a make-up examination. Unit worksheets will serve as study guides for all quizzes and exams.</p>	5			1
<p>Attendance. In order to participate in class activities you must attend class. There is a direct correlation between course attendance and overall course performance; therefore, attendance and participation are very important. Attendance will be taken and each students must sign their attendance card to be counted present for that class. For each absence 5 points will be deducted from the student's class participation grade. If you must be absent for any reason you must notify the instructor before that class meets. Excused absences will be at the discretion of the instructor.</p>	1			

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Evaluation				
a. Unit Examinations	1		C	1,2,3
b. Comprehensive Final Examination	1		C	1,2, 3
c. Unit Quizzes	1		C	1,2, 3
d. Comprehensive Quizzes	1		C	1,2,3
e. Grading			C	1,2,3

VII. Special Considerations and/or features of the Course

- 23. Organization.** This is a lecture course in which topics are presented and discussed by the instructor. Assigned activities are completed by students during class time. Eleven quizzes and four unit exams are given over the course of the semester and one comprehensive final exam is given at the conclusion of the semester. There are no prerequisites for this course.
- 24. Records.** Your recorded grades will be available for your review on Blackboard and hard copies of all quizzes and exams will be kept in the instructor's office for your review at any convenient time during the semester. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 25. Attendance Policy:** In order to participate in class activities you must attend class. There is a direct correlation between course attendance and overall course performance; therefore, attendance and participation are very important. Attendance will be taken and each student must sign their attendance card to be counted present for that class. For each absence 5 points will be deducted from the student's class participation grade. If you must be absent for any reason you must notify the instructor before that class meets. Excused absences will be at the discretion of the instructor.
- 26. Electronic Devices.** It is considered rude and a disruption to the instructor and the class if a student is talking, texting or using your mobile phone during class time. All mobile phones must be turned to silent or vibration mode and placed out of sight in a bag or pocket/holder. No mobile phone use during class time. If you must use your phone for any reason you will be required to leave the classroom. It will be considered cheating if the student uses his or her mobile phone or electronic device during a quiz or an exam. If a student is found using his or her mobile phone or electronic device during a quiz or exam the student will receive a score of 0 for that assignment. If the use of a mobile

phone or electronic device becomes a constant problem (Two disruptions mentioned by the instructor) the student will forfeit all of his or her remaining attendance points..

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

7. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
8. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

1. Broer, M. R. (1979). Efficiency of Human Movement. Philadelphia: W. B. Saunders.
2. Chaffin, D.B., Anderson, B.J., & Martin, B.J. (1999). Occupational Biomechanics. (3rd ed.). New York: John Wiley & Sons, Inc.
3. Cooper, J. M. & Glassow, Ruth. (1982). Kinesiology. St.Louis: C. V. Mosby.
4. Gench, B.E., Hinson, M.M., & Harvey, P.T. (1995). Anatomical Kinesiology. Dubuque, Iowa: Eddie Bowers Publishing, Inc.
5. Gray, H. (1973). Anatomy of the Human Body. Philadelphia: Lea & Febiger.
6. Hamill, J. & Knutzen, K.M. (1995). Biomechanical Basis of Human Movement. Baltimore, MD: Williams and Wilkins.
7. Hall, S.J. (1999). Basic Biomechanics (3rd ed.). Boston: WCB McGraw-Hill.
8. Hay, J & Reid, J. (1982). Anatomical and Mechanical Basis of Human Motion. Englewood Cliffs: Prentice-Hall.
9. Hole, J. (1986). Essentials of Human Anatomy and Physiology. Dubuque: Wm. C. Brown.
10. Logan, G. & McKinney, W. (1982). Kinesiology. Dubuque: Wm. C. Brown.
11. Hillman, K. (2004). Body In Motion. Primal: London.

XI. Other

Arkansas State University
ES 3543-001: Human Anatomy
 Tentative Schedule – Fall 2008

DATE	TOPIC	ASSIGNMENTS DUE: Fill in as Assigned
M 8/25	Introduction	
W8/27	Skeletal System	
F8/29	Skeletal System and Articulations	Quiz #1 Skeletal System
M9/1	<i>No Class Labor Day</i>	
W9/3	Articulations	Quiz #2 Articulations
F9/5	Human Movement	
M9/8	Human Movement	Quiz #3 Human Movement
W9/10	Human Muscular	
F9/12	Neuromuscular System	
M9/15	Neuromuscular System	
W9/17	Neuromuscular System	Quiz #4 Neuromuscular System
F9/19	EXAM I	
M9/22	Shoulder	
W9/24	Shoulder	
F9/26	Shoulder	Quiz #5 Shoulder
M9/29	Elbow	Quiz #6 Shoulder
W10/1	Elbow	Quiz #7 Shoulder Girdle
F10/3	Elbow	Quiz #8 Elbow
M10/6	Wrist and Hand	
W10/8	Wrist and Hand	
F10/10	EXAM II	
M10/13	Hip and Pelvic Girdle	
W10/15	Hip and Pelvic Girdle	
F10/17	Hip and Pelvic Girdle	
M10/20	Hip and Pelvic Girdle	Quiz #9 Hip
W10/22	Spine	
F10/24	Spine	
M10/27	Spine	
W10/29	Posture	

F10/31	Posture	
M11/3	Posture	
W11/5	Locomotion	
F11/7	Locomotion	
M11/10	EXAM III	
W11/12	Knee	
F11/14	Knee	
M11/17	Knee	Comprehensive Quiz #1
W11/19	Knee	Quiz #10 Knee Comprehensive Quiz #2
F11/21	Ankle	Comprehensive Quiz #3
M11/24	Ankle	Comprehensive Quiz #4
W11/26	Fall Break	Comprehensive Quiz #5
F11/28	Fall Break	Comprehensive Quiz #6
M12/1	Ankle	Comprehensive Quiz #7
W12/3	Ankle	Quiz #11 Foot and Ankle
F12/5	EXAM IV	
M12/8	Wrap Up	
W12/12	<u>FINAL EXAM</u>	(Room 245)

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: ES 3553 Basic Physiology of Activity
B. Instructor: Brian Church, Ph.D. [bchurch@astate.edu] 972-3066

II. READINGS

- A. Primary Text:
Wilmore, J.H., Costill, D.L., & Kenney, W.L. (2008). Physiology of Sport and Exercise. (4th Ed.) Champaign, IL: Human Kinetics.
- B. Supplemental Text: None
C. Assigned Readings: None

III. Purpose of the Course

The purpose of this course is to provide HPSS students with a basic understanding of the organs and systems of the human body, with particular emphasis on the effects of physical activity on the functioning of these systems.

IV. Course Objectives

A. ASU Frameworks Linkage

- 1. Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.**
- 2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.**
- 3. Learners and Learning: Understands learning processes and the developmental characteristics of learners.**
- 4. Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.**
- 5. *Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.**
- 6. *Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.**
- 7. *Professionalism: Understands and acts according to appropriate standards of professional conduct.**
- 8. Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.**

B. ISTE Linkage

- 1. *Standard I: Technology Operations and concepts**
- 2. *Standard II: Planning and Designing Learning Environments and Experiences**
- 3. Standard III: Teaching, Learning, and the Curriculum**
- 4. *Standard IV: Assessment and Evaluation**
- 5. Standard V: Productivity and Professional Practice**

6. *Standard VI: Social, Ethical, Legal, and Human Issues

** Items that are included in ES 3553.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Use Blackboard to participate in course activities
- Turn in all assignments typed by due date
- Successfully pass all web-based quizzes and tests

B. Evaluation Procedures:

Quizzes – 12 quizzes, 20 points each

Tests – 4 tests, 100 points each

Final comprehensive exam – 150 points

The following grade scale will be followed.

90	- 100%	A
80	- 89%	B
70	- 79%	C
60	- 69%	D
59% and below		F

C. Instructional Methodology:

The course will include web based instruction only. Reading assignments, PowerPoint slides, and study questions will be provided.

VI. Course Outline

A. Structure and Function of Exercising Muscle

1. Functional anatomy of skeletal muscle
2. Skeletal muscle and exercise

B. Fuel for Exercising Muscle: Metabolism and Hormonal Control

1. Metabolism and bioenergetics
2. Hormonal control

C. Neural Control of Exercising Muscle

1. Overview of the nervous system

2. Structure and function of the nervous system
 3. Central nervous system
 4. Peripheral nervous system
 5. Sensory-motor integration
 6. Motor response
- D. Energy Expenditure and Fatigue
1. Measuring energy expenditure
 2. Energy expenditure at rest and during exercise
 3. Fatigue and its causes
- E. The Cardiovascular System and Its Control
1. Heart
 2. Vascular system
 3. Blood
- F. Respiratory Regulation During Exercise
1. Pulmonary ventilation
 2. Pulmonary diffusion
 3. Transport of oxygen and carbon dioxide
 4. Gas exchanges at the muscles
 5. Regulation at pulmonary ventilation
- G. Cardiovascular Responses to Acute Exercise
1. Cardiovascular responses to acute exercise
 2. Respiratory responses to acute exercise
- H. Adaptations to Resistance Training
1. Resistance training and gains in muscular fitness
 2. Mechanisms of gains in muscle strength
 3. Muscle soreness
 4. Resistance training for special populations
- I. Adaptations to Aerobic and Anaerobic Training
1. Adaptations to aerobic training
 2. Adaptations to anaerobic training
 3. Specificity of training and cross-training
- J. Exercise in Hot and Cold Environments
1. Body temperature regulation
 2. Physiological responses to exercise in the heat
 3. Exercise in the cold
 4. Physiological responses to exercise in the cold
- K. Ergogenic Aids and Sport
1. Researching ergogenic aids

2. Pharmacological agents
3. Hormonal agents
4. Physiological agents
5. Nutritional agents

- L. Sex Differences in Sport and Exercise
1. Body size and composition
 2. Physiological responses to acute exercise
 3. Physiological adaptations to exercise training

VII. Special Considerations and/or Features of the Course

- A. Students will be required participate in all course activities, including quizzes, tests, and exams by using Blackboard 8.
- B. In Students are required to log onto Blackboard regularly to receive instruction and assignments.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- M. Create an atmosphere that promotes fairness to all students.
- N. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- O. Establish and maintain appropriate rapport with students.
- P. Communicate challenging learning expectations to students.
- Q. Communicate need to transference to all ethnic backgrounds.
- R. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

American College of Sports Medicine. (2000) ACSM's Guidelines for Exercise Testing and Prescription, 6th edition. Baltimore, MD: Williams and Wilkins.

Brooks, G. A., Fahey, T. D., and White, T. P. (1996) Exercise Physiology: Human Bioenergetics and its Applications, 2nd edition. Mountain View, CA: Mayfield Publishing.

Fox, E. L., Bowers, R. W., and Fox, M. L. (1989) The Physiological Basis of Physical Education and Athletics, 4th ed. Dubuque, IA: Wm. C. Brown Publishers.

McArdle, W.D., Katch, F.I., & Katch, V.L. (2001). Exercise Physiology: Energy, Nutrition, and Human Performance (5th edition). Baltimore, MD: Lippincott, Williams & Wilkins.

McArdle, W.D., Katch, F.I., & Katch, V.L. (2000). Essentials of Exercise Physiology. (2nd edition). Baltimore, MD: Lippincott, Williams & Wilkins.

Plowman, S. A. and Smith, D.L. (2002). Exercise Physiology for Health, Fitness, and Performance (2nd edition). San Francisco, CA: Benjamin Cummings.

Powers, S. K., and Howley, E. T. (1997). Exercise Physiology: Theory and Application to Fitness and Performance (3rd. edition). Dubuque, IA: Wm. C. Brown and Benchmark Publishers.

Sherwood, L. (2007). Human Physiology: From Cells to Systems. Palm Grove, CA: Brooks Cole.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 3802 Physical Education for Teachers of Young Children
- B. Instructor(s): Drs. Jim Stillwell and Blair Dean

II. Textbook(s) Readings

- A. Primary Text:
- B. Supplemental Text:
- C. Assigned Readings:
- D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

This course involves the study of/participation in PE activities appropriate for P-4 children. The purpose is to provide prospective teachers with a knowledge base in motor development, curriculum planning, and the selection of physical activities for young children.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii **Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. SPA linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain

- 6. 3.6 The importance of peers to intellectual development
- 7. 3.7 How to find information and services to support students
- iv **Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
 - 1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 - 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 - 3. 4.3 The importance of treating others with respect and dignity
 - 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
 - 1. 5.1 The importance of reflecting on practice to improve instruction
 - 2. 5.2 How to translate, evaluate, and apply current education research
 - 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 - 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 - 5. 5.5 An understanding of schools as organizations within the larger community context
 - 6. 5.6 An understanding of the importance of family/guardian involvement
 - 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks	ISTE	Pathwise	Spa
<p>Elementary Physical Education Labs. Involvement is required in all labs unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should come dressed to participate. Tennis shoes are required footwear. Disruptive behavior will be considered non-participation.</p>				
<p>Curriculum Project. The curriculum project will consist of each student writing two elementary physical education lesson plans (see LiveText template). An assessment component (a way to measure student learning), integration and references must be included in this project. This assignment must be submitted in paper format as well as in electronic format in LiveText. <i>*College LiveText assignments are a course requirement and</i></p>				

<p><i>may result in an incomplete grade until the requirement is met.</i></p>				
<p>Micro Teaching. For this experience, the student will be responsible for teaching one of the lessons submitted for the curriculum project. A reflection summary will be required after teaching is completed.</p>				
<p>Abstract(s). For this project you will review the current research literature for elementary physical education. A one page (single spaced) summary of the article should include information concerning subjects, methods, conclusions, and future implications. A half page paper of personal reaction and analysis should also be included. A short presentation will be required. Acceptable journals for this project are: 1) Research Quarterly for Exercise and Sport, 2) The Journal of Teaching in Physical Education, and 3) Quest. Copies of the articles are required and should be attached to the summary when submitted.</p>				
<p>Teacher-made Equipment. Equipment assignments will range from making one large piece of equipment (i.e., balance beam) to making small pieces of inexpensive equipment (i.e., yarn balls, bleach bottle scoops, etc.). Evaluations will be made on quality, durability and safety of equipment. Evaluation will also be made on written and oral presentations made to the class. Presentations should include dimensions or specification of equipment, time to make equipment, cost of supplies, unit costs, where the supplies can be obtained and purpose for use.</p>				
<p>Observation of Instructional Physical Education. This assignment involves observing 120 minutes of elementary physical education in Levels I-III: Level I (P4-2), Level II (3-4), Level III (5-6). Time can be divided with a minimum of 40 minutes for each level. Compare/analyze characteristics of each developmental level. Observe class management skills of physical educator from each level. All observation forms must be signed by the teacher and include their phone number.</p>				
<p>Quizzes. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period - - immediately after a lecture, at the beginning or end of a class, etc. There will be no make-up quizzes -- none even later during the same class period. Quizzes will be given only to those students who are present when the</p>				

quizzes are passed out.				
<p>Exams.</p> <p>Two exams will be given during the semester. These exams will not be comprehensive as it will cover only material from the date of the first exam to the date of the second exam. You must take the exam when scheduled. No make up exam will be given. The final exam will be comprehensive. It will be given at the time shown at the end of the schedule that follows.</p>				
<p>Attendance.</p> <p>Attendance will be graded as follows:</p> <p>No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F</p> <p>Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.</p>				

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE	Pathwise	Spa
I. Understanding the Need for Physical Education				
a. The evolution of elementary school physical education				
b. Content standards for physical education				
c. Essential components of a quality program				
II. Physical Activity for Children				
a. The need for physical activity				
b. The growing child				
c. Guidelines for exercising children safely				
III. The Instructional Process				

a. Planning for quality instruction				
b. Writing program objectives				
c. Writing lesson plans				
d. Characteristics of a quality lesson				
e. Providing instructional feedback				
f. Behavior management				
g. Legal liability				
IV. Evaluation				
a. Process or Product				
b. Assessing performance outcomes				
c. Grading				
V. Facilities, Equipment and Supplies				
a. Outdoor facilities				
b. Indoor facilities				
c. Safety				
VI. Personal Health Skills				
a. Health-related physical fitness				
b. Fitness testing				
c. Creating positive attitudes toward activity in your students				

VII. Special Considerations and/or features of the Course

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to:

- F. Create a climate that promotes fairness to all.
- G. Establish and maintain the appropriate rapport with students.
- H. Communicate challenging learning expectations to each student.
- I. Establish and maintain consistent standards of classroom behavior.
- J. Make the physical environment as safe and conducive to learning as possible.
(Pathwise Domain B)

X. References

XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 3823 Theory and Practice of Teaching Rhythmical Activities
- B. Instructor(s): Mrs. Hollie Huckabee

II. Textbook(s) Readings

- A. Primary Text: None: Handout provided at cost
- B. Supplemental Text: Bennett, J. P., & Riemer, P. C. (1995). Rhythmic activities and dance. Champaign, IL: Human Kinetics
- C. Assigned Readings: None
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

The purposes of the course are to: 1) provide a structured experience where prospective physical and elementary education majors may learn skills and content appropriate for children, 2) to provide teaching of rhythmical activities at the elementary level. The purposes are achieved through planning daily lesson plans for varying age levels, instructional strategies and class implementation by students with peers and with elementary students in the public school system.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Rhythmical Activities Education Labs. Involvement is required in all labs unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should come dressed to participate. Tennis shoes are required footwear. Disruptive behavior will be considered non-participation.</p>	1	1, 2	B	2
<p>Team Teaching. For this experience, the student will be responsible for</p>	3,6, 7, 9	3, 5	B, C, D	1, 2, 3, 4

<p>teaching a rhythmical lesson with 2 other peers in a local public K-6 grade school. The lesson will be submitted to instructor for approval. A reflection summary will be required after teaching is completed.</p>				
<p>Teacher-made Equipment. The student will be responsible for creating a home-made piece of equipment that can enhance a rhythmical lesson. Evaluations will be made on quality, durability and safety of equipment. Evaluation will also be made on written, oral and the demonstration presentations made to the class. Presentations should include dimensions or specification of equipment, time to make equipment, cost of supplies, unit costs, where the supplies can be obtained and purpose for use.</p>	5			1, 2
<p>Observation of Instructional Physical Education. This assignment involves observing one physical education class. Observe class management skills of physical educator. All observation forms must be signed by the teacher and include their phone number.</p>	2, 7		D	3
<p>Paper and Presentation The student is responsible for writing an informative or argumentative paper involving the subject of Rhythmical activities. This is a broad scope title. The student is challenged to research the topic and find various avenues. The paper is a minimum of 3 pages. The paper will also be turned in via College Live Text. The student will also make a presentation based on his/her research to his/her peers. This presentation must include digital technology.</p>	3, 5		C	1
<p>Exams. Two exams will be given during the semester. These exams will not be comprehensive as it will cover only material from the date of the first exam to the date of the second exam. You must take the exam when scheduled. No make up exam will be given.</p>	5			1
<p>Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the</p>	1			

COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Starting your Rhythmic Activities Program				
a. Rhythmic Terms	3		A, B,C	1
b. Locomotor and Non-Locomotor Skills	3		A,B,C	1, 2
c. Management	3		A, B,C	1,2
II. Rhythmic Games and Activities				
a. Importance of music selection	5		A,B,C	1, 2
b. Large Group Activities/Small Group Activities	5		A, B, C	1 2,3,
c. Circuits and Games	5		A,B,C	1,2,3
III. Line Dance				
a. Beginner Level	5		A,B,C	1,2,3
b. Intermediate Level	5		A, B,C	1,2, 3
c. Advanced level	5		A,B,C	1,2, 3
IV. Square Dance				
a. Beginner Level	5		A,B,C	1, 2,3
b. Intermediate Level	5		A,B, C	1,2, 3
c. Advanced level	5		A,B, C	1,2, 3
V. Folk Dance				
a. Beginner Level	5		A, B, C	1, 2,3
b. Intermediate Level	5		A, B, C	1, 2, 3
c. Advanced level	5		A, B, C	1, 2, 3
VI. Writing for Success				
a. Introduction of paper topics	5		A,B,C	1, 2, 3
b. Methods of Presentation	5	2	A,B,C	1,2
c. Paper and Presentation	1, 3, 5, 7	1		2
VII. Public School Peer Teaching	1, 2, 3, 5, 6, 7, 9		A, B,C, D	1,2,5

VII. Special Considerations and/or features of the Course

27. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class. Quizzes and exams are given, and there is a comprehensive final exam. The course is a prerequisite for Motor Skill Development for Young Children.
28. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
29. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
30. **Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

9. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
10. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

www.pecentral.com

Book Title Listed above

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			Introduction to the course
		1	ICE BREAKERS
			Mixers
			Right Brain Left Brain
			Overview
		2	Folk Dance
			History and Beginner Dances
			Intermediate Dances
			Advanced Dances
		3	Square Dance
			History of Square Dance
			Intermediate Dances
		4	Observation of PE Teacher in Public Setting
			Exam 1
		5	Line Dance Beginner and Intermediate
		6	Public School Teaching
		7	Public School Teaching
		8	Public School Teaching
		9	Public School Teaching
		10	Personal Health Skills
		11	Lecture on Paper Presentation
			Paper Presentations
			Paper Presentations
			Paper Presentation
			Paper Presentation
			Paper Presentation
			TEACHER-MADE EQUIPMENT PRESENTATIONS
			REFLECTION AND COURSE EVALUATIONS
			Study Day
			<i>Final Exam 10:00-12:00</i>

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course:** PE 3832 Theory and Practice of Teaching Fitness
- B. Instructor:** Agneta Sibrava [asibrava@astate.edu]
- C. Phone:** 972-3066, direct line 680-8446
- D. Office:** # 230

II. Readings

- A. Primary Text:** Stokes and Trapp. (2003) Aerobic Fitness for everyone. (3rd. Ed.) Winston-Salem: Hunter Textbooks Inc.
- B. Supplemental Text:** Fitness and Motor Development: A handbook for BSE PE Majors.

III. Purpose of the Course

The purpose of this course is to provide fitness techniques to improve the students Health Related Fitness Components, instruction strategies, and assess fitness in a class room setting.

IV. Course Objectives

A. ASU Frameworks Linkage

1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. ISTE Linkage

1. **Standard I: Technology Operations and concepts*
2. **Standard II: Planning and Designing Learning Environments and Experiences*
3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. **Standard V: Productivity and Professional Practice*
6. **Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in PE 3832.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage (Section VI – B, VI - D)

V. Course Assessment and Performance Measures

A. The student will be expected to:

- **Turn in all assignments typed by due date**
- **Participate in all practicum settings**
- **Successfully pass all skills tests**
- **Successfully pass all written tests**

B. Evaluation Procedures:

- **Dressing out and attendance = 25%**
- **Written Examinations = 25%**
- **Teaching/Lesson Plan = 25%**
- **Assignments/Notebook = 25%**

C. Grading Scale:

90	100%	A
80	89%	B
70	79%	C
60	69%	D
59% and below		F

VI. Course Outline

This Course will meet two days per week.

Outline for Theory and Practice of Teaching Fitness

Part I Topic

Introduction and Overview of Course

- A. Course Requirements
- B. Professional dress and conduct

Part II Presenting Skills and Strategies

- A. Characteristics of a Learner
- B. Progression
- C. Class management and behavior control
- D. Phases of a teaching plan

Part III Health Related Fitness Testing

- A. Cardiovascular Endurance (1 ½ mile run)
- B. Muscular Strength (push-ups)
- C. Muscular Endurance (sit-ups)
- D. Body Composition (% body fat)
- E. Flexibility (sit and reach)

Part IV Cardiovascular Training

- A. Aerobics

- B. Step Aerobics
- C. Spinning
- D. Walk/Jog/Run
- E. Jump Rope
- F. Run Stairs
- G. Ultimate Frisbee
- H. Relays
- I. Circuit Training
- J. Obstacle Course

Part V Strength Conditioning

- A. Station Work
- B. Weight Machines
- C. Free Weights
- D. Dyna Bands
- E. Medicine Balls
- F. Exercise Balls
- G. Calisthenics
- H. Plyometrics

Part VI Flexibility

- A. Pilates
- B. Yoga
- C. Stretching
- D. PNF Stretching

Part VII Fitness Games

- A. Simon Says
- B. Par-Course
- C. Children's games
- D. Tag-Games

Part VIII Contraindicated Exercises

Part IX Fitness Testing

- A. Students will be assessed and graded in each of the Health Related Fitness Components as outlined in the Fitness and Motor Development Handbook.
- B. Students will be exposed to a variety of activities and skill assessments. Students will learn how to administer these tests to fellow classmates.

Part X Written Exams

- A. Each student will take a Mid-Term test and a written comprehensive exam relevant to Cardiovascular training, Flexibility and Strength training.

VII. Special Considerations and/or Features of the Course

- A. Students will be required to complete and pass a written examination in each sport
- B. Students will be required to develop a notebook of lesson plans for the activities presented in the class.
- C. Students will be required to complete a skill proficiency test.
- D. Students will be required to dress out in proper majors uniform for all classes.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptation or accommodation because of disability, if you need emergency medical information to share, or if you need special arrangement in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have the opportunities to draw from their own experiences and cultures when developing lessons. With the instructor serving as a model the students are expected to:

- a. Create an atmosphere that promotes fairness to all students
- b. Address diversity in areas appropriate to each class and activity.
- c. Establish and maintain appropriate rapport with students.
- d. Communicate challenging learning expectations with the students.
- e. Communicate need to transference to all ethnic backgrounds.
- f. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 3842 Theories and Practices of Teaching
Leisure Sports
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: Mood, D., Musker, R., and Rink, J. (1999). *Sports and Recreational Activities*. (12th ed). Dubuque, IA: WCB/McGraw-Hill.
- B. Supplemental Text: Albright, C. (2006). *Proficiency Handbook: Sport Proficiencies for BSE Physical Education Majors at Arkansas State University*. Jonesboro, AR: McGregors.
- C. Required Purchase: 3 Ringer Binder with section dividers

III. Purpose or Goals of the Course

The purpose of this course is to provide the student with knowledge of practice and teaching experiences in leisure and recreation sport skills. Emphasis is placed on organization, teaching progression, lesson planning, and analysis of skills and materials which will be needed by students to assume their roles as future educators.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

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1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
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 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
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 2. 4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
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 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
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 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Skill Proficiencies. The HPESS Department at ASU believes that a physical education teacher should be proficient when teaching sport skills. Therefore, all physical education majors must show verification of sport proficiency. All physical education majors must meet these standards. Special considerations may be allowed in regard to age and/or physical disability. Any further consideration must be made by either 1)the instructor, or 2) the PETE Screening committee.</p>	1			1

<p>Portfolio. Students will be required to develop and maintain a personal teaching portfolio which will include but is not limited to cover page, portfolio overview, table of contents, unit plans, lesson plans, knowledge assessments with answer keys, and proficiency forms.</p>	2, 4, 5, 8	2, 3	A, C	2, 3
<p>Micro Teaching. For this experience, the student will be responsible for teaching one of the predetermined leisure/recreation lessons submitted for the portfolio. A peer evaluation will also be administered in conjunction with teacher evaluation.</p>	3, 9	3, 5	B, C, D	1, 2, 3, 4
<p>Quizzes. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period, immediately after a lecture, at the beginning or end of a class, or on Blackboard. There will be no make-up quizzes.</p>	5			1
<p>Exams. Two exams plus the final exam will be administered during the semester. Exams will cover information gained throughout the course regarding objectives, organization, skill progression, class management, teaching techniques, integration of various sports, and sports skills. You must take the exam when scheduled. No make up exam will be given.</p>	5			1
<p>Attendance. Students are expected to attend and participate in all activities. After 4 absences your overall grade will be dropped ONE LETTER. Participation includes dressing appropriately for each class session. Appropriate dress is deemed the PEM Club uniform.</p>	1			

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Sports and Recreational Activities				
a. Psychological Factors	9	1		
b. Knowledge	4,5			
c. Social Values	2,3	1		
d. Recreation	4			
e. Factors Associated with a Physical Activity	4,8			

Program				
II. Disc Golf				
a. History				1
b. Social Values	2,3	1		
c. Fundamental Skills and Techniques Required	5,8			
d. Rules	5			
III. Golf				
a. History	5			1
b. Equipment	5			
c. The Course	5			
d. Fundamental Skills and Techniques	5,8			
e. Rules	5			
f. Etiquette	5			
g. Teaching Considerations	9			
IV. Horseshoes				
a. History	5			
b. Fundamental Skills and Techniques Required	5,8			
c. Rules	5			
V. Bowling				
a. History	5			
b. Social Values	2,3	1		
c. Equipment and Facilities	5		B	
d. Rules	5			
e. Scoring	5			
f. Fundamental Skills and Techniques	5,8			
g. Possible Errors and Corrections	5			
h. Tips to Remember	5			
i. Bowling for Spares	5			
j. Teaching Considerations	9			
VI. Archery				
a. History	5			
b. Equipment	5			
c. Rules	5			
d. Scoring	5			
e. Safety Precaution while Shooting in Groups	5		B	

f. Fundamental Skills and Techniques	5			
g. Preparation for the Draw	5			
h. Nocking	5			
i. The Draw and Transition Period	5			
j. Safety Precautions	5			
k. Teaching Considerations			B	
VII. Table Tennis				
a. History	5			
b. Values	2,3	1		
c. Equipment	5			
d. Rules	5			
e. Fundamental Skills and Techniques	5			
f. Teaching Considerations	9			
VIII. Rockwall Climbing				
a. History	5			
b. Basic Climbing Information	5			
c. Foot work	5			
d. Hand grips	5			
e. Resting	5			
f. Climbing Wall Safety Policies	5		B	

VII. Special Considerations and/or features of the Course

31. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class.
32. **Records.** Your recorded grades will be available for your review at any time on Blackboard. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
33. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

11. The student will have opportunities to use learning and skill acquisition to meet diverse learning needs in a variety of activity settings.
12. The student will be able to organize and implement safe practice situations that allow for both success and challenge.

X. References

Albright, C. (2006). Proficiency Handbook: Sport Proficiencies for BSE Physical Education Majors at Arkansas State University. Jonesboro, AR: McGregors.

Clark, J. & Huber, F. ((1998). Seven Lifetime Sports. (2nd ed). Dubuque, IA: Eddie Bowers Publishing, Inc.

Mood, D., Musker, R., and Rink, J. (1999). Sports and Recreational Activities. (12th ed). Dubuque, IA: WCB/McGraw-Hill.

Schmottlach, N., & McManama, J. (2002). Physical Education Activity Handbook. (10th ed). San Francisco, CA: Benjamin Cummings.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: PE 3862 Theory and Practice of Racket Sports
- B. Instructor: Agneta Sibrava [asibrava@astate.edu]
972-3066 or direct line 680-8446
- C. Office: #230

II. Readings

- A. Primary Text:
Clark, J. Huber, F. Seven lifetime Sports. (1998) St. Lois: Mosby
- B. Supplemental Text:
Fitness and Motor Development: A handbook for BSE PE Majors.
- C Assigned Readings:
Hand-outs

III. Purpose of the Course

The purpose of this course is to provide instructional strategies designed to teach P-12 Physical Education Majors how to perform, teach, develop and implement Racket Sports concepts. This course is where the student will acquire the racket sports proficiencies.

IV. Course Objectives

A. ASU Frameworks Linkage

1. *Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
7. *Professionalism: Understands and acts according to appropriate standards of professional conduct.*
8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. ISTE Linkage

1. *Standard I: Technology Operations and concepts*
2. **Standard II: Planning and Designing Learning Environments and Experiences*
3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. **Standard V: Productivity and Professional Practice*
6. *Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in PE 3862.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

The student will be expected to:

Turn in all assignments typed by due date

Participate in all practicum settings

Successfully pass all skills tests

Successfully pass all written tests

Evaluation Procedures:

- Written Tests 25%
- Notebook 25%
- Skills Assessments 25%
- Teaching/Lesson Plan 25%

The following grade scale will be followed

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
59% and below	F

VI. Course Outline

A. Orientation

1. History and value of Racket Sports.
2. Nature of the class.
3. Use and storage of equipment.
4. Progression of sport skills.
5. Class management and behavioral control.
6. Phases of lesson plan.
7. Evaluation.

B. Teaching Assignments

- Students will receive assignments to teach various aspects of Racket Sport activities.
- Each student will provide copies of his/her lesson plan to everyone in the class and the instructor.
- The teaching experience will be evaluated for organization, time management, presentation, and meeting the objectives.

C. Sports/Activities to be covered

Tennis

- Grips and footwork
- Forehand and backhand drives
- Net play
- Serve
- Rules and scoring

Badminton

- Grips and footwork
- Underhand and overhand clears
- Rules and scoring
- Serves
- Net play

Pickleball

- Grips and footwork
- Rules and scoring
- Serves
- Net play
- Strategy of play

Racquetball

- Grips and footwork
- Rules and scoring
- Serves
- Basic shots
- Strategy of play

VII. Special Considerations and/or Features of the Course

- Students will be required to complete and pass a written examination in each sport.
- Students will be required to develop a notebook of lesson plans and other pertinent information from the activities presented in class.
- Students will be required to complete and pass skills proficiencies in three out of four racket sports.
- Students will be required to dress out in proper major's uniforms for all classes.
- Students will be required to teach a unit, be assessed with feedback from their peers and the instructor.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- S. Create an atmosphere that promotes fairness to all students.
- T. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- U. Establish and maintain appropriate rapport with students.
- V. Communicate challenging learning expectations to students.
- W. Communicate need to transference to all ethnic backgrounds.
- X. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Carr, T.J. (2001). Games from Long Ago & Far Away: Ready-to-Use Multicultural P.E. Activities for Elementary Students. West Nyack, NJ: Parker Publishing Company.

XI. Other

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: PE 3892 Theory and Practice of Team Sports
B. Instructor/s: Dr. Andy Mooneyhan [amooneyh@mail.astate.edu] 972-3066;
ASU-Jonesboro, 680-8108

II. READINGS

- A. Primary Text:
Mood, Dale P.; Musker, Frank F.; Rink, Judith E. (2003).
Sports and Recreational Activities. (13th Ed.) New York: McGraw-Hill.
B. Supplemental Text: None
C. Assigned Readings: Designated Text
D. Teacher Education Program Required Purchase: College LiveText EDU
Solutions w/United Streaming ISBN: 0971833125

III. Purpose of the Course

The purpose of this course is to provide skill techniques, progression, and planning for instruction in basketball, flag/touch football, softball, volleyball and soccer. You will be given time to practice each sport and a skill test will be administered for each one. This course is where your team sports proficiencies will come.

IV. Course Objectives

- A. ASU Frameworks Linkage
1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
 2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
 3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
 4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
 5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
 6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
 7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
 8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*
- B. ISTE Linkage
1. **Standard I: Technology Operations and concepts*
 2. **Standard II: Planning and Designing Learning Environments and Experiences*

3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. **Standard V: Productivity and Professional Practice*
6. **Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in PE 3892.*

C. *Pathwise Linkage (Section IX – F)*

D. *SPA Linkage (Section VI – B, VI - D)*

E. *Other*

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Turn in all assignments typed by due date
- Participate in all practicum settings
- Successfully pass all skills test
- Successfully pass all written test

B. Evaluation Procedures:

- Dressing out and attendance = 25%
- Written examinations = 25%
- Skills test = 25%
- Teaching (Lesson plan and unit) = 12.5%
- Notebook materials = 12.5%

The following grade scale will be followed.

90	- 100%	A
80	- 89%	B
70	- 79%	C
60	- 69%	D
59% and below		F

C. Instructional Methodology:

The course will include multi-media assisted lectures, class discussion, class demonstrations, and class evaluations.

VI. Course Outline

A. Orientation

1. History and value of team sports.
2. Nature of the class.
3. Use and storage of equipment.
4. Lesson plan content and construction.
5. Class management.
6. Evaluation.

- B. Teaching assignments
- Students will be given assignments to teach various aspects of team sport activities
 - Each student will provide copies of their lesson plan to all class members and the instructor
 - The teaching experience will be evaluated for planning, management of time, presentation, and assessing the objectives of the presentation
 - Activities covered in class will be presented in a lesson plan format with the following being emphasized: history, terminology, facilities, equipment, values, rules, and regulations
- C. Sports/Activities to be covered
- Basketball
 - Ball handling
 - Passing (chest pass, bounce pass, one hand, and baseball)
 - Shooting (set shot, jump shot, free throw, and three point)
 - Defense (man-to-man/zone)
 - Rebounding (blocking out)
 - Offensive strategy
 - Fast break
 - Football (Flag/touch)
 - Passing
 - Catching/receiving
 - Stance (offense/defense)
 - Blocking
 - Defensive back play
 - Offensive ball handling
 - Offensive strategy
 - Defensive strategy
 - Kicking
 - Softball
 - Throwing
 - Catching
 - Fielding
 - Batting
 - Base running
 - Outfield (Fly balls/crowhop)
 - Volleyball
 - Serving (floater/top spin)
 - Passing

- Setting
 - Spiking/Blocking
 - Digging/net play
 - Offensive strategy
 - Defensive strategy
 - Soccer
 - Dribbling
 - Passing
 - Kicking
 - Offensive ball handling
 - Offensive strategy
 - Defensive strategy
- D. Practicum Experiences
1. Students will participate in public school visit
 2. Students will experience teaching a public school class
 3. Students will write a brief on their teaching experience
 4. Students will be assessed on their teaching experience by the following:
 - Instructor
 - Student (themselves)
 - Lead teacher (teacher at the public school)

VII. Special Considerations and/or Features of the Course

- A. Students will be required to complete and pass a written examination in each sport
- B. Students will be required to develop a notebook of lesson plans for the activities presented in the class.
- C. Students will be required to complete a skill proficiency test in all four sports.
- D. Students will be required to dress out in proper majors uniform for all classes.
- E. Students will be required to video each teaching unit to be assessed, with feedback, by themselves and the instructor.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- Y. Create an atmosphere that promotes fairness to all students.
- Z. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- AA. Establish and maintain appropriate rapport with students.

- BB. Communicate challenging learning expectations to students.
- CC. Communicate need to transference to all ethnic backgrounds.
- DD. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Carr, T.J. (2001). Games from Long Ago & Far Away: Ready-to-Use Multicultural P.E. Activities for Elementary Students. West Nyack, NJ: Parker Publishing Company.

Fronsk, H. (2001). Teaching Cues for Sport Skills (2nd ed.). Boston: Allyn and Bacon Publishers.

Griffen, L.L., Mitchel, S.A., Oslin, J.L. Teaching Sport Concepts and Skills: A Tactical Games Approach.

Harrison, J. (1983). Instructional Strategies for Physical Education. Dubuque: William C. Brown.

Kehres, L. (1973). Maslow's Hierarchy Applied to Physical Education and athletics. The Physical Educator. 30, 24-25.

Lumsden, K. (2001). P.E. Games & Activities Kit for Grades 6-12. Paramus, NJ: Parker Publishing Company.

Lumsden, K. & Jones, S. (1996). Ready-to-Use Secondary P.E. Activities Program: Lessons, Tournaments & Assessments for Grades 6-12. Paramus, NJ: Paraker Publishing Company.

Mood, Daley; Musker, Frank F.; Rink, Judith E. (1995). Sports and Recreational Activities. (12th Ed.) St. Louis: Mosby.

Mood, Daley; Musker, Frank F.; Armbruster, David A. (1986). Sports and Recreational Activities for Men and Women. (9th Ed.) St. Louis: Mosby.

Mosston, N. (1981). Teaching Physical Education. Columbus: Charles E. Merrill.

White, Jess R. (1990). Sports Rules Encyclopedia. (2nd ed.) Champaign: Leisure Press.

Zakrajsek, D.B., Carnes, L.A., Pettigrew, Jr., F.E. (1994). Quality Lesson Plans for Secondary Physical Education. Champaign, IL: Human Kinetics.

XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: EDPE 4583, Materials and Methods for Teaching Secondary Physical Education
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Himberg, C., Hutchinson, G. E., & Roussell, J. M. (2003). *Teaching secondary physical education: Preparing adolescents to be active for life*. Champaign, IL: Human Kinetics.
- B. Supplemental Text: Siedentop, D., Hastie, P., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.
- C. Assigned Readings: N/A
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose or Goals of the Course

The purpose of this course is to assist students in assimilating new and previously learned material prior to the internship experience. Special emphasis will be placed on the PRAXIS II exam, goal development, teaching styles, curriculum methods, and problems encountered by beginning physical education teachers. Students must have been admitted to the Arkansas State University Teacher Education Program.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 1. B1: Creating a climate that promotes fairness
 2. B2: Establishing and maintaining rapport with students
 3. B3: Communicating challenging learning expectations to each student

4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development

2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
Resume (5%) Students will create and revise as needed a personal resume. This assignment allows the student to prepare a required artifact that is needed for the online (LiveText) Learning to Teach, Teaching to Learn (LTTL) portfolio required of all teaching	3,9	5		

interns, as well as for future professional needs. The resume will be worth 5%.				
<p>Systematic Observation Assignment (10%) Students will use the Physical Education Teacher Assessment Instrument (PETA I) to code a lesson for effective teacher and pupil behaviors. Students will practice coding during class on a lesson provided by the instructor. During the course of the semester, each student will be videotaped and required to individually code the tape with the PETA I. Using the data generated by the PETA I coding and by qualitative observation, they will then write a short reflection paper describing their strengths and weaknesses as a teacher and plans to improve specific problem behaviors. This systematic observation assignment is worth 10%.</p>	5,9	1,2,3,5	D	1
<p>Cognitive Examinations (60%) Students will complete a total of three material examinations, one mid-term examination, and one final examination on the material content found in the textbook, from class lectures and discussions. The examinations will be announced and the tentative dates can be found in the tentative weekly schedule at the end of this syllabus. Each material examination will be worth 10% for a total of 30%. The mid-term and final examinations will be worth 15% for a total of 30%</p>	5			1
<p>Schemes of Work (10%) Students will complete 2 schemes of work (unit plan) appropriate for secondary students. Each scheme will include school details (facilities, class size, etc.), behavioral management strategies, cognitive and affective evaluation procedures, and a series of progressive teaching stages. 1 scheme will be multi-activity in nature, including one sport/physical activity and 1 scheme will be sport education in nature, including one sport/physical activity. This scheme of work assignment is worth 10%.</p>	4,5,6,7,8	1,2	A,C	1,2,3
<p>Lesson Plans (5%) Students will write five consecutive lesson plans from one of their schemes of work. This lesson plan assignment will be worth 5%.</p>	4,5,6,7,8	1,2	A,C	1,2,3
<p>Micro-Teaching Assignment (10%) Students will be assigned an uncommon physical</p>	1,3,4,5,7,8	1	A	1,2

activity or sport (i.e. field hockey, jai-alai, etc.) and be required to teach their activity/sport to their student peers from this class. This micro-teaching assignment provides your instructor the opportunity to monitor, gauge, and assess (a) your understanding of physical education professional content knowledge, (b) what measurement skills you have developed, and (c) what dispositions you might exhibit as a pre-service teacher candidate. During this micro-teaching assignment, each student will be assessed in 10 different areas (Presentation, Grade Appropriateness, Teaching Objectives, Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence). A grading rubric outlining expectations and possible points within each of the ten areas listed above will be provided in advance of the micro-teaching assignment date. The activity will be provided by the instructor prior to the micro-teaching date (date to be determined and announced by the instructor). This micro-teaching assignment will count for 10% of the final grade.

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VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Secondary Methods and Materials in Physical Education				
a. Secondary methods in physical education	5			1
c. Previous physical education experience	5			1
II. Curriculum Models				
a. Movement Education	5			1
b. Skill-Theme Approach	5			1
c. Traditional/Multi-Activity	5			1
d. Sport Education	5			1
e. Games for Understanding	5			1
f. Sport for Peace	5			1
g. Adventure Education/Outdoor Pursuits	5			1
h. Lifetime Fitness	5			1
i. Social Responsibility (Hellison's levels)	2,5,9		B,D	1,3,4

III. Teaching Styles				
a. Mosston's Spectrum of Teaching Styles	5			1
b. Understanding yours	5,9			1,2
IV. Systematic Observation				
a. Physical Education Teacher Assessment Instrument (PETAI)	5	1,2,3,5	D	1
b. Instrument for Identifying Teaching Styles (IFITS)	5	1,2,3,5	D	1
c. Task by Task	5	1,2,3,5	D	1
d. Coding	5	1,2,3,5	D	1
V. Writing Schemes of Work & Lesson Plans				
a. Effective Planning	5			1
b. Schemes of Work	4,5,6,7,8	1,2	A,C	1,2,3
c. Lesson Plans	4,5,6,7,8	1,2	A,C	1,2,3
VI. Classroom Management in Physical Education				
a. Equipment	1,5,7		B	
b. Student Conduct	1,5,7		B	
c. Safety	1,5,7		B	
d. Liability	1,5,7		B	
VII. Multi-Activity Unit				
a. Participation in Multi-Activity	4,5			1
VIII. Sport Education Unit				
a. Participation in Sport Education	4,5			1
IX. Micro-Teaching Assignment				
a. Student Presentation	1,3,4,5,7,8	1	A,B,C,D	1,2,3,4

VII. Special Considerations and/or features of the Course

- 34. Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Three cognitive examinations, one mid-term examination, and one final examination are given. The course is a prerequisite for Student Internship
- 35. Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 36. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and

dismiss yourself from class before answering.

37. **Attendance.** Attendance is considered extremely important in this course. You should consider yourself a professional scholar and teacher and be on time and present at all classes. You may be dropped one letter grade for each unexcused absence. If you have a legitimate excuse for an absence you must phone the instructor prior to the class you will be missing and provide appropriate documentation supporting your absence upon your return to class. Students with a high number of excused absences will be asked to take an “incomplete” and to retake the course (please see “Records” section above).
38. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
39. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student’s receiving an “F” in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- o. Create a climate that promotes fairness to all.
- p. Establish and maintain rapport with students.
- q. Communicate challenging learning expectations to each student.
- r. Establish and maintain consistent standards of classroom behavior.
- s. Make a physical environment as safe and conducive to learning as possible.
- t. Act with integrity
- u. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Faucette, N. & Patterson, P. (1990). Comparing teaching behaviors and student activity levels in classes taught by P.E. specialists versus non-specialists. *Journal of Teaching in Physical Education*, 9(2), 106-114.

Fink, J, & Siedentop, D. (1989). The development of routines, rules, and expectations at the start of the school year. *Journal of Teaching in Physical Educaiton*, 8(3), 198-212.

Hastie, P. (2003). *Teaching for a lifetime: Physical activity through quality high school physical education*. San Francisco: Benjamin Cummings.

Himberg, C., Hutchinson, G. E., & Roussell, J. M. (2003). *Teaching secondary physical education: Preparing adolescents to be active for life*. Champaign, IL: Human Kinetics.

Mosston, M. (1981). *Teaching physical education*. Columbus, OH: Merrill.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: NASPE Publications.

Phillips, D. A., Carlisle, C., Steffen, J., & Stroot, S. (1986). *The computerized version of the physical education teacher assessment instrument*. Unpublished manuscript, University of Northern Colorado, Greeley, CO.

Siedentop, D., Hastie, P., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.

Stillwell, J. L. & Willgoose, C. E. (2006). *The physical education curriculum* (6th ed.). Long Grove, IL: Waveland Press.

Stroot, S. A. (2000). *Case studies in physical education: Real world preparation for teaching*. Scottsdale, AZ: Holcomb Hathaway.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

**EDPE 4583 Methods and Materials for Teaching Physical Education
in the Secondary School**

Tentative Weekly Plan

Week	Date	Topic/Activity/Assignments
1		Introduction to Secondary Methods and Materials. Introduction to required/recommended texts. Review of

Syllabus.

READ: Himberg text, chapter 1

- 1 Secondary Methods in Physical Education
- 2 Previous PE Experience Exercise, What Does it Mean?
- 2 Exam #1
Introduction to Curriculum Models
READ: Himberg text, chapter 10
- 3 Introduction to Teaching Styles
READ: Himberg text, chapter 8
- 3 Teaching Styles (Mosston's Spectrum)
- 4 Intro to Systematic Observation
Resume due.
READ: Himberg text, chapter 2
- 4 Introduction to Schemes of Work
- 5 Schemes of Work
READ: Himberg text, chapter 11
- 5 Exam #2
Introduction to Lesson Plans.
- 6 Introduction to Effective Management
READ: Himberg text, chapter 7
- 6 Introduction to Multi-Activity.
Schemes of Work due.
- 7 Multi-Activity Unit
READ: Himberg, chapter 9
- 7 Mid-Term Exam
- 8 Multi-Activity Unit
READ: Himberg text, chapter 3
- 8 Micro-Teaching Assignment
- 9 Micro-Teaching Assignment
READ: Himberg text, chapter 4

9	Micro-Teaching Assignment Lesson Plans due.
10	Micro-Teaching Assignment READ: Himberg text, chapter 5
10	Introduction to Sport Education. Systematic Observation/PETA Assignment due.
11	Sport Education READ: Himberg text, chapter 6
11	Exam #3 Sport Education
12	Sport Education READ: Himberg text, chapter 7
12	Sport Education
13	Sport Education
13	Sport Education.
14	Sport Education.
14	Sport Education.
15	Sport Education
15	Sport Education. Conclusion
16	FINAL EXAM TBA.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 4663 Motor Skills Development for Children
B. Instructor(s): Dr. Blair Dean

II. Textbook(s) Readings

- A. Primary Text: None: Landy J. M., & Burrige K. R. (1999). Fundamental motor skills & movement activities for young children. West Nyack, NY: The Center for Applied Research in Education.
B. Supplemental Text:
C. Assigned Readings:
D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose of the Course

The development of motor skills is an important aspect of the elementary school physical education program. Beginning learning in physical education includes the further development of locomotor, nonlocomotor, and manipulative movements. Mastery of these fundamental movements skills is essential to future success in the development of physical fitness, sports, recreational activities, or dance skills that may be used throughout one's lifetime. The purpose of this course is to provide the teacher candidate with knowledge and skills for analyzing fundamental movement skills (FMS) and identifying mechanical principles involved in their execution for grades K-6. A secondary purpose, is for the teacher candidate to develop qualitative assessment techniques that will serve as a guideline to how FMS may be assessed.

Goals of the Course

- 1. Describe special characteristics and traits of elementary children relative to participation in motor skill activities.*
- 2. Identify several principles of learning and motor learning and explain how children learn fundamental movement skills.*
- 3. Develop movement challenges to enhance the understanding and application of body awareness, space, and qualities of movement concepts.*
- 4. Analyze fundamental movement skills and identify mechanical principles involved in their execution.*

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and

can create learning experiences that make these aspects of subject matter meaningful for students.

- vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students

3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards Linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development

2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Motor Skills Development for Children Labs. Involvement is required in all labs unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should come dressed to participate. Tennis shoes are required footwear. Disruptive behavior</p>	1	1, 2	A, B	1, 2

will be considered non-participation.				
<p>Movement Games Project</p> <p>The movement project will consist of each student devising a game (handout) for each category of games indicated (cooperative, tag, inclusive and traditional). For each of those categories, a developmentally appropriate game must be devised in Levels I-III: Level I (P4-2), Level II (3-4), Level III (5-6). <i>Note: In terms of this task, a relay, drill or skill practice does not constitute a game.</i> This assignment must be turned in LiveText as well as hardcopy.</p> <p><i>*College LiveText assignments are a course requirement and may result in an incomplete grade until the requirement is met.</i></p>	2, 4, 5, 8	2, 3	A, C	1, 2, 3
<p>Micro Teaching.</p> <p>For this experience, the student will be responsible for selecting one of the twelve movement games devised (movement games project), developing it into a 20 minute elementary physical education lesson and teaching it to the class. The lesson must be instructionally and developmentally appropriate for elementary school aged children emphasizing motor development. The lesson must be physically engaging and non-threatening. The lesson plan must be submitted for review through LiveText before micro teaching.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3	A, B, C, D	1, 2, 3, 4, 5
<p>Required Readings</p> <p>A list of readings will be provided (handout). When required a one page (single spaced) summary of the article should include information concerning subjects, methods, conclusions, and future implications. A half page paper of personal reaction and analysis should also be included. A short presentation will be required. Copies of the articles are required and should be attached to the summary when submitted.</p>	1, 5	5		1, 5
<p>Paper Presentation</p> <p>Introduction/overview of the paper to be discussed and its general importance and significance to Motor Skill Development. The students will present the findings of their project to the class on the assigned date. Know the material in detail. If you need, consult other references or sources. Some suggestions include but are not limited to: be thoroughly familiar with the key issues, prepare questions for discussion beforehand, conduct a debate, invite a guest speaker, prepare a video, role play or prepare a PowerPoint presentation. Presentations will be graded on: your apparent knowledge of the topic, preparation, creativity, and your ability to engage your audience. Papers should be referenced in APA style and free of grammar and spelling errors. The length of the</p>	1, 3, 5	1, 2, 3	A	1, 2

<p>paper should be a minimum of 3 pages and not to exceed 5 pages, double spaced, 12 point font, Times New Roman. A minimum of 4 references required and should be current (2003-2008). Papers must be submitted for review through LiveText.</p>				
<p>Movement Observation This assignment involves two hours of observation of elementary children participating in physical education/ activity in Levels I-III. A minimum of 40 minutes in each level. Observation forms will be handed out for this assignment. Observations must be completed and the forms turned in by assigned date. Class groups will be formed to discuss and conduct a comparative analysis across the three levels and across the observation categories. This is the only assignment that can be turned in handwritten. All observation forms must be signed by the teacher and include their phone number.</p>	1			3
<p>Quizzes. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period -- immediately after a lecture, at the beginning or end of a class, etc. There will be no make-up quizzes -- none even later during the same class period. Quizzes will be given only to those students who are present when the quizzes are passed out.</p>	5			1
<p>Exams. Two exams will be given during the semester. These exams will not be comprehensive as it will cover only material from the date of the first exam to the date of the second exam. You must take the exam when scheduled. No make up exam will be given. The final exam will be comprehensive. It will be given at the time shown at the end of the schedule that follows.</p>	5			1
<p>Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the</p>	1			

COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Fundamental Movement Skills & Assessment				
a. <i>The Value and Purpose for FMS for Children</i>	5			1
b. The Skill Theme Approach	5			1
c. Skill Themes, Movement Concepts, and the National Standards	5		A	1, 2
II. Fitness Awareness for Children				
a. Physical Fitness and Wellness for Children	5	1	A, B	1, 2, 3
b. Reflective Teaching	9		D	5
c. Teaching Fitness to Children with Special Needs	2	1, 2	A, B	3
III. Body Control Skills				
a. Space Awareness	5			1
b. Effort	5			1
c. Relationships	5			1
IV. Locomotor Skills				
a. Traveling, Chasing, Fleeing, and Dodging	5			1
b. Jumping and Landing	5			1
c. Balancing, Transferring Weight and Rolling	5			1
V. Object Control Skills				
a. Kicking and Punting, Throwing and Catching	5			1
b. Volleying and Dribbling	5			1
c. Striking with Rackets and Paddles Striking with Long-Handled Implements	5			1
VI. Teachable Points and Common Faults				
a. <i>Stress points and Primary points of focus</i>	5		C	3

b. Teaching Cues and Performance Progression at Specific Grade Levels	3, 5		C	2, 3
c. Common Errors and Techniques of Correcting Performance Errors	5, 8		C	2, 3

VII. Special Considerations and/or features of the Course

40. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class. Quizzes and exams are given, and there is a comprehensive final exam. The course is a prerequisite for Motor Skill Development for Young Children.
41. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
42. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
43. **Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

13. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
14. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge

X. References

Graham, G. et.al. (2003). Children Moving. (6th ed.). Columbus, OH, McGraw – Hill.

Graham, G. (2008). Teaching children physical education: Becoming a master teacher. Champaign, IL: Human Kinetics.

Kirchner, G. (2001). Physical education for elementary school children. (10th ed.). Columbus, OH, McGraw- Hill.

Pangrazi, B. (2006). Dynamic physical education for elementary school children. (15th ed.). Benjamin Cummings.

Thomas, J. et.al. (2000). Physical education for children: Concepts into practice. (2nd ed.) Champaign, IL: Human Kinetics.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			Introduction to the course
		1	ICE BREAKERS AND HPESS TOUR
			Introduction to Fundamental Movement Skills & Assessment
			Fitness Awareness for Children
			READING 1 DUE
		2	MOVEMENT FOR YOUNG CHILDREN
			Body Control Skills
			Body Control Skills Learning Experience
			EXAM 1
		3	PHYSICAL FITNESS FOR CHILDREN
			Locomotor Skills
		4	Locomotor Skills Learning Experience
			READING 2 DUE
			MOVEMENT OBSERVATION (off campus)
			Object Control Skills
			MOTOR SKILL VIDEO
			COMPARATIVE ANALYSIS OF OBSERVATION; READING 3 DUE
			EXAM 2
		5	GAMES
			GAME PROJECT DUE
			Notes, Cue Cards, Teachable Points and Common Faults
			District IV Workshop
		6	MICRO TEACHING
		7	MICRO TEACHING

		8	MICRO TEACHING
		9	MICRO TEACHING
			PAPER PRESENTATIONS
			Reflection Paper
			Study Day
			Final Exam, 12:30-2:30

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4703, Adaptive Physical Education
B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Winnick, J. P., (2005). *Adapted physical education and sport* (4th Ed.). Champaign, IL: Human Kinetics.
- B. Supplemental Text: Hodge, S. R., Murata, N. M., Block, M. E., & Lieberman, L. J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb Hathaway.
- C. Assigned Readings: N/A
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose or Goals of the Course

The purpose of this course is to enable the prospective teacher to (a) understand the value of physical education for students with disabilities, and (b) plan programs designed to assist students with physical, mental, and emotional disabilities in developing their maximum potential through physical activity.

IV. Course Objectives

- A. ASU Frameworks Linkage**
- i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.

- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 1. B1: Creating a climate that promotes fairness
 2. B2: Establishing and maintaining rapport with students
 3. B3: Communicating challenging learning expectations to each student
 4. B4: Establishing and maintaining consistent standards of classroom behavior

5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development

2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Cognitive Quizzes (60%) Students will complete a total of three quizzes on the material content found in the textbook, from class lectures and discussions. The three quizzes will be announced and the tentative dates can be found in the tentative weekly schedule at the end of this</p>	5			1

syllabus. Each quiz will be worth 20% for a total of 60%.				
Final Cognitive Examination (20%) Students will take a comprehensive final examination covering course content and any assigned readings. The format of the final examination may include essay, short answer, multiple-choice, and true/false questions. The final examination will be announced and will be worth 20%.	5			1
SCI Report (10%) Following an introduction to Spinal Cord Injury (SCI), students will research and investigate potential issues facing individuals with SCI within the community and on campus. Students are expected to provide visual representation (photographs) of potential issues/problems that they see or encounter. Following their individual research, students will provide a written report of their findings. A minimum of 2 photographs must be present within their report. The written report must be a minimum of 2 typed-pages (not including photos) and APA format must be followed. This SCI report will be worth a total of 10%.	3,5,9	1,3,4	A	1,4
Paralympic Presentation (10%) Every four years the Paralympic games take place in the same city and venues as the Olympic (able-bodied) Games. Students will be assigned a specific Paralympic sport during the semester that will be shared with another classmate. These small groups will be responsible for researching the assigned sport, preparing a 10-minute in-class presentation utilizing technology (i.e. Powerpoint) that thoroughly describes the sport, its history, results from current or past year's Paralympic competition, etc. facilitating a classroom discussion. Students will be provided a complete grading rubric later in the semester. This Paralympic presentation will be worth a total of 10%.	3,5,9	1,2,3	A,C	1,2

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Adaptive Physical Education				
a. The meaning of adapted physical education	5		A,B,C,D	1

b. Into & history of adapted sport	5		A,B,C,D	
c. Planning: purposes, aims, goals, and objectives	5	1	A,B,C,D	
d. Considerations for physical educators	5		A,B,C,D	1,2
e. Related laws	5		A,B,C,D	
II. Spinal Cord Injury (SCI)				
a. Anatomy	5		A,B,C,D	1
b. SCI injuries	5		A,B,C,D	1
c. Classifications	5	2	A,B,C,D	1
d. Implications for physical educators	5		A,B,C,D	1,2,4
e. Inclusion	5		A,B,C,D	1,2
III. Pervasive Developmental Disorders (PDD)				
a. History of Autism & Asperger Syndrome	5		A,B,C,D	1
b. Other PDDs	5		A,B,C,D	1
c. Etiology	5	4	A,B,C,D	1,3
d. Physical and motor characteristics	5		A,B,C,D	1
e. Implications for physical educators	5		A,B,C,D	1,2,4
IV. Visual Impairments				
a. Definitions of visual impairments	5		A,B,C,D	1
b. Causes of vision loss	5		A,B,C,D	1
c. Inclusion, teaching students	5		A,B,C,D	1,2,3,4
d. Sports for students with visual impairments	5	3	A,B,C,D	1,2,3
V. Cerebral Palsy, Traumatic Brain Injury, & Stroke				
a. Cerebral Palsy	5		A,B,C,D	1
b. Traumatic Brain Injury	5		A,B,C,D	1
c. Stroke	5		A,B,C,D	1
d. Program Implications	5		A,B,C,D	1,2,4
e. Inclusion	5		A,B,C,D	1,2,3
VI. Deafness				
a. Definitions of hearing loss	5		A,B,C,D	1
b. Types and causes of hearing loss	5		A,B,C,D	1
c. Characteristics of Deaf students	5		A,B,C,D	1
d. General considerations for physical educators	5	2	A,B,C,D	1,2,3,4
VII. Introduction to Adapted Sport				
a. Sport organizations	5		A,B,C,D	1
b. Paralympics	5		A,B,C,D	1
c. Role of the physical educator in adapted sport	5		A,B,C,D	1,2,3

VII. Special Considerations and/or features of the Course

44. **Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Three cognitive quizzes and one final examination are given.
45. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
46. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
47. **Attendance.** Attendance is considered extremely important in this course. You should consider yourself a professional scholar and teacher and be on time and present at all classes. You may be dropped one letter grade for each unexcused absence. If you have a legitimate excuse for an absence you must phone the instructor prior to the class you will be missing and provide appropriate documentation supporting your absence upon your return to class. Students with a high number of excused absences will be asked to take an "incomplete" and to retake the course (please see "Records" section above).
48. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
49. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- v. Create a climate that promotes fairness to all.
- w. Establish and maintain rapport with students.
- x. Communicate challenging learning expectations to each student.
- y. Establish and maintain consistent standards of classroom behavior.
- z. Make a physical environment as safe and conducive to learning as possible.
- aa. Act with integrity
- bb. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Winnick, J. P., (2005). *Adapted physical education and sport* (4th Ed.). Champaign, IL: Human Kinetics.

Hodge, S. R., Murata, N. M., Block, M. E., & Lieberman, L. J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb Hathaway.

Mandel, J. (Producer), Rubin, H. A. (Co-Director), & Shapiro, D. A. (Co-Director). (2005). *Murderball* [Motion Picture]. (Available from Paramount Pictures, Inc., 5555 Melrose Avenue, Hollywood, CA 90038).

McDonnell, J. J., Hardman, M. L., & McDonnell, A. P. (2003). *An introduction to persons with severe disabilities: Educational and social issues* (2nd. Ed.). Boston, MA: Allyn and Bacon.

Weisburg, R. (Producer) & Aronson, J. (2000). *Sound and fury* [Motion Picture]. (Available from New Video Group, Inc., 126 Fifth Avenue, New York, NY 10011).

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

Course Syllabus
PE 4703 Adapted Physical Education

Tentative Weekly Plan

Week	Date	Topic/Activity/Assignments
1		Introduction to Adapted Physical Education. Introduction to required text. Review of Syllabus. Previous PE experience exercise. READ: Winnick text, chapter 1
1		Introduction to Adapted Physical Education
2		Quiz #1 (on chapter 1 – 20%) Introduction to Spinal Cord Injury. READ: Winnick text, chapter 16
2		Spinal Cord Injury. Campus Activity
3		SCI assignment (document campus/community issues facing individuals with SCI – Photos)
3		SCI assignment (prepare report (min. 2 pages) outlining issues faced by individuals with SCI)
4		Murderball (SCI Report Due – 10%)
4		Murderball
5		Introduction to Pervasive Developmental Disorders READ: Winnick text, chapter 10
5		Introduction to Visual Impairments/Goal Ball READ: Winnick text, chapter 12
6		Activity (Goal Ball)
6		Activity (Beeper Ball)
7		Quiz #2 (on chapters 10 & 12 – 20%)
7		Introduction to Cerebral Palsy, Traumatic Brain Injury, & Stroke READ: Winnick text, chapter 14
8		Introduction to Deafness

	READ: Winnick text, chapter 13
8	Deafness
9	Sound and Fury
9	Sound and Fury
10	Introduction to Adapted Sport READ: Winnick text, chapter 3
10	Activity (Seated Volleyball)
11	Quiz #3 (on chapters 3, 13, & 14 – 20%)
11	Activity (Wheelchair Basketball)
12	Paralympic Presentations (10%)
12	Paralympic Presentations (10%)
13	Paralympic Presentations (10%)
13	Paralympic Presentations (10%)
14	Paralympic Presentations (10%)
14	Paralympic Presentations (10%)
15	Course Conclusion / Review
15	Review
***	FINAL EXAM TBA (20%)

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4753 - The Physical Education Curriculum
- B. Instructor: Dr. Jim Stillwell

II. Textbook(s) Readings

- A. Primary Text: Stillwell, J.L. and Willgoose, C.E. (2006). *The Physical Education Curriculum*. Waveland Press.
- B. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

This course involves the study of/participation in PE activities appropriate for P-4 children. The purpose is to provide prospective teachers with a knowledge base in motor development, curriculum planning, and the selection of physical activities for young children.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- ii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iii **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- iv **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned

ii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students

iii Domain D: Teaching Professionalism

1. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

D. SPA linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study

2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
6. 3.7 How to find information and services to support students

iv Standard 4. The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
3. 4.3 The importance of treating others with respect and dignity
4. 4.4 How to communicate effectively with multiple audiences

v Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

1. 5.1 The importance of reflecting on practice to improve instruction
2. 5.2 How to translate, evaluate, and apply current education research
3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy

5. 5.5 An understanding of schools as organizations within the larger community context

V. Course Assessment and Performance Measures (linked to objectives)

1. Complete assigned readings
2. Complete written exams
3. Contribute to class discussions
4. Evaluate an existing physical education curriculum

VI. Course Outline (linked to objectives)

1. Introduction/Chapter 1: Society & the Celebration of Life
2. Chapter 2: Educational Foundations
3. Chapter 3: The Student and Curriculum Objectives
4. **Exam #1** Chapters 1-2-3
5. Chapter 4: Curriculum Planning in Physical Education
6. Chapter 5: Research and Curriculum Change
7. Chapter 6: Program Organization
8. **Exam #2** Chapters 4-5-6
9. Chapter 7: The Elementary Physical Education Program, K-6
10. Chapter 8: The Secondary Physical Education Program, 7-12
11. Chapter 9: The Adapted Physical Education Program
12. **Exam #3** Chapters 7-8-9
13. Chapter 10: Extra-Curricular Programs: Intramurals & Interscholastic Athletics
14. Chapter 11: Curriculum Evaluation
15. **Exam #4** Chapters 10-11

VII. Special Considerations and/or features of the Course

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures, sharing them with classmates during discussion sessions. With the Instructor serving as a model in the classroom, the students will learn to:

- K. Create a climate that promotes fairness to all.
- L. Establish and maintain appropriate rapport with others.
- M. Communicate challenging learning expectations.

X. References

XI. Other

COLLEGE OF EDUCATION
Department of Health, Physical Education
and Sport Sciences

I. Course Information

A. Course: PE 4763 Kinesiology

B. Instructor: Tom Adams [TADAMS@Astate.edu] 972-3066

II. Readings:

A. Primary Text: ., Hamilton, N., Weimar, W., & Luttgens, K (2008). Kinesiology: Scientific Basis of Human Motion, 11th edition, Boston, MA: McGraw Hill.

B. Supplemental Text: Instructor prepared course notes and lecture outlines. The instructor reserves the right to modify all course materials.

C. Assigned Readings: None

III. Purpose of the Course:

The purpose of the course is to provide a basic understanding of the mechanics of human motion and its application to physical activity.

IV. Course Objectives

A. ASU Frameworks Linkage

1. Educational Foundations
2. Knowledge Base*
3. Learners and Learning
4. Educational Practice
5. Diverse/Exceptional Learners*
6. Communications Skills
7. Professionalism*
8. Lifelong Learning*

B. ISTE Linkage

1. Technology Operations and Concepts
2. Planning and Designing Learning Environments and Experiences
3. Teaching, Learning, and the Curriculum
4. Assessment and Evaluation
5. Productivity and Professional Practice*
6. Social, Ethical, Legal, and Human Issues*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage (Section VI – B, VI - D)

E. Other

V. Course Assessment and Performance Measures:

A. Course Requirements:

The student will be expected to:

Attend and actively participate in classroom discussions and activities.

Successfully pass four to six unit examinations.

Successfully pass a final comprehensive examination.

Present in the form of a position paper and/or oral presentation a mechanical and muscular analysis of a selected sport skill or daily physical movement activity (time permitting).

B. Evaluation Procedures:

Unit examinations: 100 points each

Comprehensive Final: 100 points

The total points on all tests and assignments will be added and the final grade will be based upon the following:

90 and above	A
80-89	B
70-79	C
60-69	D
<60	F

C. Instructional Methodology:

Lecture and discussion

Question and answer

Audiovisual presentations

Inclusion of skeletal structures and joint models.

D. Attendance Policy:

Attendance is expected. Participation in this course is considered vital. Students are advised that attendance, in and of itself, does not constitute class participation. Class participation will vary according to the nature of the course and the instructional methods

employed by the course instructor. Participation however, does require regular attendance. In order to remain consistent with the Arkansas State University Undergraduate Bulletin, regular attendance is defined by the Department as “missing no more than twice the number of lectures, recitations, laboratory sessions, or other regularly scheduled class activities that would normally be scheduled during a week.” **All absentees are absentees.** Doctor’s excuses, deaths in the family, illness, etc. all constitute an absence. Students missing additional days may have their final grade average dropped (one letter grade for fall and spring terms and two letter grades for summer terms) for each additional day absence. Students arriving late for class or leaving early will be determined absent. In determining whether excessive absences should result in a failing grade or in a lowered grade, consideration shall be given to the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to such absence.

E. Make up Policy:

All outside work or examinations will be completed on announced dates. Make up work is not available without prior instructor approval. Exceptions to the policy are rare and will be determined by the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to missed work.

G. Cell Phones

Students should turn cell phone ringers off during class. Cell phone use during class is restricted.

H. Laptop Computers

Student use of laptop computer for classroom related purposes is acceptable. Non-classroom related use during class is restricted.

VI. COURSE OUTLINE:

A. Introduction to Kinesiology

B. Motion, Description of Motion

Causes of motion

Forms of motion

Angular

Linear

General

C. Linear Kinematics

Distance and displacement

Speed and velocity
Acceleration
Laboratory Experiences related to projectiles

D. Angular Kinematics

Angular distance and displacement
Angular speed and velocity
Angular acceleration

E. Force

Nature of force
Aspects of force
 Magnitude
 Point of application
 Direction

F. Linear Kinetics

Inertia
Mass
Review of force
Newton's First Law
Newton's Second Law
Newton's Third Law
Momentum
Energy
 Kinetic
 Potential
 Strain
Friction
 Sliding
 Stopping/starting
 Rolling

G. Angular Kinetics

Eccentric force
Force couple
Torque (moment)
Equilibrium and stability
 Stable
 Unstable
 Neutral

- Lever
- Function
- Classification
- Principle of levers
- Lever arms

- Moment of inertia and angular velocity
- Analogues of Newton's Laws of Motion
- Transfer of momentum
- Centripetal and centrifugal forces

H. Fluid Mechanics

- Flotation

 - Buoyant force
 - Specific gravity

- Fluid resistance

 - Drag
 - Surface drag
 - Form drag
 - Hydrodynamic drag forces
 - Surface drag
 - Form drag
 - Wave drag
 - Lift forces
 - Magnus effect
 - Applications related to various forms of projectiles

I. Mechanical Analysis

Study of principles relating to equilibrium, motion, and force in the analysis of sports skills using principles learned.

VII. SPECIAL CONSIDERATION/FEATURES OF COURSE:

- A. Overheads and other visual aids
- B. Multimedia presentation
- C. Lecture outlines are available for students

VIII. Procedures to Accommodate Students with Disabilities

Students with special considerations such as physical limitations and/or learning disabilities will be considered on an individual basis. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact me for these arrangements. Assistance will be provided.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when participating in classroom activities. With the instructor serving as a model, the students are learning to: create a climate that promotes fairness to all, establish and maintain the appropriate rapport with students, communicate challenging learning expectations to students, and establish and maintain consistent standards of classroom behavior.

X. References

Books:

Gowitzke, B.A. and Milner, M. (1988). Scientific Bases of Human Movement. (3rd. ed.) Baltimore: Williams and Wilkins.

Groves, R and Camaine, D. (1983). Concepts in Kinesiology. (2nd. ed.). Philadelphia: Saunders College Publishing.

Hall, S. (2003). Basic Biomechanics (4th ed.). Boston, MA: McGraw Hill.

Hamilton, N., Weimar, W., & Luttgens, K (2008). Kinesiology: Scientific Basis of Human Motion, 11th edition, Boston, MA: McGraw Hill.

Hay, J. (1978). The biomechanics of sport techniques. (2nd. ed.). Englewood Cliffs: Prentice-Hall.

Hay, J. & Reid, J. (1982). The Anatomical and Mechanical Bases of Human Motion. Englewood Cliffs: Prentice-Hall.

Nordin, M. & Frankel, V. (1990). Basic Biomechanics of the Musculoskeletal System, Philadelphia: Lea & Febiger.

Northrip, J., Logan, G. & McKinney, W. (1983). Analysis of Sport Motion. (3rd. ed). Dubuque: William C. Brown.

Floyd, R. (2008). Manual of Structural Kinesiology (16th ed.). Boston, MA: McGraw Hill.

Articles:

Adams, II, T. (1982). Basic biomechanics for swimming. Swimming Technique. 18(3), 41-42,45.

IX. Notes: I do not anticipate any changes in the course structure or evaluation materials. I do, however reserve the right to modify these aspects. Any modification will be announced in class.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: PE 4783 Organization and Administration of Physical Education
B. Instructor/s: Dr. Andy Mooneyhan [amooneyh@astate.edu] 680-8108; ASU-Jonesboro

II. READINGS

A. Primary Text:

Tillman, Kenneth; Voltmer, Edward; Esslinger, Arthur; and McCue, Betty.
(1996). The Administration of Physical Education sport, and Leisure Programs. (6th ed.)
Boston: Allyn-Bacon.

B. Supplemental Text:

Bucher, Charles and Krotee, March. (1993). Management of Physical Education and Sport. (10th ed.) St. Louis: Mosby.

C. Assigned Readings: Designated Text

III. Purpose of the Course

This course is designed to study the desirable standards, policies, and practices in the organization, supervision and administration of physical education, recreation, dance, and sport programs. Emphasis will be placed on providing students with knowledge related to the planning and management of physical education programs in the public schools.

IV. Course Objectives

Course Objectives:

Upon completion of this course the student will:

- A. *Understand the nature and importance of administration with emphasis on the purposes of an organization. (Accessed through unit exam: V-B-E)*
- B. *Conduct an administrative interview. (Accessed through administrative interview: V-B-A)*
- C. *Understand and identify current philosophies of physical education. (Accessed through unit exam, professional interview, and administrative philosophy: V-B-A, C, and E)*
- D. *Identify their current philosophy of physical education and relate it to program development. (Accessed through personal philosophy: V-B-C)*
- E. *Understand the role of the administrator regarding the planning and organization of public relations in physical education and athletics. (Accessed through unit exam, administrative interview, and participation: V-B-A, D, and E)*
- F. *Understand the role of the administrator in providing for the general well-being of students with emphasis on legal liability and safety considerations. (Accessed through unit exam: V-B-E)*
- G. *Demonstrate an understanding of the variety of present day facilities in physical education and related fields. (Accessed through unit exam: V-B-E)*

- H. *Conduct facility comparisons in physical education and related fields. (Accessed through assignment: V-B-B)*
 - I. *Understand the role of the administrator regarding the financial management and budgeting procedures for physical education programs and athletics. (Accessed through unit exam and assignment: V-B-B and E)*
 - J. *Understand the goals of general education and how physical education contributes to them. (Accessed through unit exam: V-B-E)*
 - K. *Identify and discuss various curricular models. (Accessed through unit exam: V-B-E)*
 - L. *Develop a curriculum guide and understand how it relates to program development. (Accessed through unit exam: V-B-E)*
 - M. *Understand how to develop an intramural/recreational program with emphasis on secondary schools. (Accessed through unit exam and assignment: V-B-B and E)*
 - N. *Understand interscholastic sports and their relationships to physical education with emphasis on standards and control of programs. (Accessed through unit exam: V-B-E)*
 - O. *Understand and apply relevant information regarding the modern computer age. (Accessed through unit exam and assignment: V-B-B and E)*
- (Assessed through participation, research articles, written exams, class projects, facility visits, professional interviews and class assignments)*

A. *ASU Frameworks Linkage*

- 1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
- 2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
- 3. *Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
- 4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
- 5. *Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
- 6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
- 7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
- 8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. *ISTE Linkage*

- 1. **Standard I: Technology Operations and concepts*
 - 2. **Standard II: Planning and Designing Learning Environments and Experiences*
 - 3. **Standard III: Teaching, Learning, and the Curriculum*
 - 4. **Standard IV: Assessment and Evaluation*
 - 5. **Standard V: Productivity and Professional Practice*
 - 6. **Standard VI: Social, Ethical, Legal, and Human Issues*
- * Items that are included in PE 4783.*

C. *Pathwise Linkage (Section IX – F)*

D. *SPA Linkage (Section VI – A - 2, VI – B and VI – C)*

E. *Other*

V. Course Assessment and Performance Measures

- A. The student will be expected to:
 - 1. Turn in all assignments typed
 - 2. Turn in all assignments by the due date

3. Participate in all practicum settings
4. Successfully pass all written test

B. Evaluation Procedures:

A. Administrative interview – 10% of final grade (100 pts)

The students will conduct an interview with an administrator within the public school system or related fields. An administrative interview form will be provided in class and the interview must be conducted in person.

B. Quizzes/Assignments – 10% of final grade (100 pts)

1. These assignments consist of both pre-planned materials and spontaneous assignments from class discussions. Many are related to reading assignments with relevance to course objectives. (5 pts)
2. Daily quotes and case studies are also included in this evaluation process. (5 pts)
3. Develop a current professional resume for a specific teaching/coaching position. (50 pts)
4. Assist with administration of annual PEM-Club or other approved departmental activities. (40 pts)

C. Personal Administrative Philosophies – 10% of final grade (100 pts)

After the presentation of material related to philosophy of physical education, the students must type a statement of their personal administrative philosophy of physical education.

D. Participation/Professionalism – 10% of final grade (100 pts)

Professional physical educators are expected to participate in class activities and discussions, and demonstrate professional conduct. Students will be expected to involve themselves in at least one short clinical setting dealing with the physical education profession (such as a special Olympics event).

E. Course Exams – 60% of final grade (600 pts)

Three exams (200 pts each) will be given. These exams will consist of short answer, multiple choice, listing, matching, true/false, and essay questions. Examination content will consist of information covered in class lectures, discussion, and **all** reading assignments.

* Considering that rare circumstances may prevail, exams can not be made

up unless prior arrangements are made with the instructor.

Grading Scale:

A = 90 - 100 (900 – 1000 pts.)

B = 80 - 89 (800 – 899 pts.)

C = 70 - 79 (700 – 799 pts.)

D = 60 - 69 (600 – 699 pts.)

F = Below 60 (599 pts. – below)

C. Instructional Methodology:

- Formal and informal lectures – formal lectures with little student participation are used as well as informal lectures with questioning, discussion, case studies, etc.
- Guest lectures and presentations – guest lectures and presentations will be used throughout the semester regarding relevant topics in organization and Administration of Physical Education.
- Individual and group reports – usually consist of reporting results of a special assignment which often centers around a reading assignment from a periodical or newspaper.
- Question and answer – related to informal lectures and/or individual reports. Questioning comes from students as well as teachers.
- Independent study/library assignments – these are used to supplement materials presented in class through lecture and/or discussion. Many are planned, others occur spontaneously.
- Audio-visual materials – these materials most often consist of overheads or computer generated presentations that accompany lectures and discussions.
- Professional visitation – students will visit various professional sites to compare facilities and interview administrators.

VI. Course Outline

A. Orientation

1. Evolution of Organized PE & Sports.
2. Nature PE & Sports in current society.
3. Relationship of Administration to PE & Sports.
4. Administration and management concepts.
5. Management responsibilities.
6. Program Administration.

B. Administrative Interview

Students will be required to interview a current Administrator and write a comprehensive paper on the Interview. Students are expected to portray through the paper a clear understanding of that specific administrative position.

C. Personal Administrative Philosophy

Students will be required to write their own personal philosophy of administration after completion of the material for the course. Students are

expected to use course concepts to connect their philosophy to physical education and sports.

VII. Special Considerations and/or Features of the Course

- A. Students are required to submit their papers/projects in word processing format.
- B. Exposure to a computer, the internet and various websites is required.
- C. Observations to off-campus facilities are required.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when discussing and creating various programs and administrative managing techniques. With the instructor serving as a model the students are expected to:

- EE. Create an atmosphere that promotes fairness to all students.
- FF. Address diversity in areas of curriculum and managing techniques (appropriate communication, rapport with others and selection of activities appropriate to diverse groups).
- GG. Establish and maintain appropriate rapport with students and colleagues.
- HH. Communicate challenges in giving direction to others of same and different backgrounds.
- II. Communicate need to transference to all ethnic backgrounds.
- JJ. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Tillman, Kenneth; Voltmer, Edward; Esslinger, Arthur; and McCue, Betty. (1996). The Administration of Physical Education sport, and Leisure Programs. (6th ed.) Boston: Allyn-Bacon.

Bucher, Charles and Krotee, March. (1993). Management of Physical Education and Sport. (10th ed.) St. Louis: Mosby.

XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4793, Evaluation in Physical Education
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Miller, D.K. (2006). Measurement by the physical Educator: Why and how (5th ed.). New York, NY: McGraw-Hill.
- B. Supplemental Text: N/A
- C. Assigned Readings: N/A
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

The purpose of this course is to assist students in understanding various tests and evaluation procedures in the areas of physical fitness, motor ability, skill, and knowledge. Special emphasis will be placed on the administration of tests and use of results.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

5. C5: Using instructional time effectively
- iv Domain D: Teaching Professionalism**
1. D1: Reflecting on the extent to which the learning goals were met
 2. D2: Demonstrating a sense of efficacy
 3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
 4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

- i Standard 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:
1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
 2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
 3. 1.3 How to relate higher disciplinary knowledge to other subject areas
 4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning
- ii Standard 2.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:
1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
 2. 2.2 How to apply interdisciplinary approaches to curriculum design
 3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
 4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
 5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 6. 2.6 How to use various instructional technologies to address individual and group needs
 7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
1. 3.1 Concepts of human growth and development
 2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and

- understands how development in any domain may affect performance in another domain
6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv **Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Cognitive Examinations (30%) Students will complete a total of six examinations on the material content found in the textbook, from class lectures and discussions and may include essay, short answer, multiple-choice, and true/false questions. The six examinations will be announced and the tentative dates can be found in the tentative weekly schedule at the end of this syllabus. The use of calculators is acceptable. Each examination will be worth 5% for a total of 30%.</p>	5			1
<p>Web Assignments (40%) Students will be required to complete and submit eight web assignments. Web assignments may include reporting on outside material, researching</p>	5			1

internet or literature-based data, or completing a computational assignment on Blackboard. Each web assignment will be worth 5% for a total of 40%.				
<p>Micro-Teaching Assignment (20%) During the latter half of the semester, students will be required to choose a measurement activity/test/etc. found within the textbook and teach their chosen activity/test/etc. to their student peers from this class. This micro-teaching assignment provides your instructor the opportunity to monitor, gauge, and assess (a) your understanding of physical education professional content knowledge, (b) what measurement skills you have developed, and (c) what dispositions you might exhibit as a pre-service teacher candidate. During this micro-teaching assignment, each student will be assessed in 10 different areas (Presentation, Grade Appropriateness, Teaching Objectives, Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence). A grading rubric outlining expectations and possible points within each of the ten areas listed above will be provided in advance of the micro-teaching assignment date. The choice of activity must be provided to the instructor prior to the micro-teaching date (date to be determined and announced by the instructor). This micro-teaching assignment will count for 20% of the final grade.</p>	1,3,4,5,7,8	1	A	1,2
<p>Test/Rubric Creation (10%) Over the course of the semester, students will be required to create a test or rubric appropriate for physical education. The exact topic and format will be discussed later in the semester.</p>	5,8	1	A,C	1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Evaluation in Physical Education				
a. Evaluation in physical education	5			1
c. Planning: purposes, aims, goals, and objectives	5			1
II. Reason for Measurement, Evaluation, and Assessment				

a. Motivation	5			1
b. Diagnosis	5			1
c. Classification	5			1
d. Achievement	5			1
III. Describing and Presenting Scores				
a. Statistical Terminology	5			1
b. Scales of Measurement	5			1
c. Distributions	5			1
d. Measures of Central Tendency	5			1
e. Variability	5			1
f. Standard Deviation	5			1
g. Analysis of Grouped Data	5			1
h. z-Scores	5			1
i. T-Scores	5			1
j. Percentiles	5			1
k. Graphing Data	5			1
IV. Investigating the Difference in Scores				
a. Testing for Significant Means	5			1
b. Null Hypothesis	5			1
c. Degrees of Freedom	5			1
d. Levels of Significance	5			1
e. Standard Error of the Mean & Difference	5			1
f. t-Tests	5			1
g. Analysis of Variance	5			1
h. Post-Hoc Tests	5			1
i. Constructing a Test	5,8			1
V. Assessing and Grading the Students				
a. Record Keeping	5			1
b. Use of Grades	5			1
c. Factors Used in Grading	5			1
VI. Micro-Teaching Assignment				
a. Student Presentation	1,3,4,5,7,8	1	A,B,C,D	1,2,3,4

VII. Special Considerations and/or features of the Course

50. Organization. This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Six cognitive examinations are given.

- 51. Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 52. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
- 53. Attendance.** Attendance is considered extremely important in this course. You should consider yourself a professional scholar and teacher and be on time and present at all classes. You may be dropped one letter grade for each unexcused absence. If you have a legitimate excuse for an absence you must phone the instructor prior to the class you will be missing and provide appropriate documentation supporting your absence upon your return to class. Students with a high number of excused absences will be asked to take an "incomplete" and to retake the course (please see "Records" section above).
- 54. Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
- 55. Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- cc. Create a climate that promotes fairness to all.
- dd. Establish and maintain rapport with students.
- ee. Communicate challenging learning expectations to each student.
- ff. Establish and maintain consistent standards of classroom behavior.
- gg. Make a physical environment as safe and conducive to learning as possible.
- hh. Act with integrity
- ii. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Miller, D. K. (2006). *Measurement by the physical educator: Why and how* (5th ed.). New York, NY: McGraw-Hill.

Bishop, P. A. (2008). *Measurement and evaluation in physical activity applications*. Scottsdale, AZ: Holcomb Hathaway.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

PE 4793 Evaluation in Physical Education

Tentative Weekly Plan

Week	Date	Topic/Activity/Assignments
1		Introduction to Evaluation in Physical Education. Introduction to required texts and resources. Review of Syllabus. READ: Miller text, chapter 1
1		Introduction to Chapter 1, Reason for measurement, evaluation, and assessment
1		Web Assignment #1
2		Motivation, Diagnosis, Classification, and Achievement
2		Exam #1 READ: Miller text, chapter 2

2	Web Assignment #2
3	Introduction to Chapter 2, Describing & Presenting Scores
3	Statistical terms, Scales of Measurement, Distributions
3	Web Assignment #3
4	Measures of Central Tendency, Variability, Standard Deviation
4	Exam #2
4	Web Assignment #4
5	Analysis of Grouped Data
5	z-scores, T-scores, Percentiles
5	Web Assignment #5
6	Graphing Data
6	Exam #3 READ: Miller text, chapter 4
6	Web Assignment #6
7	Testing for Significant Means Between Two Means
7	Null Hypothesis, Degrees of Freedom
7	Web Assignment #7
8	Level of Significance, Standard error of the Mean & Difference
8	Exam #4
8	Web Assignment #8
9	t-Tests
9	Analysis of Variance, Post-Hoc Tests READ: Miller text, chapter 6

9	Activity
10	Steps in Constructing a Test
10	Objective Items
10	Short Answer, Essay
11	Exam #5 READ: Miller text, chapter 7
11	Assessing and Grading Students
11	Activity
12	Record Keeping and Use of Grades
12	Factors Used in Grading
12	Activity, Test/Rubric Assignment due
13	Micro-Teaching Assignment
13	Exam #6
13	Micro-Teaching Assignment
14	Micro-Teaching Assignment
14	Micro-Teaching Assignment
14	Micro-Teaching Assignment
15	Micro-Teaching Assignment
15	Micro-Teaching Assignment
15	Micro-Teaching Assignment
16	Micro-Teaching Assignment

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: TIPE 4825, Teaching Internship in Physical Education
- B. Instructor(s): Drs. Blair Dean, Lance Bryant and Jim Stillwell

II. Textbook(s) Readings

- A. Primary Text: 1. Teacher Education Handbook (2008-2009).
2. Teacher Intern Handbook (2007-2009).
- B. Supplemental Text:
- C. Assigned Readings:
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose of the Course

This course supports the components of the Conceptual Framework. It is designed to help student candidates enhance their skills and knowledge for the analysis and implementation of effective teaching methods within the student intern experience. It will also facilitate the transition from student intern to professional by encouraging participation in professional activities (e.g. professional conferences, in-service meetings, etc.). Course requirements such as the candidate assessment project and the development of professional portfolios, will prepare students to pursue employment.

Goals of the Course

1. Design developmentally appropriate learning experiences that encourage learners to reflect, be responsible, and make decisions based upon their abilities and developmental level.
2. Have knowledge of professional organizations and resources available for continued professional growth, and participate in the professional health and physical education communities.
3. Utilize effective verbal, nonverbal, and media communication techniques that foster inquiry, collaboration, and engagement that are sensitive to diversity, and meet multiple needs, learning styles, and experiences.
4. Exhibit knowledge and the ability to design a safe learning environment and implement successful inclusionary learning experiences for all students based upon developmental levels and learning styles.
5. Demonstrate knowledge and the ability to select, use, and interpret developmentally appropriate strategies to assess and communicate learner progress and involve learners in self-assessment.
6. Successfully implement a variety of developmentally appropriate strategies to promote personal responsibility, and managerial and instructional routines that create a safe climate while motivating learners to engage in healthy behaviors and participate in physical activity.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.

- ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students

3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards Linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking

5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 6. 2.6 How to use various instructional technologies to address individual and group needs
 7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
1. 3.1 Concepts of human growth and development
 2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Planning / Content This category includes all of the unit and lesson plans that you develop at both Secondary and Elementary school placements. Plans are thorough and developed in advance so that the University and Clinical Supervisor have an opportunity to evaluate the plans.</p>	2, 3, 4, 5	1	A	1, 2
<p>Candidate Assessment Project To measure candidates effects on student learning. The candidate will teach and assess a clearly defined unit of instruction that will enable students to meet their local school district curriculum standards, the Arkansas Physical Education, Wellness and Leisure (PEWL) content standards or national standards. In essence, the project is an extremely thorough and detailed unit plan.</p>	3, 8, 9	1, 2, 3	C	1-5
<p>Instructional Skills This category includes evaluation of the variety of teaching strategies and instructional skills. In addition, careful attention needs to be made towards steady improvement from the beginning of the semester to the end at both Elementary and Secondary school placements.</p>	6, 7	2	B	1-5
<p>Reflection / Assignments This category includes evaluation of candidates' ability to reflect upon their performance, to determine strengths and weaknesses in their planning and teaching, and follow through as needed.</p>	9		D	5
<p>Professional Portfolio The Learning to Teach, Teaching to Learn Internship Portfolio is a capstone assignment of the teacher internship, which allows you to exhibit performances that correlate to the ASU Conceptual Framework. Portfolio and/or additional program requirements (see above) will count for 20% of the overall grade.</p>	1-9	1, 2, 3, 4	A-D	1-5
<p>Formative and Summative Evaluations The teacher intern's work will be evaluated by the university supervisor, the clinical supervisor, and by the teacher intern. For each school placement, at least one formative evaluation should be completed during the first four weeks and another evaluation during the last four weeks. Refer to the Teacher Intern Handbook for evaluation procedures. The final grade will be computed by the university supervisor with the classroom performance evaluation counting 80% of the overall</p>	1-9	1-5	A-D	1-5

grade.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Week 1				
<i>Observe the classroom and familiarize yourself with all areas of the school, complete seating charts to learn the names of all students, observe the teacher's classroom management techniques, and learn the schedule for the day and semester. Assist teacher with roll, record grades, grade homework and tests, lead small or large group discussions, help students with in-class assignments, and assist the teacher with any supervision outside the classroom.</i>	1, 9	1	A	1
II. Week 2				
Continue to observe and assist experienced teachers in the field of health and physical. Assist teacher with all duties. Teach one or two classes daily.	1-9	2	A, B	1, 2
III. Week 3				
Assume teaching responsibilities for one-half day. Plan and implement a minimum of one health unit and 4 activity units to achieve course objectives. Demonstrate acceptable written and oral expression and knowledge of subject. Organize time, space, materials, and equipment for instruction. Maintain a positive, safe learning environment. Maintain appropriate classroom behavior.	1-9	2, 3	A-D	1-5
IV. Week 4				
Continue to take on more teaching responsibilities. In addition to week 3, begin to incorporate the following: Participate in self-evaluation for the purpose of assessing strengths and weaknesses. Demonstrate the ability to utilize a variety of teaching methods, teaching modes and strategies. Develop an increased awareness of learners' characteristics-emotional, physical, mental, cultural and ethnical as they relate to learners' needs, abilities and interests.	1-9	2, 3	A-D	1-5
V. Week 5-7				
Assume full-time teacher responsibilities for entire day.	1-9	2, 3	A-D	1-5
VI. Week 8				
<i>Teacher intern assumes full-time teacher</i>	1-9	1-5	A-D	1-5

<i>responsibility and should visit the 2nd internship placement.</i>				
VII. Weeks 9-16				
<i>The teacher intern will repeat weeks 1-8 in their new placement.</i>	1-9	1-5		1-5

VII. Weeks 9-16

The teacher intern will repeat weeks 1-8 in their new placement.

1-9

1-5

1-5

VII. Special Considerations and/or features of the Course

- Attendance.** The teacher intern is expected to be present in the cooperating school every day and should assume the same school day as the clinical supervisor. Ordinarily this means being present thirty minutes before school begins and thirty minutes after school. **The duties of the day and preparation for the next day, however, will determine if additional time is necessary.** The teacher intern will adhere to the holiday schedule set forth by the public school and not that of Arkansas State University. Illness or emergencies may occur to cause an intern to be absent. The teacher intern is to call the clinical supervisor and the university supervisor to inform of the absence. If absent, tardy, or leaving early, the intern should fill out the Teacher Intern Attendance form (see form on page 17, Appendix B). **After the third absence, an intern will be required to make up subsequent days of absence.** All absences must be made up during regularly scheduled school days. It is the intern’s responsibility to document make-up days (see form on page 18, Appendix B) and to submit the Teacher Intern Make-Up Days Form to the Professional Education Programs office, ED 213. Should the teaching internship experience extend beyond the end of the semester, an incomplete grade will be assigned until the completion of the internship experience. This form initiates the removal of an “I” to a grade for the internship.
- Dress.** The teacher intern is expected to be in professional dress at all times. No pierced body parts, tongue, nose, eyebrows.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

- The teacher candidate will have opportunities to use class activities that are sensitive to gender and cultural diversity
- The teacher candidate will be able to plan and implement safe practice situations that allow for both success and challenge.
- The teacher candidate will have opportunities to communicate with students and families in ways that demonstrate understanding of and respect for all family structures.
- The teacher candidate will address student diversity when planning, selecting materials, and creating appropriate activities.
- The teacher candidate will demonstrate an awareness of various learning styles and adapt instruction accordingly for all students.

X. References

1. Wong, H. & Wong R. (2001). *The First Days of School: How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.
2. Schempp, P.G. (2003). *Teaching Sport and Physical Activity: Insights on the Road to Excellence*. Champaign, IL: Human Kinetics.
3. Hellison, D. R. (2003). *Teaching Responsibility Through Physical Activity* (2nd ed.). Champaign, IL: Human Kinetics.
4. McCourt, F. (2005). *Teacher Man*. New York: Scribner.
5. Mosston, M., & Ashworth, S. (2002). *Teaching Physical Education* (5th ed.). San Francisco: Benjamin Cummings.
6. Siedentop, D, Hastie, P. A., & Van Der Mars, H. (2004). *Complete Guide to Sport Education*. Champaign, IL: Human Kinetics.
7. Metzler, M. (2000). *Instructional Models for Physical Education*. Boston: Allyn and Bacon.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4842 Theories and Practices of Coaching Track and Field
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: Guthrie, M. (2003). *Coaching Track & Field Successfully*. Champaign, IL: Human Kinetics.
- B. Supplemental Text: Martens, R. (2004). *Successful Coaching* (3rd ed). Champaign, IL: Human Kinetics.
- C. Required Purchase: Jump Drive for storing class data, assignments, portfolio, etc.

III. Purpose or Goals of the Course

This course is designed to provide prospective athletic coaches with knowledge and skill introduction regarding the sport of track and field. Emphasis is placed on organizational/management skills, coach/athlete relations, conditioning of players, equipment usage, and safety procedures. The course combines comprehensive cognitive aspects of track and field with the practical application of these aspects.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
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 - vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
 - viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
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- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking

4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

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1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
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6. 2.6 How to use various instructional technologies to address individual and group needs
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3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions

5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
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 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures

A. Evaluation Procedures

100 points – Coaching Portfolio- The students will be required to develop and maintain a personal coaching portfolio which will include but is not limited to a philosophy statement, season plan, practice plans, drills, etc. Portfolio will be submitted on jump drive.

200 points – Classroom activities, skills/drills, and teaching assignments- The students will engage in cognitive enhancing classroom activities; comprehend and exhibit the principles of teaching technical and tactical skills and drills.

Teaching topics will be evaluated on:

- * Organizational preparation
- * Teaching aids
- * Clarity of presentation and discussion
- * Group Involvement - Skills and Drills
- * Overall impression

100 points – Participation and professionalism- Emerging professional coaches are expected to participate in and dress appropriately for course activities, and demonstrate professional conduct. If you fail to participate in or dress appropriately for course activities 10 points will be deducted each time.

200 points – Service Learning Activities – The students will be required to provide assistance at two (2) Track & Field meets. A one page typed reflection paper depicting this experience will be submitted to the instructor of the course. Dates of Track Meets will be distributed at the second week of the semester after finalization of Track Schedules.

B. Grading Scale

90% & above = A	(537-600 Points)
80% - 89% = B	(536-477 Points)
70% - 79% = C	(476-417 Points)
60% - 69% = D	(416-357 Points)
59% & below = F	(356 Points and Below)

C. Instructional Methodology

Lectures/Discussion
Question/Answer
Video tapes
Field demonstration and participation
Coaching observation

VI. Course Outline

- A. Coaching Foundation
 - 1) Developing a Coaching Philosophy
 - 2) Communicating Your Approach
 - 3) Motivating Track & Field Athletes
 - 4) Building a Successful Track & Field Program
- B. Coaching Plans
 - 1) Planning for the Season
 - 2) Preparing for Practices
- C. Rules and Officiating
- D. Coaching Event Techniques and Tactics
 - 1) Sprints and Relays
 - 2) Hurdle Events
 - 3) Middle and Distance Events
 - 4) High Jump
 - 5) Long Jump and Triple Jump
 - 6) Throwing Events
- E. Coaching Meets

- 1) Mental Training for Teams
- 2) Preparing For Meets
- 3) Coach an Intersquad Meet

VII. Special Considerations and/or features of the Course

- 56. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

- 20.** The student will have opportunities to use learning and skill acquisition to meet diverse learning needs in a variety of activity settings.
- 21.** The student will be able to organize and implement safe practice situations that allow for both success and challenge.

X. References

American Sport Education Program. (2006). *Officiating Track & Field and Cross Country*. Champaign, IL: Human Kinetics.

Guthrie, M. (2003). *Coaching Track & Field Successfully*. Champaign, IL: Human Kinetics.

Martens, R. (2004). *Successful Coaching* (3rd ed). Champaign, IL: Human Kinetics.

ATTACHMENT G

Praxis II Data

*Arkansas State University
Department of Health, Physical Education and Sport Sciences*

2005-2006

**Health Physical Education: Content Knowledge
Praxis II Report**

	All Examinees	ASU
Sample Size	2,934	38
Highest Score	190	177
Lowest Score	100	135
Median	163	162
Average Range	156-170	153

	ASU % Passing	State of Arkansas % Passing
Health Physical Education: Content Knowledge	99%	99%

Praxis II – Health and Physical Education
Subcategory Scores/Quartile Scores

Subcategory	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Personal Health Care	75%	73%	+1%	76%	-1%	37%
Family Living & Sex Education	70%	69%	+1%	73%	-3%	39%
Community Health/Diseases & Disorders	54%	53%	+1%	59%	-5%	29%
Fundamental Movements, Motor Development & Motor Learning	64%	66%	-2%	69%	-5%	24%
Movement Forms	78%	75%	+3%	77%	+1%	55%
Fitness & Exercise Science	74%	72%	+2%	74%	0	50%

Source: ETS Summary Report

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2006-2007
Health Physical Education: Content Knowledge
Praxis II Report

	All Examinees	ASU
Sample Size	2,417	24
Highest Score	189	180
Lowest Score	107	138
Median	163	160.5
Average Range	156-171	153-167

	ASU % Passing	State of Arkansas % Passing
Health Physical Education: Content Knowledge	92%	98%

Praxis II – Health and Physical Education
Subcategory Scores/Quartile Scores

Subcategory	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Personal Health Care	66%	72%	-6%	74%	-8%	26%
Family Living & Sex Education	69%	69%	0	72%	-3%	21%
Community Health/Diseases & Disorders	56%	58%	-2%	61%	-5%	37%
Fundamental Movements, Motor Development & Motor Learning	69%	67%	+2%	69%	0	54%
Movement Forms	74%	72%	+2%	74%	0	46%
Fitness & Exercise Science	72%	71%	+1%	72%	0	41%

Source: ETS Summary Report

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2007-2008
Health Physical Education: Content Knowledge (20856)
Praxis II Report

*State and National Scores not available until October 2008

	All Examinees	ASU
Sample Size	*	17
Highest Score	*	178
Lowest Score	*	134
Median	*	158
Average Range	*	

	ASU % Passing	State of Arkansas % Passing
Health Physical Education: Content Knowledge	94%	*

Praxis II – 20856 Subcategory Scores/Quartile Scores

Subcategory	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Personal Health Care	72%	*	*	*	*	*
Family Living & Sex Education	67%	*	*	*	*	*
Community Health/Diseases & Disorders	54%	*	*	*	*	*
Fundamental Movements, Motor Development & Motor Learning	63%	*	*	*	*	*
Movement Forms	70%	*	*	*	*	*
Fitness & Exercise Science	71%	*	*	*	*	*

Source: ETS Summary Report

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2005-2006
Physical Education: Movement Forms – Analysis and Design (20092)
Praxis II Report

	All Examinees	ASU
Sample Size	1,668	30
Highest Score	176	175
Lowest Score	112	140
Median	160	158.5
Average Range	155-163	157-162

	ASU % Passing	State of Arkansas % Passing
Physical Education: Analysis & Design	100%	98%

Test Category	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Assessing Fitness & Designing Routines To Achieve Goals	35%	36%	-1%	37%	-2%	40%
Designing Activities For Skill Mastery Or Achievement Of Objectives	48%	47%	+1%	47%	+1%	47%

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2006-2007
Physical Education: Movement Forms – Analysis and Design (20092)
Praxis II Report

	All Examinees	ASU
Sample Size	1,178	23
Highest Score	176	169
Lowest Score	114	138
Median	161	159
Average Range	156-165	153-162

	ASU % Passing	State of Arkansas % Passing
Physical Education: Analysis & Design	85%	96%

Test Category	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Assessing Fitness & Designing Routines To Achieve Goals	34%	37%	-3%	38%	-4%	39%
Designing Activities For Skill Mastery Or Achievement Of Objectives	47%	49%	-2%	51%	-4%	21%

Arkansas State University
Department of Health, Physical Education and Sport Science

2007-2008
Physical Education: Movement Forms – Analysis and Design (20092)
Praxis II Report

*State and National Scores not available until October 2008

	All Examinees	ASU
Sample Size	*	21
Highest Score	*	177
Lowest Score	*	143
Median	*	159
Average Range	*	

	ASU % Passing	State of Arkansas % Passing
Physical Education: Analysis & Design	89%	*

Test Category	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Assessing Fitness & Designing Routines To Achieve Goals	31%	*	*	*	*	*
Designing Activities For Skill Mastery Or Achievement Of Objectives	52%	*	*	*	*	*

ATTACHMENT H

Student Intern Formative Evaluation
Arkansas State University

Teacher Intern: _____ ID # _____ Fall Spring
School: _____ Major: _____ 1st 8-weeks 200____
City: _____ Announced 2nd 8-weeks 200____
Subject or Grade Level: _____ Unannounced 16-weeks 200____
Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home Date: _____

Insert the names of both supervisors. Check the box **only** if you are the evaluator.

Clinical Supervisor: _____ University Supervisor: _____

DIRECTIONS:

For each item below, please circle the letter on the continuum that best describes the intern's skill level and/or disposition. Use the following descriptors to indicate your evaluation of the teacher intern.

- I- works independently as a teacher beginning a professional career
- MA - needs modest assistance and practice
- DA - needs daily assistance and practice
- MG - needs major growth and extensive practice before being placed in charge of a classroom
- NA - not applicable

I. Communication Skills: The teacher intern demonstrates effective communication skills.

The teacher intern

- | | | | | | |
|---|---|----|----|----|----|
| a. utilizes active listening skills and provides positive feedback. | I | MA | DA | MG | NA |
| b. speaks and writes clearly and accurately in standard English. | I | MA | DA | MG | NA |
| c. interprets students' verbal and non-verbal communications. | I | MA | DA | MG | NA |
| d. clearly communicates learning goals and instructional procedures to students. | I | MA | DA | MG | NA |
| e. communicates challenging learning expectations to students. | I | MA | DA | MG | NA |
| f. effectively communicates appropriate content to students. | I | MA | DA | MG | NA |
| g. communicates effectively with diverse populations. | I | MA | DA | MG | NA |
| h. utilizes technology as a tool for communication in alignment with ISTE Standards.
(http://cnets.iste.org/currstands/cstands-netst.html) | I | MA | DA | MG | NA |
| i. communicates as needed with parents or guardians about student learning. | I | MA | DA | MG | NA |
| j. participates in school and community communications. | I | MA | DA | MG | NA |

II. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. assumes responsibility for student learning. | I | MA | DA | MG | NA |
| b. demonstrates a professional demeanor (adheres to students' and teachers' legal rights and school policies, dresses and behaves in a professional and ethical manner). | I | MA | DA | MG | NA |
| c. maintains accurate records and confidentiality. | I | MA | DA | MG | NA |
| d. builds professional relationships including receptivity to supervision. | I | MA | DA | MG | NA |
| e. grows and develops professionally (service, membership, use of research, advocacy). | I | MA | DA | MG | NA |
| f. is punctual, dependable, and responsible. | I | MA | DA | MG | NA |
| g. demonstrates initiative and enthusiasm for teaching and the profession. | I | MA | DA | MG | NA |

III. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning. | I | MA | DA | MG | NA |
| b. addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning. | I | MA | DA | MG | NA |
| c. addresses students' growth and development while planning and implementing instruction. | I | MA | DA | MG | NA |
| d. develops clear learning goals appropriate to students. | I | MA | DA | MG | NA |
| e. utilizes appropriate materials and resources. | I | MA | DA | MG | NA |
| f. creates or selects appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson. | I | MA | DA | MG | NA |
| g. adapts instruction to promote students' learning based upon their strengths and life experiences. | I | MA | DA | MG | NA |
| h. integrates the curriculum when appropriate. | I | MA | DA | MG | NA |
| i. demonstrates appropriate pacing of the lesson. | I | MA | DA | MG | NA |

IV. Teaching Models: The teacher intern utilizes a variety of teaching models.

The teacher intern applies

[use box(es) to check only model(s) used during the lesson and evaluate using the key to the right]

- | | | | | | |
|---|---|----|----|----|----|
| <input type="checkbox"/> nondirective teaching (promote positive human relationships). | I | MA | DA | MG | NA |
| <input type="checkbox"/> mastery learning and programmed instruction (ensure appropriate individual instruction). | I | MA | DA | MG | NA |
| <input type="checkbox"/> direct instruction (teacher directed, lecture). | I | MA | DA | MG | NA |
| <input type="checkbox"/> simulations (students experience the concepts and skills). | I | MA | DA | MG | NA |
| <input type="checkbox"/> inductive teaching (facilitate thinking process). | I | MA | DA | MG | NA |
| <input type="checkbox"/> concept attainment (facilitate students' thinking strategies). | I | MA | DA | MG | NA |
| <input type="checkbox"/> memorization (increase learning knowledge and retention). | I | MA | DA | MG | NA |
| <input type="checkbox"/> inquiry (student investigation/discovery). | I | MA | DA | MG | NA |
| <input type="checkbox"/> cooperative learning/group investigation (students work in small groups to analyze/acquire information). | I | MA | DA | MG | NA |
| <input type="checkbox"/> role playing (exploration/problem solving techniques). | I | MA | DA | MG | NA |
| <input type="checkbox"/> jurisprudential inquiry (facilitate students' thinking about social policy). | I | MA | DA | MG | NA |

V. Classroom Management: The teacher intern utilizes appropriate classroom management strategies.

The teacher intern

- | | | | | | |
|---|---|----|----|----|----|
| a. creates an environment of respect and appropriate rapport. | I | MA | DA | MG | NA |
| b. creates an environment that promotes fairness. | I | MA | DA | MG | NA |
| c. communicates in a manner that fosters positive interactions with students. | I | MA | DA | MG | NA |
| d. plans and implements appropriate procedures for the effective use of instructional time. | I | MA | DA | MG | NA |
| e. manages the classroom to maximize productive use of instructional time. | I | MA | DA | MG | NA |
| f. utilizes appropriate instructional and classroom management procedures appropriate to students' development. | I | MA | DA | MG | NA |
| g. creates a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions. | I | MA | DA | MG | NA |
| h. manages student behavior throughout instructional time, appropriately and effectively. | I | MA | DA | MG | NA |
| i. engages the students and maintains the focus on the lesson by utilizing effective instructional techniques. | I | MA | DA | MG | NA |
| j. establishes and maintains consistent standards for student behavior. | I | MA | DA | MG | NA |
| k. attends to students' behavior during instruction, group work, and/or practice. | I | MA | DA | MG | NA |

VI. Assessment: The teacher intern utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. monitors student learning through individual and group performances. | I | MA | DA | MG | NA |
| b. uses students' performances to modify and adjust instruction. | I | MA | DA | MG | NA |
| c. adapts assessment strategies to promote student learning based on the strengths of the student. | I | MA | DA | MG | NA |
| d. uses formal assessment to measure student performances in relation to instructional objectives. | I | MA | DA | MG | NA |
| e. assesses students' prior knowledge. | I | MA | DA | MG | NA |

VII. Reflective Teaching: The teacher intern reflects on teaching and learning by means of the following practices.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. assesses professional and individual strengths and weaknesses to work in a community of learners. | I | MA | DA | MG | NA |
| b. evaluates the effects of his/her choices and actions on others in the learning community. | I | MA | DA | MG | NA |
| c. reflects on the extent to which the learning goals were met. | I | MA | DA | MG | NA |
| d. uses and applies the tools of inquiry to improve teaching and learning. | I | MA | DA | MG | NA |
| e. accesses knowledge from a variety of sources and assesses the validity of information obtained. | I | MA | DA | MG | NA |
| f. interprets norm-referenced and criterion-referenced test data to facilitate learning. | I | MA | DA | MG | NA |
| g. modifies instructional plans and evaluates curriculum according to best practices. | I | MA | DA | MG | NA |

VIII. Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. presents current and accurate subject matter information. | I | MA | DA | MG | NA |
| b. demonstrates an understanding of the central content and concepts of the subject matter. | I | MA | DA | MG | NA |
| c. uses explanations and representations that link curriculum to prior learning. | I | MA | DA | MG | NA |
| d. engages students in interpreting ideas from a variety of perspectives. | I | MA | DA | MG | NA |
| e. uses methods of inquiry that are central to the subject matter. | I | MA | DA | MG | NA |
| f. bases instruction on the subject area standards established by the appropriate Specialized Professional Associations (SPAs). (See university supervisor for SPA evaluation form.) | I | MA | DA | MG | NA |

Use the Post-Conference form for strengths, areas of growth, and comments and attach to the formative evaluation form.

Intern's Signature

Supervisor's Signature

Date

Date

e.	grows and develops professionally (service, membership, use of research, advocacy).	4	5	1	5	1	5	5	5	5	5	5	1	5	5		
III Curriculum																	
a.	addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning.	4.5	5	1	5	4	5	4	5	5	5	5	3	5	5		
b.	addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning.	4.35	1	1	5	4	5	5	5	5	5	5	3	5	5	5	5
d.	develops clear learning goals appropriate to students.	4.8	5	5	4	5	5	5	5	5	5	5	4	5	5	5	5
f.	creates or selects appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson.	4.9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
																5	5

c.	adapts assessment strategies to promote student learning based on the strengths of the student.	4.55	4	4	5	4	5	5	5	5	5	5	1	5	5		
e.	assesses students' prior knowledge.	4.6	4	4	5	4	5	5	4	5	5	5	5	5	5	5	5
VII Reflective Teaching																	
a.	assesses professional and individual strengths and weaknesses to work in a community of learners.	4.75	5	4	5	4	5	5	5	5	5	5	4	5	5		
b.	evaluates the effects of his/her choices and actions on others in the learning community.	4.6	5	4	5	4	5	5	5	5	5	5	1	5	5		
e.	accesses knowledge from a variety of sources and assesses the validity of information obtained.	4.45	5	4	5	1	5	5	5	5	5	5	1	5	5		
f.	interprets norm-referenced and criterion-referenced test data to facilitate learning.	3.3	1	1	5	1	5	1	5	5	5	5	1	5	5		
																4	4

g.	modifies instructional plans and evaluates curriculum according to best practices.	4.85	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
		4.4659													5	5	

Continued:

CB	CB	BC	DS	MG	IN	
80	80	77.8	80	80	77.5	78.45
4	5	5	4	5	5	4.85
1	5	5	1	5	5	3.6
1	5	5	1	5	5	4
5	5	5	5	5	5	4.95
5	5	5	5	5	5	4.9
1	5	5	1	5	5	4
4	5	5	4	5	5	4.5
4	5	5	4	5	5	4.35
4	5	5	4	5	5	4.8
4	5	5	4	5	5	4.9
4	5	5	4	5	1	4.6
1	5	1	1	5	1	3
4	5	5	4	5	5	4.9
5	5	5	5	5	5	4.95
4	5	5	4	5	5	4.85
						0
						0
4	5	5	4	5	5	4.55
3	5	5	5	5	5	4.6
4	5	5	4	5	5	4.75
4	5	5	4	5	5	4.6
4	5	5	4	5	5	4.45
1	5	1	1	5	5	3.3
4	5	5	4	5	5	4.85

	appropriate to students.															
f.	creates or selects appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson.	4.75	5	5	4	5	5	5	4	5	5	5	5	5	5	5
g.	adapts instruction to promote students' learning based upon their strengths and life experiences.	4.39	5	5	4	1	5	5	4	5	5	5	5	5	5	5
IV Teaching Models																
i.	cooperative learning/group investigation (students work in small groups to analyze/acquire information).	2.82	5	5	1	1	5	1	1	1	1	1	1	4	1	5
V Classroom Management																
a.	creates an environment of respect and appropriate rapport.	4.89	5	5	4	5	5	5	5	5	5	5	5	5	5	5
c.	communicates in a manner that fosters positive interactions with students.	4.89	5	5	5	5	5	5	5	4	5	5	5	5	5	5
g.	creates a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions.	4.57	5	5	4	4	5	5	5	5	5	5	5	5	5	5
VI Assessment																
c.	adapts assessment strategies to promote student learning based on the strengths of the student.	4.00	1	5	4	4	5	5	4	1	5	5	5	5	4	4
e.	assesses students' prior knowledge.	3.71	1	1	5	1	5	5	4	1	5	1	5	5	5	5
VII Reflective Teaching																

a.	assesses professional and individual strengths and weaknesses to work in a community of learners.	4.64	5	5	5	4	5	5	5	5	5	5	5	5	4	5
b.	evaluates the effects of his/her choices and actions on others in the learning community.	4.18	5	5	1	5	5	5	1	5	1	5	5	4	5	
e.	accesses knowledge from a variety of sources and assesses the validity of information obtained.	4.25	5	5	1	5	5	5	1	5	5	5	1	1	5	
f.	interprets norm-referenced and criterion-referenced test data to facilitate learning.	3.29	5	5	1	5	5	5	1	5	5	1	1	1	1	
g.	modifies instructional plans and evaluates curriculum according to best practices.	4.36	5	5	4	4	5	5	4	5	1	5	4	5	1	
		4.61									9					

Continued:

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
76	77.3	78	75	79.5	77	78	76	80	73	78	75.5	77.1	77.8	79.5	
5	5	5	5	5	5	1	5	5	3	1	5	5	5	5	4.04
5	5	1	1	5	1	1	5	5	1	1	5	5	5	1	2.82
1	5	1	5	5	1	5	5	5	1	1	5	5	5	1	2.86
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4.96
5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4.93
5	5	5	1	5	1	4	5	5	1	1	5	5	5	5	3.64
1	5	5	4	5	5	5	4	5	4	4	5	5	5	5	4.43
5	5	5	5	5	5	4	5	4	5	4	5	5	5	5	4.61
5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	4.89
1	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4.75
5	5	5	4	5	5	1	5	5	4	1	5	5	5	5	4.39
5	5	5	1	5	5	1	1	1	5	1	5	5	1	1	2.82
															0
															0
5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	4.89
5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4.89
1	5	5	5	5	5	1	5	5	4	4	5	5	5	5	4.57
5	5	5	4	5	1	1	5	5	3	1	5	5	5	5	4
1	5	5	4	5	1	5	4	5	1	5	5	5	4	5	3.71
5	5	5	5	5	1	5	5	5	5	1	5	5	5	5	4.64
5	5	4	5	1	5	5	5	4	1	5	5	5	5	5	4.18
5	5	5	5	1	4	5	5	5	5	5	5	5	5	5	4.25
5	5	1	5	1	1	5	1	1	1	5	5	5	5	5	3.29
5	5	5	5	1	5	5	5	4	5	4	5	5	5	5	4.36

ATTACHMENT J

HPES Lesson Plan
Arkansas State University
Department of HPESS
Physical Education for Teachers of Children (PE- 3802)
Lesson Plan Template

Concept: Semester:

Course #: Grade Level: # of Students: Date:

Title of Lesson: Unit:

Pre-Professional Teacher:

I. Educational Standards: (*Arkansas Frameworks or NCATE*)

II. Goal(s):

III. Objectives:

Cognitive:

Affective:

Psychomotor:

IV. Equipment/Material Needed:

V. Teaching Style(s): (*use box(es) to check only model(s) used during the lesson*)

Direct instruction (teacher directed, lecture)

Mastery learning and programmed instruction (ensuring appropriate individual instruction)

Nondirective/task teaching (promote positive human relationships)

Cooperative learning/group investigation (students work in small groups to analyze/acquire information)

Simulations (students experience the concepts and skills)

Other (explain)

VI. Anticipatory Set: (Introduction)

VII. Warm-Up: (i.e. Health Related Fitness)

VIII. Lesson Focus: (Skill Development)

Formations:

Teaching Cues:

IX. Closure:

Formations:

X. Modification(s)/Adaptation(s):

XI. Integration: (*circle all subjects that apply*)

Math Language Arts Science Technology History Other

XII. Assessment/Evaluation: (provide attachment)

XIII. Safety Considerations:

XIV. References/Resources:

X. Reflection Summary: (*to be completed after teaching*)

ATTACHMENT K

HPESS Lesson Plan Rubric Arkansas State University Department of HPESS Physical Education for Teachers of Children (PE-3802) Scoring Rubric

Lesson Plan Component	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Target Grade/Subject (1, 5%)	Unique attributes of target grade are clear and the appropriateness of the lesson is obvious.	Description of target grade is general and the appropriateness of the lesson is clear.	Description of target grade is vague and/or, the appropriateness of the lesson unclear.
Educational Standards (1, 5%)	Uses approved standards accurately in planning and implementation purposes.	Demonstrates knowledge of approved standards.	Lacks knowledge of approved standards.
Goal(s) (1, 5%)	Goal(s) are clearly communicated, concisely written, and derived from district, state or national content standards.	Goal(s) are vague and not aligned with district, state or national content standards.	Goal(s) are unclear or missing.
Objectives (1, 5%)	Objectives are based upon student data (present level of Performance); are measurable with precise outcomes at a mastery level which matches the developmental stage of student(s); Aligned with scope and sequence of curriculum and accommodations.	Objective(s) are clearly stated and provide purpose. One of the elements may be missing, unclear or inappropriate.	Objectives are unclear with more than one of the elements missing. Stated as activities rather than learning outcomes.
Equipment/materials (1, 5%)	Equipment/materials to be used are integrated into the lesson and make a significant contribution to student learning. Technology is well integrated into lesson or a strong rationale given for non-use.	Equipment/materials are given. Technology listed within the lesson.	Equipment/materials list incomplete and not clearly thought out. Technology either missing or inappropriate for objective(s).
Teaching Styles (1, 5%)	Teaching styles and instructional strategies are based upon content, student needs and safety issues.	Teaching styles and instructional strategies are based upon content, student needs and safety issues.	Teaching style and instructional strategies are not based upon content, student needs and/or safety issues.
Introduction (1, 5%)	Connections made between earlier learning and present lesson. New skill, concept or purpose is clearly stated for the student in behavioral terms and is specific to performance. Relevance is established for the student and informally tells what you expect to observe students doing as a result of your lesson.	Introduction is briefly stated and provides clear purpose. Limited performance expectations given. What candidate expects students to do as a part of the lesson may or may not be given.	Introduction is unclear with no specific performance set for what students will know how to do. Students not given an idea of what candidate will look for in performance.
Warm-Up (1, 5%)	Warm-ups appropriate with a wide range of health-related fitness concepts that are linked to students' needs.	Warm-ups are appropriate.	Warm-ups are inappropriate.
Lesson (1, 5%)	Identifies factors that influence student readiness and develops appropriate learning opportunities.	Identifies factors that influence student readiness and develops appropriate learning opportunities for the entire class.	Does not utilize factors that influence student readiness and presents inappropriate developmental learning opportunities for students.
Instructional Cues (1, 5%)	Proficient in listing teaching cues.	Capable to list adequate teaching cues.	Does not show the ability to list teaching cues.
Conclusion (1, 5%)	Provisions are made for key points/critical attributes of the	Some key points indicated for summary/ review but not	Does not relate to key points of the lesson.

	lesson to be summarized and reviewed using student responses.	all critical attributes key to understanding are included.	
Modification (1, 5%)	Provides complete description of the environment including safety used during instruction and accommodations necessary for any special needs student(s).	Basic information about the environment, characteristics of the class and accommodations are provided.	No description given for one or more of the following: environment, characteristics of class, and accommodations necessary for special needs student(s).
Integration (1, 5%)	Integrates other subject areas into physical education lesson.	Demonstrates integration of other subjects' areas into physical education lesson.	Does not integrate other subject areas into physical education lesson
Assessment (1, 5%)	Uses appropriate student assessments within the lesson, including at least one authentic assessment.	Uses appropriate student assessments, in a limited manner.	Fails to use any assessment.
Assessment: Candidate effect on student learning (1, 5%)	Fails to use the appropriate assessment and/or is not valid or reliable based on the lesson emphasis or student learning needs.	Uses appropriate assessment of students in only one of the domains; valid and reliable.	Fails to use the appropriate assessment and/or is not valid or reliable based on the lesson emphasis or student learning needs.
References (1, 5%)	Uses extensive resources for input for instructional improvement and future planning.	Adequate use of resources for input for instructional improvement and future planning.	Fails to use and/or recognize the value of resources when critiquing oneself.
Reflection Summary: To be completed only when lesson is actually implemented with a group of students. (1, 5%)	Success of lesson judged on student learning. Explores multiple hypotheses for why some students did not meet the objective(s). Key factors which lead to the success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and evaluation as well as how changes would improve student learning.	Partially identifies key factors related to success or failure of the lesson and/or student learning. Recommendations for future lessons not clearly related to outcomes.	Fails to identify important factors related to success or failure of lesson and/or student learning. Recommendations for future lessons missing or vague.
TOTAL POINTS FOR LESSON PLAN = 51			

3 = Exemplary	51-46	Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
2 = Acceptable	45-41	Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
	40-36	Met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
1 = Unacceptable	35-31	Met minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
	30 or below	Did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.

ATTACHMENT L

HPESS Lesson Plan Data

Table 1. Lesson Plan Overall Scores by Semester – Undergraduate BSE Teacher Candidates enrolled in Physical Education for Teachers of Children PE-3802.

Semester	Number of Candidates	Unacceptable 1-31	Acceptable 32-45	Exemplary 46-51	Mean Score
Spring 2006	30	3.3% (1/30)	36.7% (11/30)	60% (18/30)	45.47
Fall 2006	56	1.8% (1/56)	26.8% (15/56)	71.4% (40/56)	46.75
Spring 2007	25	0% (0/25)	8% (2/25)	92% (23/25)	47.76
Fall 2007	60	5% (3/60)	26.7% (16/60)	68.3% (41/60)	45.58
Spring 2008	26	7.7% (2/26)	42.3% (11/26)	50% (13/26)	44.4
Summer 2008	23	13% (3/23)	34.8% (8/23)	52.2% (12/23)	43.87

Table 2. Lesson Plan Scores by academic year (AY) – Undergraduate BSE Teacher Candidates.

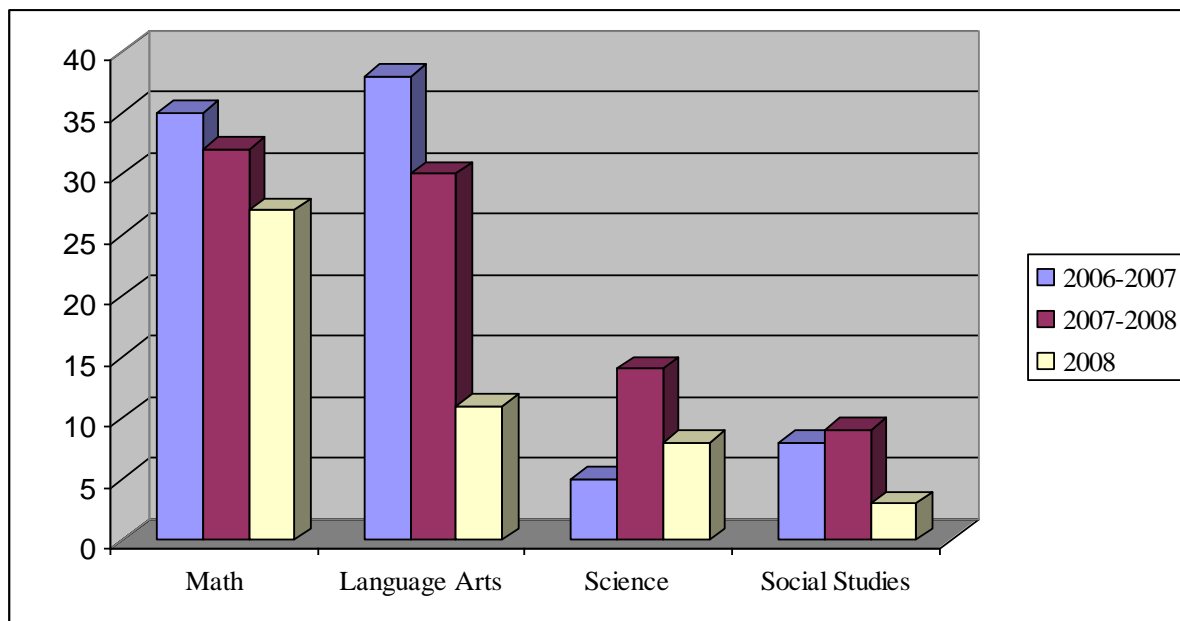
Semester	Number of Candidates	Unacceptable	Acceptable	Exemplary
2006-2007	86	2.3% (2/86)	30.2% (26/86)	67.5% (58/86)
2007-2008	85	3.5% (3/85)	21.2% (18/85)	75.3% (64/85)
2008-Present	49	10.2% (5/49)	38.8% (19/49)	51% (25/49)

Table 3. Lesson Plan Mean Scores by Component AY.

Lesson Plan Component	AY 2006-2007 N = 86	AY 2007-2008 N = 85	AY 2008 N = 49
Educational Standards (Standards Met: 2.1, 2.2)	2.65	2.82	2.65
Goal(s) (Standards Met: 2.1, 2.2)	2.88	2.65	2.71
Objectives (Standards Met: 2.1, 2.2)	2.76	2.88	2.65
Equipment/Materials (Standards Met: 2.1, 3.3)	2.71	2.76	2.53
Teaching Styles (Standards Met: 2.1, 3.3)	2.59	2.82	2.59
Anticipatory Set (Standards Met: 2.1, 2.2)	2.65	2.65	2.35
Warm-Up (Standards Met: 2.1, 2.2)	2.76	2.71	2.59
Lesson Focus (Standards Met: 2.1, 2.2)	2.59	2.65	2.53

Closure (Standards Met: 2.1, 2.2)	2.71	2.82	2.65
Modifications (Standards Met: 2.1)	2.82	2.71	2.59
Integration (Standards Met: 1.3, 2.1, 2.2)	2.71	2.82	2.65
Assessment/Evaluation (Standards Met: 2.1, 2.7)	2.65	2.59	2.41
Safety (Standards Met: 2.1)	2.76	2.65	2.65
References (Standards Met: 2.1, 2.2, 3.3)	2.71	2.82	2.71
Reflection (Standards Met: 3.3)	2.82	2.71	2.65

Figure 1. Percentage Scores for Integrated Subject Areas



ATTACHMENT M

Summative Student Intern Evaluation SUMMATIVE EVALUATION OF TEACHING PERFORMANCE FOR TEACHER INTERN

Teacher Intern: _____ ID#: _____ Fall Spring

School: _____ Major: _____ 1st 8-weeks 200__

City: _____ Subject or Grade Level: _____ 2nd 8-weeks 200__

16-weeks 200__

Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home Date: _____

Clinical Supervisor: _____ University Supervisor: _____

SECTION 1. Teaching Performance: To be completed collaboratively by the clinical supervisor and university supervisor.

DIRECTIONS:

For each standard below, please rate the performance of the intern between 10-1 on the continuum that best describes the skill level and/or disposition of the teacher intern listed above. Use the following descriptors to indicate your evaluation of the teacher intern.

- 10.0-9.0 Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 8.9-8.0 Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 7.9-7.0 Met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 6.9-6.0 Needed daily assistance as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 5.9-below Needed extensive assistance as specified by the improvement plan and did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework

- I. Communication Skills: The teacher intern demonstrates effective communication skills. _____
- II. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner. _____
- III. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives. _____
- IV. Teaching Models: The teacher intern applies a variety of teaching models. _____
- V. Classroom Management: The teacher intern utilizes appropriate classroom management strategies. _____
- VI. Assessment: The teacher intern utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities. _____
- VII. Reflective Teaching: The teacher intern reflects on teaching and learning. _____
- VII Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates meaningful learning experiences. _____

Section 1: Teaching Performance (80 points possible)
[add up points above] _____

Section 2: Portfolio and/or other assignments (20 points possible) _____

Total points (Section 1 + Section 2): _____

Final Grade: _____

Clinical Supervisor

Comments: _____

- I recommend, to the licensure officer, candidate for licensing.

- I do not recommend, to the licensure officer, candidate for licensing.

Explanation, if not recommended:

(Clinical Supervisor's Signature)

(Date)

- I have seen this form and it has been discussed with me.

(Teacher Intern's Signature)

University Supervisor

Comments: _____

- I recommend, to the licensure officer, candidate for licensing.

- I do not recommend, to the licensure officer, candidate for licensing.

Explanation, if not recommended:

(University Supervisor's Signature)

(Date)

- I have seen this form and a letter of disagreement will be submitted to the PEP office within five (5) days. Furthermore, I will follow the steps of the grievance procedure outlined in the ASU student handbook.

(Date)

ATTACHMENT O

Candidate Assessment Project
Effects on Student Learning: Candidate Assessment Project

Definitions and Project Planning Development

What is a work sample?

Activities based on the premise that the best predictor of future behavior is observed behavior under similar situations. These activities require the client to perform tasks similar to those to those performed on the job.

Applicants perform observable, job-related behaviors as predictors of criterion performance. It is not feasible to adapt certain work behaviors for testing.

What is a teacher work sample?

A set of inter-related tasks consistent with standards based instruction asking teachers to document their work around these tasks, the impact they have on students, and to reflect on the performance outcome.

In a teacher work sample teachers teach and assess a clearly defined unit of instruction that will enable students to meet their local school district curriculum standards, the Arkansas Physical Education, Health, Wellness and Leisure (PEHWL) content standards or national standards. In essence, the work sample is an extremely thorough and detailed unit plan.

What is a rationale?

The rationale demonstrates students' knowledge of a standard by presenting evidence in the form of an artifact and presenting the reason the artifact meets the required standard(s).

What is a developmental analysis?

The development analysis of content breaks content down into the sequential development of its component parts of extension, refinement and application. The developmental analysis is an analysis of content needed to achieve the unit objectives; it is not the tasks that will be used to teach the content.

Definitions and Project Development

Title Page and Table of Contents

Rationale Statement

Assessing Student Learning

Developmental Analysis, Block and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Planning for Student Learning:

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Developmental
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and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

In this section, review district, state and national content standards. Determine what students will learn as a result of this unit. Begin gathering student and teacher resources and establish a plan for instruction and student assessment relative to the content standards listed in your unit. Reflective questions for planning:

- What is needed to teach this unit?
- What type of resources will be needed to conduct this unit?
- What human and material resources are available in the school community?

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Evaluative Essay

Reflective Essay

Title Page and Table of Contents

Title Page

In this section, state the title of the unit, grade level(s), the semester and dates the unit will be taught and the program – K-12 Physical Education. Additionally, include the following names: intern, clinical supervisor, university supervisor, school and school district.

Table of Contents

In this section, the table of contents should, at minimum, list each of the seven unit components and subcomponents described in the Candidate Assessment Project (CAP).

1. Rationale Statement
2. Introduction and Unit Goal
3. Assessing Student Learning
4. Developmental Analysis
 - a. Block Plan
 - b. Lesson Plan(s)
5. Resources
6. Evaluative Essay
7. Reflective Essay

Definitions and Project Development

Title Page and Table of Contents

Rationale Statement

Assessing Student Learning

Developmental Analysis, Block and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Rationale Statement

The Teacher Work Sample (unit) should have a convincing rationale. Rationale statements should be organized and presented in three sections.

Section I: Introduction and Unit Goal

It is important for both student and teacher to understand the unit's purpose and expected outcomes. In this section, explain the significance of the unit for students. Describe how students will apply the knowledge to the "real world". Moreover, this section should have clear unit goals in all learning domains. The unit goals should be derived from state, district or national standards.

Section II: Implications for Teaching and Learning.

Describe the community, school, physical environment and student characteristics that are important to consider when teaching this unit. For example, how many male/female students are in the class? How would you characterize students' socioeconomic status? Will you be teaching students with special needs or students whose primary language is not English? Do you have specific concerns regarding classroom management? Describe the physical environment (diagram). What kind of technology is available and how will you incorporate the use of technology in your unit?

Understanding the demographics of the student population will help to develop, modify and differentiate instruction and assessment that accommodates the full range of student diversity. The goal in this section is to individualize instruction by designing lessons that challenge students appropriately. As a result of the contextual information presented in this section, detailed and meaningful implications for teaching and learning should be evident.

Section III: Content Standards.

Content Standards describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. In this section, list all district, state and national standards addressed in the unit. Under each content standard write lesson objectives that describe how or what students will do to meet that particular standard. Note that if a content standard is listed then it must be taught and assessed. Also, it is important to explain how particular lesson objectives enabled students to meet particular standards. Content standards should be addressed three times in the unit: First, in the rationale statement, along with corresponding lesson objectives for each standard, second in each lesson plan and a third time in the "evaluative essay".

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Rationale Statement

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Evaluative Essay

Reflective Essay

Assessing Student Learning

In this section, describe assessment methods for student learning relative to each content standard using pre-assessment, formative and summative assessment.

Pre-assessment and Post-assessment

In this section, describe the techniques used to discover what prior knowledge students have about the unit. Record and interpret pre-assessment scores for each individual student (pretest) as well as the entire class. Pre-assessment results are used to provide evidence of student learning gains at the end of the unit by comparing them with summative assessment results (post-test). Pre-assessment data can also be used to revise the unit before teaching. Pre/post data must assess all three learning domains. Post-assessment must match pre-assessment.

Formative (process)

In this section, describe the techniques used to facilitate students' acquisition of knowledge and skills. This is the time when teachers are monitoring the learning process, assisting students with new skills, knowledge, and making sure students are "practicing perfectly" in order to apply new skills and knowledge effectively to real-world situations. Formative assessment must include cognitive and affective learning and ultimately should support psychomotor learning.

Summative (product)

In this section, describe the techniques used to evaluate the totality of what students learned. In essence, the summative assessment is a culmination of the unit allowing students to display their knowledge in all three domains. It should be designed to measure the student's knowledge, skills and dispositions according to the standards. The summative assessment may or may not be the same as the post assessment.

Multiple assessments provide complete and "fair" representation of what a student knows compared to any single or "one-shot" assessment. Assessments should align with the content standards and lesson objectives.

Developmental Analysis, Block and Lesson Plans.

In this section, include a developmental analysis that reflects the complete unit.

Following the developmental analysis create a unit [Block Plan](#) that indicates the progression of content development. Block plans within the unit should precede the lesson plans.

Use the required [HPASS Lesson Plan](#) format for writing lesson plans and develop enough instruction for 8-10 (minimum 5) lessons. For each lesson specify how students' progress will be monitored (formative assessment). Quality assessment tells teachers the effectiveness of their instruction, what students learned and how they learned it. Keep these points in mind when writing the "evaluative" and "reflective" essays.

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Resources

In this section, include an annotated list of all resources used in the unit. Organize resources by appropriateness or by type; for example, “teacher resources” might be listed separately from “student resources”. Likewise, Internet resources (such as websites), videotapes, guest speakers might be separate categories. The resource section should follow APA format.

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Evaluative Essay

Reflective Essay

Evaluative Essay

In this section, include all assessment data collected from students to present a clear depiction of student learning. Use tables to display and summarize quantitative data. Include student work samples from various projects, assignments and at different levels of performance. Use a narrative format to explain quantitative results. Write the results in a manner that is clear and easy to understand the degree students met content standards. Hence, the essay should be written as a technical report consisting of both qualitative and quantitative evidence and analysis of student learning. The evaluative essay should present evidence of individual student learning on each unit curriculum standards. Summaries of whole-class learning should be included in the essay. In conclusion, a written narrative of what students learned and an interpretation of the results must be depicted in the essay.

Definitions and Project Development

Title Page and Table of Contents

Rationale Statement

Assessing Student Learning

Developmental Analysis, Block and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Reflective Essay

In this section, describe and explain how planning, teaching and assessing this unit helped meet the competencies that are listed in the table below. For example, standard 8 states that physical education teachers, “use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.” Reflect on this standard by thinking about the various assessment tools and techniques used or designed for the unit. Did you use or develop any scoring rubrics or paper-and-pencil tests? Reflecting on this standard involved asking yourself the question: “What did students write, design, make or manipulate to meet the standards addressed in the unit?” How might student’s products and performances demonstrate to other people ‘how they learned’ and ‘what they learned’?” Asking and answering these example questions is the essence of “reflection”. The thoughts and ideas generated from professional reflection can be used to improve teacher quality. Reflection is a meta-cognitive process; this essay will demonstrate how Performance-Based Competencies were met as a result of teacher planning, instruction and measuring student learning.

1. **Professionalism:** Physical education teachers model appropriate behaviors and disciplinary concepts related to the development of a physically educated person.
2. **Diversity:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
3. **Communication Skills:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
4. **Curriculum:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
5. **Subject Matter:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
6. **Teaching Models:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
7. **Classroom Management:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
8. **Assessment:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
9. **Reflective Teaching:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

ATTACHMENT P

HPESS: Candidate Assessment Rubric

by ASUJ Administration

Assessment

Candidate Assessment Project

Candidate Assessment Project

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Title Page (1, 5%)	Contains all of the following information: 1. Title of Unit 2. Grade level 3. Intern, Cooperative and University Supervisor's name and signatures 4. Dates unit was taught 5. School and school district	Contains five or more items of information listed under "Exemplary".	Contains four or fewer items of information listed under "Exemplary".
Table of Contents (1, 5%)	Organized by way of the seven unit components (see acceptable) and their subsections, all by page number.	Includes all seven unit components: 1. Rationale Statement 2. Intro. & Unit Goal 3. Assessing Student Learning 4. Developmental Analysis 5. Resources 6. Evaluative Essay 7. Reflective Essay	Unorganized and incomplete.
Presentation (1, 5%)	Meets all presentation criteria: 1. Professional, 2. Higher level writing skills, 3. Typed, 4. Clean, 5. Neat, 6. Easy to follow, 7. Less than five grammatical or spelling errors.	Meets five of the seven presentation criteria for "Exemplary" or has five to ten grammatical or spelling errors.	Meets less than five of the seven presentation criteria for "Exemplary" or has more than ten grammatical or spelling errors.
Rationale Statement Section I: Introduction and Unit Goal (1, 5%)	Is derived from content standards and accurately describes "what" and "how" students will learn major concepts, skills, dispositions and relationships students will learn.	Is derived from content standards and describes major concepts, skills, dispositions and relationships students will learn.	Is not derived from relevant content standards. Does not accurately describe major concepts, skills, dispositions and relationships students will learn.

Rationale Statement Section II: Implications for Teaching and Learning (1, 5%)	A thorough and relevant description of the community, building, classroom setting and student characteristics is provided.	A general description of the community, building, classroom setting and student characteristics is provided.	An incomplete description of the community, building, classroom setting and student characteristics is provided.
Rationale Statement III: Content Standards (1, 5%)	Addressed by the unit and identified with accompanying lesson objectives.	Either the learning standards or the lesson objectives are not identified.	Neither the learning standards nor the lesson objectives are identified.
Assessing Student Learning (1, 5%)	Cognitive, affective, and psychomotor assessments are clearly described and aligned with appropriate standards, unit and lesson objectives.	Cognitive, affective and psychomotor assessments are unclear and aligned with appropriate standards, unit and lesson objectives.	Cognitive, affective and psychomotor assessments are not all presented or aligned with standards/unit and lesson objectives.
Formative Assessment (1, 5%)	Multiple assessments provide a clear picture of student learning and are keyed to specific lessons as well as the content standards and unit goal.	More than one assessment provides a picture of student learning and is keyed to specific lessons as well as the content standards and unit goal.	One assessment provides a picture of student learning and is keyed to specific lessons as well as the content standards and unit goal.
Post-assessment (1, 5%)	Matches pre-assessment.	Almost matches pre-assessment.	Does not match pre-assessment.
Summative Assessment (1, 5%)	Measures the student's knowledge, skills and dispositions domains) according to the standards.	Is in less than three domains.	Does not align with the standards.
Assessment Instruments (1, 5%)	Clear directions and scoring procedures that facilitate valid and reliable interpretations of learning.	General directions and scoring procedures that facilitate interpretations of learning.	Vague directions and scoring procedures that do not facilitate interpretations of learning.
Developmental Analysis (1, 5%)	Complete, accurate and precedes block plan.	Included but incomplete.	Not included or is inaccurate.
Block Plan (1, 5%)	Is detailed and progressive. Contains lesson focus, activities, assessment and precedes the lesson plans.	Is general and largely progressive. Contains some aspects of the lesson focus, activities, assessment and precedes the lesson plans.	Is unclear and not progressive. Contains activities and precedes the lesson plans.

Lesson Plans (1, 5%)	Meet and support all criteria for student learning: 1. Conceptual development, 2. Development of personal & social responsibility & 3. Higher-order thinking	Meet and support 2 of the 3 criteria for student learning listed under “Exemplary”.	Meet and support 1 of the 3 criteria for student learning listed under “Exemplary”.
Resources (1, 5%)	Serve an identifiable purpose in the unit, increase students’ learning and are well organized.	Serve a general purpose in the unit, increase students’ learning and are organized.	Serve a vague purpose in the unit and are unorganized.
Evaluative Essay: Item 1 (1, 5%)	Clearly communicates the effects of instruction on student learning in three domains.	Communicates the effects of instruction on student learning in less than 3 domains.	Vaguely communicates the effects of instruction on student learning.
Evaluative Essay: Item 2 (1, 5%)	Graphic data are clearly presented to supplement narrative.	Graphic data are presented to supplement narrative, but display unclear learning information.	Graphic data are not presented.
Evaluative Essay: Item 3 (1, 5%)	Quantitative and qualitative data are combined to evaluate individual and whole-class achievement.	Both quantitative and qualitative evidence of learning are used to evaluate individual or whole-class achievement.	Assessment is anecdotal only; only one type of data used to evaluate individual and or whole-class achievement.
Evaluative Essay: Item 4 (1, 5%)	Representative examples of students’ work at different levels of proficiency are provided to illustrate the kind and degree of learning that took place.	Representative examples of students’ work at different levels of proficiency are provided to illustrate the nature and type of learning that took place.	Few or no examples of students’ work are included.
Reflective Essay (1, 5%)	Insightful and thoroughly explained how teacher competencies were met; indicating how planning, teaching and assessing student learning before, during and after instruction facilitated the reflection process.	Articulated how teacher competencies were met; indicating how planning, teaching and assessing student learning before, during and after instruction facilitated the reflection process.	Described but does not reflect on or articulate insights concerning how the process of planning, teaching and assessing student learning facilitated the reflection process.

ATTACHMENT Q

Candidate Assessment Project Data

Candidate Assessment Project – Assessment of Student Learning and Evaluative Essay Data Tables

Table 1. CAP Component 3: Assessment of Student Learning and CAP Component 6: Evaluative Essay Scores by Semester – Undergraduate Teacher Candidates

Semester	Number of Candidates	Unacceptable Target (Does not meet expectations)	Acceptable Target (Meet expectations)	Exemplary Target (Exceeds Expectations)
Assessment of Student Learning				
Fall 2008	9	0	3	6
Evaluative Essay				
Fall 2008	9	Item 1: 0 Item 2: 0 Item 3: 0 Item 4: 0	Item 1: 5 Item 2: 5 Item 3: 4 Item 4: 2	Item 1: 4 Item 2: 4 Item 3: 5 Item 4: 7

Table 2. CAP Component 3: Assessment of Student Learning and CAP Component 6: Evaluative Essay – Mean Scores Fall 2008 Undergraduate Teacher Candidates

CAP Component	Summer 2008-Fall 2008 N = 9
Assessment of Student Learner	2.67
Evaluative Essay	
Item 1	2.56
Item 2	2.56
Item 3	2.44
Item 4	2.22

Table 3. CAP Breakdown of Scores and Percentages on all components.

Title Page	7 (77%)	2 (22%)
Table of Contents	7 (77%)	2 (22%)
Presentation	5 (55%)	4 (44%)
Rationale Statement Section I: Introduction and Unit Goal	5 (55%)	4 (44%)
Rationale Statement Section II: Implications for Teaching and Learning	5 (55%)	4 (44%)
Rationale Statement III: Content Standards	4 (44%)	5 (55%)
Assessing Student Learning	6 (66%)	3 (33%)
Formative Assessment	7 (77%)	2 (22%)
Post-assessment	8 (88%)	1 (11%)
Summative Assessment	5 (55%)	4 (44%)

Assessment Instruments	7 (77%)	2 (22%)
Developmental Analysis	5 (55%)	4 (44%)
Block Plan	4 (44%)	5 (55%)
Lesson Plans	6 (66%)	3 (33%)
Resources	5 (55%)	4 (44%)
Evaluative Essay: Item I	5 (55%)	4 (44%)
Evaluative Essay: Item 2	5 (55%)	4 (44%)
Evaluative Essay: Item 3	4 (44%)	5 (55%)
Evaluative Essay: Item 4	2 (22%)	7 (77%)
Reflective Essay	4 (44%)	5 (55%)
	<div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 15px; height: 15px; background-color: #0056b3; border: 1px solid black;"></div> Exemplary/Target <div style="width: 15px; height: 15px; background-color: #70ad47; border: 1px solid black; margin-left: 20px;"></div> Acceptable <div style="width: 15px; height: 15px; background-color: #c00000; border: 1px solid black; margin-left: 20px;"></div> Unacceptable </div>	

Table 4. CAP detailed analysis for all components.

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Title Page	7	2	0	2.78	3	0.42
Table of Contents	7	2	0	2.78	3	0.42
Presentation	5	4	0	2.56	3	0.50
Rationale Statement Section I: Introduction and Unit Goal	5	4	0	2.56	3	0.50
Rationale Statement Section II: Implications for Teaching and Learning	5	4	0	2.56	3	0.50
Rationale Statement III: Content Standards	4	5	0	2.44	2	0.50
Assessing Student Learning	6	3	0	2.67	3	0.47
Formative Assessment	7	2	0	2.78	3	0.42
Post-assessment	8	1	0	2.89	3	0.31
Summative Assessment	5	4	0	2.56	3	0.50
Assessment Instruments	7	2	0	2.78	3	0.42
Developmental Analysis	5	4	0	2.56	3	0.50
Block Plan	4	5	0	2.44	2	0.50
Lesson Plans	6	3	0	2.67	3	0.47
Resources	5	4	0	2.56	3	0.50
Evaluative Essay: Item I	5	4	0	2.56	3	0.50
Evaluative Essay: Item 2	5	4	0	2.56	3	0.50
Evaluative Essay: Item 3	4	5	0	2.44	2	0.50
Evaluative Essay: Item 4	2	7	0	2.22	2	0.42
Reflective Essay	4	5	0	2.44	2	0.50

ATTACHMENT R

Micro Teaching Assignment PE 4793 Evaluation in Physical Education Micro-Teaching Assignment

During the latter half of the semester, students enrolled in *PE 4793 Evaluation in Physical Education* will be required to choose a measurement activity/test/etc. found within the textbook [Miller, D. K. (2006). *Measurement by the physical educator: Why and how* (5th ed.). New York, NY: McGraw-Hill.] and teach their chosen activity/test/etc. to their student peers from this class. This micro-teaching assignment provides your instructor (a HPESS professional education faculty member) the opportunity to monitor, gauge, and assess your (a) understanding of physical education professional content knowledge as a pre-service teacher candidate, (b) what measurement skills you have developed, and (c) what dispositions you might exhibit as a teacher during this micro-teaching assignment where you teach student peers within this required course.

During this micro-teaching assignment, each student will be assessed in 10 different areas (Presentation, Grade Appropriateness, Teaching Objectives, and Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence). A grading rubric will be provided to each student outlining the expectations and possible points within each of the ten areas listed above well in advance of the student's micro-teaching assignment date. Your choice of activity must be provided to the instructor prior to activity date (specific date to be determined and announced by the instructor). This micro-teaching assignment will count for 20% of the student's final grade.

ATTACHMENT S

Micro Teaching Assignment Rubric

Assessment of teacher candidate ability to demonstrate professional knowledge, skills, and dispositions: Micro-Teaching
 Micro Teaching Scoring Rubric

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)	Attained
Presentation	Teacher candidate enthusiastically and creatively presents lesson material using a variety of teaching techniques, accessible to several learning styles and conducts lesson in professional but relaxed manner.	Teacher candidate is straight forward and concisely presents the lesson material. Some recognizable teaching techniques are evident. Teacher candidate conducts lesson in professional manner.	Teacher candidate is dry and presents an unclear lesson. No variety in teaching techniques and disregards multiple learning styles.	
Grade Appropriate	Task design is grade appropriate.	Task design is grade appropriate but confusing.	Task design is not grade appropriate.	
Objectives	Objectives are clearly stated.	Objectives are stated but unclear.	Objectives are incorrectly stated.	
Engagement	Teacher candidate demonstrates a high level of creativity, keeping students interested and actively engaged throughout lesson.	Teacher candidate demonstrates a moderate level of creativity. Students' attention and engagement is inconsistent throughout lesson.	Teacher candidate demonstrates a lack of creativity. Students are disinterested and not engaged in lesson.	
Organization	Teacher candidate is highly organized and displays smooth transition between all aspects of lesson. Objectives completed and	Teacher candidate is organized. Transitions are evident but not fluent. Objectives completed and did not use all	Teacher candidate lacks organization. Severely over or under allotted time	

	effectively used all allotted time. Materials ready and prepared.	allotted time. Searches around for materials.		
Content Knowledge	Teacher candidate presents content in an easy understandable, logical progression. Communicates effectively at both high and low levels to address all students. Can precisely answer questions and relate them to subject matter. Also, asks appropriate questions of students.	Teacher candidate has a general understanding of content and presents it in a logical manner. Both high and low communication levels are used. Can answer questions, but has difficulty relating to content.	Presentation of material is not easy to follow and seems illogical. Communication is either too difficult or too simple and doesn't address all students. Can't answer students' questions and doesn't ask content-relevant questions of students.	
Feedback	Provides appropriate feedback that is positive, focused and immediate.	Provides appropriate feedback.	Provides inappropriate feedback.	
Skill Development	Motor activities are challenging and interesting.	Motor activities are somewhat challenging and interesting.	Motor activities are inappropriate and or confusing.	
Voice Quality	Teacher candidate has excellent voice quality and used appropriate grammar.	Teacher candidate has above average voice quality and used appropriate grammar.	Teacher candidate has average voice quality and used appropriate grammar.	
Confidence	Teacher candidate displays confidence. There are no signs of anxiety.	Teacher candidate appears confident most of the time. Few instances of anxiety.	Teacher candidate lacks confidence. Noticeable anxiety.	

ATTACHMENT T**Micro Teaching Assignment Data**

Area Assessed	Minimum	Maximum	Mean	Std. Deviation
Presentation	2.00	3.00	2.75	.442
Appropriate	2.00	3.00	2.79	.414
Objectives	2.00	3.00	2.91	.282
Engagement	2.00	3.00	2.37	.494
Organization	1.00	3.00	2.08	.653
Content Knowledge	2.00	3.00	2.91	.282
Feedback	2.00	3.00	2.83	.380
Skill Development	3.00	3.00	3.00	.000
Voice Quality	2.00	3.00	2.91	.282
Confidence	3.00	3.00	3.00	.000
Total Points	25.00	30.00	27.58	1.501
Percentage	83.33	100.00	91.94	5.004

ATTACHMENT U

Exit Summary Survey
ASSESSMENT OF PROGRAM PREPARATION
TEACHER EDUCATION PROGRAM
ARKANSAS STATE UNIVERSITY

Directions: Your responses on this form will indicate an overall evaluation of the Teacher Education Program. Please rate the descriptor items listed under each competency area. Blacken in the corresponding oval for each item using a #2 lead pencil. Complete the opscan sheet by using following scale:

Above Expected **Expected** **Below Expected**
 ③ ② ①

I. The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills.

- | | | | |
|--|---|---|---|
| 1. The TEP prepared me utilizes active listening skills and provides positive feedback. | 3 | 2 | 1 |
| 2. The TEP prepared me to speak and write clearly and accurately in standard English. | 3 | 2 | 1 |
| 3. The TEP prepared me to interpret students' verbal and non-verbal communications. | 3 | 2 | 1 |
| 4. The TEP prepared me to clearly communicate learning goals and instructional procedures to students. | 3 | 2 | 1 |
| 5. The TEP prepared me to communicate challenging learning expectations to students. | 3 | 2 | 1 |
| 6. The TEP prepared me to effectively communicate appropriate content to students. | 3 | 2 | 1 |
| 7. The TEP prepared me to communicate effectively with diverse populations. | 3 | 2 | 1 |
| 8. The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards. (http://cnets.iste.org/currstands/cstands-netst.html) | 3 | 2 | 1 |
| 9. The TEP prepared me to communicate as needed with parents or guardians about student learning. | 3 | 2 | 1 |
| 10. The TEP prepared me to participates in school and community communications. | 3 | 2 | 1 |

II. The Teacher Education Program (TEP) prepared me to behave in a professional, ethical, and legal manner.

- | | | | |
|---|---|---|---|
| 11. The TEP prepared me to assume responsibility for student learning. | 3 | 2 | 1 |
| 12. The TEP prepared me to demonstrate a professional demeanor (adheres to students' and teachers' legal rights and school policies, dresses and behaves in a professional and ethical manner). | 3 | 2 | 1 |
| 13. The TEP prepared me to maintain accurate records and confidentiality. | 3 | 2 | 1 |
| 14. The TEP prepared me to build professional relationships including receptivity to supervision. | 3 | 2 | 1 |
| 15. The TEP prepared me to grow and develop professionally (service, membership, use of research, advocacy). | 3 | 2 | 1 |
| 16. The TEP prepared me to be punctual, dependable, and responsible. | 3 | 2 | 1 |
| 17. The TEP prepared me to demonstrate initiative and enthusiasm for teaching and the profession. | 3 | 2 | 1 |

III. The Teacher Education Program (TEP) prepared me to plan and implement best practices in the curriculum appropriate to students, grade level, and course objectives.

18. The TEP prepared me to addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning.	3	2	1
19. The TEP prepared me to address student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning.	3	2	1
20. The TEP prepared me to address students' growth and development while planning and implementing instruction.	3	2	1
21. The TEP prepared me to develop clear learning goals appropriate to students.	3	2	1
22. The TEP prepared me to utilize appropriate materials and resources.	3	2	1
23. The TEP prepared me to create or select appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson.	3	2	1
24. The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences.	3	2	1
25. The TEP prepared me to integrate the curriculum when appropriate.	3	2	1
26. The TEP prepared me to demonstrate appropriate pacing of the lesson.	3	2	1

IV. The Teacher Education Program (TEP) prepared me to utilize a variety of teaching models.

[use box(es) to check only model(s) used during the lesson and evaluate using the key to the right]

27. nondirective teaching (promote positive human relationships).	3	2	1
28. mastery learning and programmed instruction (ensure appropriate individual instruction).	3	2	1
29. direct instruction (teacher directed, lecture).	3	2	1
30. simulations (students experience the concepts and skills).	3	2	1
31. inductive teaching (facilitate thinking process).	3	2	1
32. concept attainment (facilitate students' thinking strategies).	3	2	1
33. memorization (increase learning knowledge and retention).	3	2	1
34. inquiry (student investigation/discovery).	3	2	1
35. Cooperative learning/group investigation (students work in small groups to analyze/acquire information).	3	2	1
36. role playing (exploration/problem solving techniques).	3	2	1
37. jurisprudential inquiry (facilitate students' thinking about social policy).	3	2	1

V. The Teacher Education Program (TEP) prepared me to utilize appropriate classroom management strategies.

38. The TEP prepared me to create an environment of respect and appropriate rapport.	1	2	3
39. The TEP prepared me to create an environment that promotes fairness.	1	2	3
40. The TEP prepared me to communicate in a manner that fosters positive interactions with students.	1	2	3
41. The TEP prepared me to plan and implement appropriate procedures for the effective use of instructional time.	1	2	3
42. The TEP prepared me to manage the classroom to maximize productive use of instructional time.	1	2	3
43. The TEP prepared me to utilize appropriate instructional and classroom management procedures appropriate to students' development.	1	2	3

- | | | | | |
|-----|--|---|---|---|
| 44. | The TEP prepared me to create a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions. | 1 | 2 | 3 |
| 45. | The TEP prepared me to manage student behavior throughout instructional time, appropriately and effectively. | 1 | 2 | 3 |
| 46. | The TEP prepared me to engage the students and maintains the focus on the lesson by utilizing effective instructional techniques. | 1 | 2 | 3 |
| 47. | The TEP prepared me to establish and maintain consistent standards for student behavior. | 1 | 2 | 3 |
| 48. | The TEP prepared me to attend to students' behavior during instruction, group work, and/or practice. | 1 | 2 | 3 |

VI.

The Teacher Education Program (TEP) prepared me to utilize a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

- | | | | |
|---|---|---|---|
| The TEP prepared me to monitor student learning through individual and group performances. | 1 | 2 | 3 |
| The TEP prepared me to use students' performances to modify and adjust instruction. | 1 | 2 | 3 |
| The TEP prepared me to adapt assessment strategies to promote student learning based on the strengths of the student. | 1 | 2 | 3 |
| The TEP prepared me to use formal assessment to measure student performances in relation to instructional objectives. | 1 | 2 | 3 |
| The TEP prepared me to assess students' prior knowledge. | 1 | 2 | 3 |

VII.

The Teacher Education Program (TEP) prepared me to reflect on teaching and learning by means of the following practices.

- | | | | |
|--|---|---|---|
| The TEP prepared me to assess professional and individual strengths and weaknesses to work in a community of learners. | 1 | 2 | 3 |
| The TEP prepared me to evaluate the effects of his/her choices and actions on others in the learning community. | 1 | 2 | 3 |
| The TEP prepared me to reflect on the extent to which the learning goals were met. | 1 | 2 | 3 |
| The TEP prepared me to use and apply the tools of inquiry to improve teaching and learning. | 1 | 2 | 3 |
| The TEP prepared me to access knowledge from a variety of sources and assesses the validity of information obtained. | 1 | 2 | 3 |
| The TEP prepared me to interpret norm-referenced and criterion-referenced test data to facilitate learning. | 1 | 2 | 3 |
| The TEP prepared me to modify instructional plans and evaluates curriculum according to best practices. | 1 | 2 | 3 |

VIII.

The Teacher Education Program (TEP) prepared me to understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- | | | | |
|---|---|---|---|
| The TEP prepared me to present current and accurate subject matter information. | 1 | 2 | 3 |
| The TEP prepared me to demonstrate an understanding of the central content and concepts of the subject matter. | 1 | 2 | 3 |
| The TEP prepared me to use explanations and representations that link curriculum to prior learning. | 1 | 2 | 3 |
| The TEP prepared me to engage students in interpreting ideas from a variety of perspectives. | 1 | 2 | 3 |
| The TEP prepared me to use methods of inquiry that are central to the subject matter. | 1 | 2 | 3 |
| The TEP prepared me to base instruction on the subject area standards established by the appropriate Specialized Professional Associations (SPAs). (See university supervisor for SPA evaluation form.) | 1 | 2 | 3 |

COMMENTS: Write your response to the last three questions (IX, X, XI) on the back of the opscan sheet. Be sure to number your answer to correspond to question IX, X, and XI.

XI. Two strengths of the Teacher Education Program were:

X. Two areas for growth in the Teacher Education Program are:

XI. Would you recommend ASU's teacher education program to someone else?

ATTACHMENT V

Exit Summary Survey Data

Survey Question	Standard	Sub-item	Mean
Question 8 (The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards).	Standard Two (The teacher plans curriculum appropriate to the students, to the content, and to the course objectives).	Sub-item 2.6 (The teacher has knowledge of how to use various instructional technologies to address individual and group needs).	2.5
Question 24 (The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences).	Standard Three (The teacher plans instruction based upon human growth and development, learning theory, and the needs of students).	Sub-item 3.6 (The teacher has knowledge of the importance of peers to intellectual development).	2.5
Questions 1-10 found in Competency I (The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills).	Standard Four (The teacher exhibits human relations skills which support the development of human potential).	Sub-item 4.4 (The teacher has knowledge of how to communicate effectively with multiple audiences).	2.5

The data (see Attachment V) indicate for the academic year 2007-2008 that physical education teacher candidates believe that the TEP prepared them to become future professionals in the teaching field with returning survey means between *expected* (scored 2) and *above expected* (scored 3), as follows and in alignment with the Standards specified in number 2 above:

Table 7.3.2

Survey Question	Standard	Sub-item	Mean
Question 8 (The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards).	Standard Two (The teacher plans curriculum appropriate to the students, to the content, and to the course objectives).	Sub-item 2.6 (The teacher has knowledge of how to use various instructional technologies to address individual and group needs).	2.4
Question 24 (The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences).	Standard Three (The teacher plans instruction based upon human growth and development, learning theory, and the needs of students).	Sub-item 3.6 (The teacher has knowledge of the importance of peers to intellectual development).	2.5
Questions 1-10 found in Competency I (The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills).	Standard Four (The teacher exhibits human relations skills which support the development of human potential).	Sub-item 4.4 (The teacher has knowledge of how to communicate effectively with multiple audiences).	2.4

ATTACHMENT W

Praxis III Assessment
Praxis III Assessment Criteria

Domain A	Organizing content knowledge for student learning
A1	Becoming familiar with relevant aspects of students' background
A2	Articulating clear learning goals for the lesson that are appropriate to the students
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content and the content that remains to be learned in the future
A4	Creating or selecting teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
A5	Creating or selecting evaluation strategies that are appropriated for the students and that are aligned with the goals of the lesson
Domain B	Creating an environment for student learning
B1	Creating a climate that promotes fairness
B2	Establishing and maintaining rapport with students
B3	Communicating challenging learning expectations to each student
B4	Establishing and maintaining consistent standards of classroom behavior
B5	Making the physical environment as safe and conducive to learning as possible
Domain C	Teaching for student learning
C1	Making learning goals and instructional procedures clear to students
C2	Making content comprehensible to students
C3	Encouraging students to extend their thinking
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
C5	Using instructional time effectively
Domain D	Teacher professionalism
D1	Reflecting on the extent to which the learning goals were met
D2	Demonstrating a sense of efficacy
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
D4	Communicating with parents or guardians about student learning

ATTACHMENT X

**Praxis III Assessment Scoring
Praxis III Assessment Rubric**

Scoring Rubric A 1

1.0	The teacher demonstrates a lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, and lacks familiarity with students' background experiences.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.

Scoring Rubric A 2

1.0	The teacher does not articulate clear learning goals OR the teacher has chosen goals that are inappropriate for the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher articulates clear learning goals that are appropriate for the students.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher articulates clear learning goals and provides a well-thought-out explanation of why they are appropriate for the students OR The teacher articulates clear learning goals that are appropriate to the students and are differentiated for groups or individual students in the class.

Scoring Rubric A 3

1.0	The teacher does not explain how the content of this lesson relates to the content of previous or future lessons OR the explanation given is illogical or inaccurate.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher accurately explains how the content of this lesson relates to the content of previous or future lessons.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher accurately explains how the content of this lesson fits within the structure of the discipline.

Scoring Rubric A 4

1.0	The teacher chooses methods, activities, or materials that are unrelated to the goals of the lesson OR the methods, activities, or materials are clearly not appropriate to the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher chooses methods, activities, and materials that are aligned with the goals of the lesson and that are appropriate to the students in general.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher chooses methods, activities, and materials that allow a differentiated learning experience for individuals or groups of 4 students OR the teacher provides a sound explanation of why the single teaching method or learning activity in the lesson is appropriate for all students.

Scoring Rubric A 5

1.0	The teacher has not provided for systematically evaluating student learning OR the evaluation planned is clearly inappropriate either to the goals of the lesson or to the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and appropriate to the students.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher can describe how he or she will use the results of the evaluation in planning future instruction.

Scoring Rubric B 1

1.0	The teacher is unfair in the treatment of students OR the teacher tolerates obviously unfair behavior among students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher is fair in the treatment of students and does not accept obviously unfair behavior among students.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher is fair in the treatment of students and actively encourages fairness among students.

Scoring Rubric B 2

1.0	The teacher does not attempt to establish rapport with students OR the teacher's attempts are inappropriate.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher establishes a basic level of rapport with the students.

2.5	Above level 2.0, but below level 3.0
3.0	The teacher successfully establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

Scoring Rubric B 3

1.0	The teacher communicates explicitly or implicitly to individuals, to groups within the class, or to the class as a whole that they are incapable of learning or that the teacher's expectations for their learning are very low.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher does nothing to communicate to any student that he or she is incapable of meeting learning expectations.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher actively encourages students to meet challenging learning expectations.

Scoring Rubric B 4

1.0	The teacher makes no attempt to respond to disruptive behavior OR the teacher's response to disruptive behavior does not demonstrate respect for the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher makes appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for the students OR there is no disruptive behavior during the lesson.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher responds to minor misbehavior consistently and with reasonable success, in ways that demonstrate respect for students OR student behavior during the lesson is consistently appropriate.

Scoring Rubric B 5

1.0	The teacher allows the physical environment to be unsafe OR the teacher allows the physical environment to interfere with learning.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher creates a physical environment that is safe and does not interfere with learning.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher uses the physical environment as a resource to facilitate learning. Provisions are made to accommodate all students, including those with special needs. If the teacher does not control the physical environment, he or she effectively adjusts the activities to the existing physical environment.

Scoring Rubric C 1

1.0	The teacher provides the student with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson.
1.5	Above level 1.0, but below level 2.0
2.0	The student receives accurate information about the learning goals. The teacher provides the students with clear, accurate information about the instructional procedures for the lesson, and most of the students seem to understand.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the students seem to understand the learning goals fully. The teacher ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lesson.

Scoring Rubric C 2

1.0	The content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.
1.5	Above level 1.0, but below level 2.0
2.0	The content is accurate and appears to be comprehensible to the students.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the lesson as a whole has a logical and coherent structure.

Scoring Rubric C 3

1.0	The teacher discourages students for thinking independently, creatively, or critically.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher encourages students to think independently, creatively, or critically in the context of the content being studied.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about the content being taught.

Scoring Rubric C 4

1.0	The teacher makes no attempt to determine whether students are understanding and gives them no feedback.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher monitors the students' understanding of the content. The students receive feedback as necessary.
2.5	Above level 2.0, but below level 3.0

3.0	The teacher monitors individual students' or groups of students' understanding of the content and makes appropriate instructional adjustments if necessary. If appropriate, students receive substantive and specific feedback.
-----	---

Scoring Rubric C 5

1.0	Substantial amounts of instructional time are spent on activities of little instructional value OR the pacing of the lesson is inappropriate to the content and/or the student.
1.5	Above level 1.0, but below level 2.0
2.0	The pacing of the lesson is appropriate for most of the students. Non-instructional procedural matters do not occupy an excessive amount of time.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.

Scoring Rubric D 1

1.0	The teacher cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson in future instruction.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher supports his or her judgments with specific evidence from the observed lesson.

Scoring Rubric D 2

1.0	The teacher makes no attempt to find ways to help students who are not meeting the learning goals.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher attempts to find ways to help specific students who are not meeting the learning goals, but cannot suggest any specific, practical actions that he or she has not already tried.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher suggests specific, practical actions that he or she intends to take to help specific students who are not meeting the learning goals.

Scoring Rubric D 3

1.0	The teacher demonstrates no knowledge of resources available though colleagues in the school or district OR the teacher is aware of such resources, but does not attempt to use them, despite an obvious need.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher demonstrates knowledge of resources and attempts to consult with colleagues when necessary on matters related to learning and instruction.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher provides physical evidence of collaboration with colleagues outside of his or her own classroom to coordinate learning activities or to address other concerns related to teaching.

Scoring Rubric D 4

1.0	The teacher demonstrates no knowledge of forms of communication that she or he can use to communicate with parents or guardians OR the teacher makes no attempt to communicate with parents or guardians, even when it is clearly necessary to do so.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher demonstrates knowledge of forms of communication that she or he can use to communicate with parents or guardians of students for various purposes.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher describes situations in which she or he has communicated with parents or guardians and provides physical evidence of the forms of communication she or he would use.

ATTACHMENT Y

Praxis III Assessment Data

Fall 04- Spring 05 MOVE TO APP

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.50	3.00	2.40
2	2.6	A.4	1.50	3.00	2.50
3	3.4	B.1	1.00	3.00	2.40
3	3.4	B.5	1.00	3.00	2.50
3	3.5	C.2	1.00	3.00	3.00
5	5.4	C.4	1.00	3.00	3.00

Table 8.3.2: Fall 05-Spring 06

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.00	3.00	2.80
2	2.6	A.4	1.50	3.00	3.00
3	3.4	B.1	1.00	3.00	2.30
3	3.4	B.5	1.00	3.00	2.80
3	3.5	C.2	1.00	3.00	2.80
5	5.4	C.4	1.50	3.00	2.80

Table 8.3.4: Fall 06- Spring 07

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.50	3.00	2.40
2	2.6	A.4	1.50	3.00	2.60
3	3.4	B.1	1.00	3.00	2.50
3	3.4	B.5	1.00	3.00	2.80
3	3.5	C.2	1.00	3.00	2.80
5	5.4	C.4	1.50	3.00	2.60

Table 8.3.5: Fall 07- Spring 08

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.50	3.00	2.70
2	2.6	A.4	1.50	3.00	2.60
3	3.4	B.1	1.00	3.00	2.40
3	3.4	B.5	1.00	3.00	2.90
3	3.5	C.2	1.00	3.00	2.90
5	5.4	C.4	1.00	3.00	2.50

ATTACHMENT Z

Assessment Findings

Praxis II

- Health Physical Education: Content Knowledge (2006-2007)
 - ASU HPESS students had a 92 % pass rate compared to a state of Arkansas rate of 98%
 - ASU HPESS students were below state and national scores on the following categories:
 - Personal Health Care
 - Community Health/Disease & Disorders
- Physical Education: Movement Forms – Analysis and Design (2006-2007)
 - ASU HPESS students had an 85 % pass rate compared to a state of Arkansas rate of 96%
 - ASU HPESS students were below state and national scores on the following categories:
 - Assessing Fitness & Designing Routines To Achieve Goals
 - Designing Activities For Skill Mastery Or Achievement Of Objectives

Student Intern Formative Evaluation

- ASU HPESS students were above 4.00 (1.00-5.00) on nineteen (19) of the twenty-two (22) items measured. HPESS students scored between 3.00 and 4.00 on the three areas listed below:
 - Communicates as needed with parents or guardians about student learning (3.60)
 - Cooperative learning/group investigation (3.00)
 - Interprets referenced and criterion-referenced test data to facilitate learning (3.30)

Candidate Assessment Project

- A candidate assessment project has been developed to allow for assessment of teacher candidates during the student teaching phase of education process. This is a new assessment that was introduced during the summer of 2008. Although limited data exist for this assessment it will be used extensively each semester from this point on. This assessment will allow us to evaluate teacher interns on student learning, lesson and unit plans, evaluation tools and reflection while ensuring appropriate teacher candidate experiences. An overview of required material follows:
 - Rationale Statement
 - Introduction and Unit Goal
 - Assessing Student Learning
 - Developmental Analysis
 - Block Plan
 - Lesson Plan(s)
 - Resources
 - Evaluative Essay
 - Reflective Essay

Micro Teaching Assignment

- Our micro teaching assignments are evaluated on ten components with scores ranging from 2.00 to 3.00. ASU HPESS students low in only two components:
 - Engagement (2.37)
 - Organization (2.08)

Praxis III Data

- ASU HPESS students had a 100% Praxis III pass rate (N= 18) for each year (from Fall 2004 through Spring 2008).
- ASU HPESS students scored below 85% on only two sub-items of the exam. Those items are listed below:
 - Praxis III Domain/Criteria B.1 (2.4) (74%)
 - Praxis III Domain/Criteria C.4 (2.5) (83%)

ATTACHMENT A

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: <u>PHYSICAL EDUCATION, WELLNESS, AND LEISURE (PEWL)</u>		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
2007-2008	7	7
2006-2007	28	28
2005-2006	31	31

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

¹ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B

Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ²	Assignment: Indicate the role of the faculty member ³	Faculty Rank ⁴	Tenure Track (Yes/ No)	Scholarship, ⁵ Leadership in Professional Associations, and Service: ⁶ List up to 3 major contributions in the past 3 years ⁷	Teaching or other professional experience in P-12 schools ⁸
Harriette Adams	<i>Masters of Science Arkansas State University</i>	Instructor Advisement coordinator	Instructor	No	<p>Considerations for Broadening the Physical Education Curriculum Ar Journal Vol 42 Issue # 1 p. 11-14, Apr. 2007</p> <p>The Effectiveness of a University Level Conceptually-Based Health-Related Fitness Knowledge.</p>	3 years in public elementary school
Tom Adams	<i>Ed.D. Exercise Science, West Virginia University</i>	100% Teaching	Professor	Yes	<p>Adams, II, T. M., Graves, M., and Adams, H. (2007). Effects of a Required University Level Conceptually-Based Basic Physical Education Course on Perceived and Determined Nutritional Knowledge, <u>International Journal of Arts and Sciences</u>, 2(1), 19-21.</p> <p>Dennis, K., Henson, B., & Adams, II, T. M. (2005). Destination, Fit, Well, and Healthy: A Roadmap for Your Journey. Kendall/Hunt: Dubuque, Iowa.</p> <p>University of North Carolina Wilmington, Department of Health and Applied Human Sciences & Adams, II, T. M. (2007). Physical Activity and Wellness. Kendall-Hunt: Dubuque, Iowa</p>	

² e.g., PhD in Curriculum & Instruction, University of Nebraska

³ e.g., faculty, clinical supervisor, department chair, administrator

⁴ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

⁵ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁶ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

⁷ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

⁸ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Lance Bryant	<i>PhD in Kinesiology University of Alabama</i>	100% Teaching; Clinical Supervisor	Assistant Professor	Yes	<p>Bryant, L. G. & Curtner-Smith, M. D. (Accepted: In Press). Effect of a physical education teacher's disability on high school pupils' learning and perceptions of teacher competence. <i>Physical Education and Sport Pedagogy</i>.</p> <p>Giacobbi, P. R., Stancil, M., Hardin, B., & Bryant, L. (2008). Physical activity and quality of life experienced by highly active individuals with physical disabilities. <i>Adapted Physical Activity Quarterly</i>, 25(3), 189-207.</p> <p>Bryant, L. G. & Curtner-Smith, M. D. (2008). Impact of a physical education teacher's disability on elementary pupils' perceptions of effectiveness and learning. <i>Adapted Physical Activity Quarterly</i>, 25(2), 118-131.</p>	<p>Clinical Supervisor: Arkansas State University (2007-Present) University of Alabama (2004-2007) Elementary Physical Education Teacher: Crestmont Elementary School, Northport, AL, Grades 1-5 (2004-2007)</p>
Brian Church	<i>PhD in Exercise Physiology University of Alabama</i>	Faculty	Assistant Professor	Yes	NSCA Certified/Member NSCA Education Committee	
Blair Dean	PhD. University of Arkansas	Director of Physical Education, University Supervisor	Associate Professor	Yes	<p>Scholarship:</p> <ol style="list-style-type: none"> Dean, B. Fit for life: An educator's call for raising the bar. <i>Community Health Care</i>, v 3, (1) 32-33. Summer 2007 Dean, B. Integration through movement activities. <i>Teaching Elementary Physical Education</i>, v 16, (4) 17-19, July 2005. Dean, B., Adams, T.M., & Comeau, M. The effect of a female physical educator's physical appearance on physical fitness knowledge and attitudes of junior high students. <i>The Physical Educator</i>, v 62, (1) 14-25, March 2005. <p>Leadership in Professional Org.:</p> <ol style="list-style-type: none"> National Coalition for 	<ol style="list-style-type: none"> Clinical Supervisor 2001-present. Physical Education Consultant for all (15) Arkansas Educational Cooperatives. Instructed physical activity "morning movement" exercises daily. Jonesboro Health, Wellness and Environmental Studies Magnet School. Instructed an after school nutrition program titled "kids in the kitchen". Jonesboro Public Schools.

					<p>Promoting Physical Activity – State Chair, 2001-present.</p> <p>2. Arkansas Governor’s Council on Fitness – Chair, 2002-present.</p> <p>3. Arkansas Child Health Advisory Board – Chair Physical Activity Sub-Committee, 2002-2006.</p> <p><u>Service:</u></p> <p>1. Dean, B. Arkansas Youth Fitness. National Association for Health and Fitness Conference. Los, Angeles, CA. April 28, 2007</p> <p>2. Dean,B. and Stillwell, J. New Dimensions in Movement and Fitness: Through Integration. Athens Institute for Education and Research: 2nd International Conference on Physical Education, Coaching and Health Fitness, June 28-29, 2006, Athens, Greece.</p> <p>3. Dean, B. and Sibrava, A. New Dimensions in Movement and Fitness Through Integration. Share The Wealth Convention, Jekyll Island, GA, January 27-29, 2005.</p>	
Paul Finnicum	<i>Ed.D. Health Education Oklahoma State University</i>	Internship Coordinator and program director for Health Promotion degree	Associate Professor	Yes	Chair of University Promotion, Retention, Tenure Committee; Division for State professional association; Article for state journal	
Valerie Hilson	<i>MSE in Physical Education Arkansas State University</i>	Teaching, Scholarship, Service	Instructor	No	ArkAHPERD BOD – Vice President General Division Area 7 Special Olympics Management Planning Committee Special Olympics Volunteer	Jr. High teacher/Coach 1 year
Hollie Huckabee	<i>MSE in Physical Education Arkansas State University</i>	Faculty	Instructor	No		<p>Sr. High Health Teacher/Coach: Paragould High School (2003-2004)</p> <p>Elem. Physical Education Teacher: Bay Public School Grades K-6 (2002)</p>
Mitch Mathis	<i>Masters of Science</i>	Faculty	Instructor	No		<p>Wynne Middle School, Wynne ,Arkansas, Grades 6-8 (1994-96); Clear Creek High School, League City, Texas, Grades 9-12(1999-2001); Goforth Elementary school, League City,Texas,GradesK-5(2001-02);Westside Middle school, Jonesboro, Arkansas, Grades 5-7(2002-03)</p>
Andy	<i>PhD in</i>	Clinical	Associate	Yes	Board Member of	

Mooneyhan	<i>Kinesiology University of Arkansas</i>	Supervisor	Professor		ArkAHPERD PEM club Sponsor/Advisor,	
Dennis Perkey	<i>Ed.S, Community College Teaching, Arkansas State University</i>	Athletic Training Education Program , Clinical Coordinator	Instructor	No	Southwest Athletic Trainers Association, Student Research and Education Committee (Chair) 2005 – 2008. Southwest Athletic Trainers Association Student Advisory Board. ArkAHPERD Athletic Training Section Chair 2004-2008.	
Agneta Sibrava	<i>MSE, ASU</i>	Faculty	Instructor	No	PEM club Sponsor/Advisor past President of ArkAHPERD,	Clinical supervisor, international (Sweden) grades 1-9
Jim Stillwell	<i>PhD in Physical Education Illinois University</i>	Teaching Administration	Professor	Yes	Prince, D. & Stillwell, J. (2008). Preventing Childhood Obesity: Helping Pre-school Children Become Healthy and Fit. Little Rock, AR:SECA Stillwell, J. & C. Willgoose (6 th ed., 2006). The Physical Education Curriculum. Prospect Heights, IL: Waveland Press, Inc.	Five years public school teaching

ATTACHMENT C

LiveText



TEAMS Home

TEAMS Assessment Data

CLT Faculty Guide

Post comments

Grade with rubrics

Generate reports

Create assignments

Create rubrics

CLT Student Guide

Create Documents

Post Assignments

Share Documents

View Comments

View Assessments

Form Groups

CLT FAQs

Faculty FAQs

Student FAQs

Tips & Tricks

CLT Help Center

Logon to LiveText

 **TEAMS :: Teacher Education Assessment Management System**

Program assessment is a continuous process that underlies all excellent programs of teaching and learning. The Unit has designed the Teacher Education Assessment Management System (TEAMS) as a systematic process for determining the extent to which the initial and the advanced programs address the outcomes of the conceptual framework. Internal and external program assessment data are collected in order to help evaluate the work of the Unit. The goal is to direct improvement efforts in order to ensure program quality.

College LiveText (CLT) is an integral part of TEAMS. CLT serves as a tool to enable the Unit to manage relevant data that measures the effectiveness of the implementation of the ASU Conceptual Framework.

This website is designed to assist faculty and students to better understand TEAMS and to use CLT more effectively.

Acknowledgement and Appreciation: The original text on this site was developed by Dr. Barbara Meyer and Ms. Forum Damanian at [Illinois State University](#), who were so kind and generous as to allow ASU to use it here.

[College of Education](#)

[Purpose of LiveText](#)

[History of LiveText](#)

ATTACHMENT D

Graduation Check Sheet

September 15, 2008

Department of HPSS

Graduation Checklist

_____ (Date of Graduation)

Name: _____ Social Security No.: _____

Catalog (year): _____ Degree: BSE _____ BS _____
(must have been enrolled in residence)

Major: _____ Areas of Certification: _____

GENERAL REQUIREMENTS FOR ALL BACHELORS DEGREES

- | | |
|---|-----------------------------------|
| _____ C or better in ENG 1003 & 1013 | _____ 2.50 GPA in major |
| _____ 3 hours HIST 2763 OR HIST 2773 OR POSC 2103 | _____ 2.50 GPA Overall |
| _____ Minimum of 45 sem. hrs. of Jr/Sr hours
after 30 degree credit hours | _____ 2.00 GPA at ASU if transfer |
| _____ 32 semester hours. in campus residency
Campus | _____ 18 of the last 24 on ASU |
| _____ Maximum of 31 hrs. by correspondence/extension/
year institutions
CLEP exam | _____ Minimum 57 hours from 4- |
| | _____ Minimum of 124 total hours |

SPECIFIC REQUIREMENTS OF MAJOR AREA*

(Check Applicable Items)

- | | |
|---------------------------------------|-------------------------------|
| _____ University College Requirements | BSE Majors ONLY: |
| _____ Requirements | _____ Professional Education. |
| _____ Major Requirements | |
| _____ Departmental Requirements | _____ PRAXIS II Exam |
| | _____ Recommended for NCATE |

Student now enrolled in the following courses:

Advisor

Date

NOTE:

Attach a copy of the student's Degree plan with grades listed. Any approved substitutions or exceptions should be noted on separate page with the student's name and ID number.

ATTACHMENT E

Program of Study

Health, Physical Education, and Sport Science (HPESS) Degrees

BS in Athletic Training **BS in Exercise Science** **BSE in Physical Education**
 BS in Sport Management **BS in Health Promotion**

Name _____ Social Security _____ Date _____

General Education Rules:

- D's can transfer if offset by a B
- May repeat up to 18 of first 59 hours of D/F
- No more than 2 courses with same prefix (ENG is exception)

COMMUNICATION SKILLS - 6 HRS

ENG 1003 FR Eng I "C" req. _____
 ENG 1013 FR Eng II "C" req. _____

HEALTH & WELLNESS - 2 HRS

PE 1002 Concepts of Fitness _____

CRITICAL THINKING - 3 HRS

(BSE P-12, and Hlth Pro must take SCOM)
 PHIL 1103 Intro to Philosophy _____
 PHIL 1503 Logic & Pract. Reasoning _____
 SPCH/SCOM 1203 Oral Com. _____

UNDERSTANDING GLOBAL ISSUES - 3 HRS

ANTH 2233 Intro to Anthropology _____
 GEOG 2613 Intro to Geography _____
 HIST 1013 World Civ to 1660 _____
 HIST 1023 World Civ since 1660 _____

ARTS & HUMANITIES - 9 HRS

(one must be fine arts, 1 humanities)
 ENG 2003 Intro to Lit WWI _____
 ENG 2013 Intro to Lit WWII _____
 PHIL 1103 Intro to Philosophy _____
 FAV 2503 Fine Arts Visual _____
 FAM 2503 Fine Arts Musical _____
 FAT 2503 Fine Arts Theater _____

SOCIAL SCIENCES - 9 HRS

one must be HIST 2763, HIST 2773 or POSC 2103
 (additionally, AT must take PSY 2013 and SOC 2213)
 HIST 2763 US to 1876 _____
 HIST 2773 US since 1876 _____
 POSC 2103 Intro Am. Govt. _____
 POSC 1003 Intro to Politics _____
 PSY 2013 Intro to Psy _____
 SOC 2213 Prin of Sociology _____
 ECON 2333 Econ Issues & Concepts _____
 ECON 2313 Prin of Macroeconomics _____

SCIENCE - 8 HRS

One course (4hrs) must be from Life Sciences and one course (4hrs) from physical sciences
 (AT majors must take BIOL 2103/2101 and Z00L 2001/2003)
 BIOL 1003/1001 Biological Science & Lab _____
 BIOL 1013/1021 Cell Biology & Lab _____
 BIOL 1033/1001 Biology of Sex & Lab _____
 BIOL 1043/1001 Plants & People & Lab _____
 BIOL 1063/1001 People & Environ & Lab _____
 BIOL 2103/2101 Microbiology & Lab _____
 (BIOL 2103/2101 if these courses are selected, students must take Z00L2001/2003 or Z00L 2011/2013)

Physical Sciences (4hrs)

(AT and EXSCI must select CHEM 1013/1011)
 GEOL 1003/1001 Environ. Geology _____/_____
 PHSC 1203/1201 Physical Science _____/_____
 CHEM 1013/1011 Gen. Chem.I _____/_____
 PHYS 1104 Intro to Space Science _____
 PHYS 2034 University Physics _____
 PHYS 2054 General Physics _____/_____
 _____/_____

MATHMATICS - 3 to 4 HOURS

(AT must take Math 1023 or higher)
 MATH 1023 College Algebra _____
 MATH 1054 Pre-Cal Math _____

ENHANCEMENT - 3 - 6 HRS (MAY VARY)

See advisor for assistance
 AAGES minimum scores: ESAY: 300 _____ MATH: 55 _____
If ESAY score is below 300, select one of the following:
 ENG 3013 (CE) Practical Writing _____
 ENG 3043 (CE) Technical Writing _____
 ENG 4703 (CE) Persuasive Writing _____
If MATH score is below 55, select the following: _____
 CS 2173 (ME) Intro to Structured Programming _____
 Additionally, AT must take PHYS 2054, General Physics _____
 Additionally, BSE must select HLTH 2513 P of P. Health _____
 If AAGES scores are met, all other majors must select from Gen. Ed. courses or list of enhancement courses in the bulletin Course: _____

BSE in Physical Education (P-12)

- Must meet TEP (p. 266-268, undergraduate bulletin) & departmental requirements: * see advisor
- Screening information may be accessed through the following web site:
<http://mutans.astate.edu/abowser/administration.htm> - click "application for admission" in text
- 2.5 GPA required for graduation
- Complete intent to graduate card and enroll for graduation
- 125 hrs to graduate with 45 jr/sr hours required after first 30 hrs

BSE MAJOR REQUIREMENTS – 49 HRS

PE 1883 Foundations of Physical Education	_____
HLTH 2523 First Aid & Safety	_____
PE 1511 Gymnastics	_____
PE 1411 Track or 4842 Theory & Coaching of Track (no prof)	_____
PE 2311 Int. Swim or 1311 Beg. Swim (no prof.)	_____
ES 3543 Human Anatomy	_____
ES 3553 Basic Physiology of Activity	_____
PE 3802 P. E. for Teachers of Young Children	_____
PE 3823 Rhythmical Activities	_____
PE 3832 Theory and Practice of Teaching Fitness Concepts (PE1002 pre req.)	_____
PE 3842 Theory and Practice of Teaching Leisure Sports	_____
PE 3862 Theory and Practice of Teaching Racquet Sports	_____
PE 3892 Theory & Practice of Teaching Team Sports	_____
PE 4663 Motor Skill Development for Children	_____
PE 4703 Adaptive PE	_____
PE 4753 The Physical Education Curriculum	_____
PE 4783 Organization & Administration of PE	_____
ES 4763 Kinesiology (pre req. ES 3543)	_____
PE 4793 Evaluation in Physical Education	_____
EDHE 4533 Strategies for Teaching Health Ed (HLTH 3553)	_____

PROFESSIONAL EDUCATION REQUIREMENTS – 30 HRS

PSY 3703 Educational Psychology	_____
SCED 2514 Intro to Secondary Teaching	_____
SCED 3515 Performance Based Instructional Design	_____
EDPE 4583 Methods & Materials for Teaching PE	_____
SCED 4713 Ed. Measurement with Computer Applications	_____
TIPE 4826 Teaching Internship (12hrs)	_____

ELECTIVES - 0 HRS

COACHING ENDORSEMENT – 7 HRS+14 Embedded (21)

PE 3813 Concepts of Athletic Training	_____
ES 4693 Tech Strength Training	_____
PE 4743 Legal Issues in Sport	_____
PE 3872 Rules & Officiating	_____
Two of the following:	
PE 4822 Theory and Practice of Coaching Football	_____
PE 4832 Theory and Practice of Coaching Basketball	_____
PE 4842 Theory and Practice of Coaching Track	_____
PE 4852 Theory and Practice of Coaching Baseball	_____
PE 4872 Theory and Practice of Coaching Volleyball	_____
PE 4882 Theory and Practice of Coaching Soccer	_____

ATTACHMENT F

Course Syllabi HPESS Course Syllabi

FYE HPES 1013 – Intro to PE
PE 1311 – Beg. Swimming
PE 1411 – Track & Field
PE 1511 – Gymnastics
HPES 1883 – Foundations in HPESS
PE 2311 – Int. Swimming
HLTH 2513 – Principles of Personal Health
HLTH 2523 First Aid & Safety
HLTH 3533 – Strategies for Teaching Health Education
ES 3543 – Human Anatomy
ES 3553 – Basic Physiology of Activity
PE 3802 – PE for Teachers of Young Children
PE 3823 – Rhythmical Activities
PE 3832 – Fitness Concepts
PE 3842 – TPT Leisure Sports
PE 3862 – Racket Sports
PE 3892 – Theory and Practice of Team Sports
EDPE 4583 – Methods & Materials for Teaching PE
PE 4663 – Motor Skill Development for Children
PE 4703 – Adaptive PE
PE 4753 – The Physical Education Curriculum
ES 4763 – Kinesiology
PE 4783 – Organization and Administration of PE
PE 4793 – Evaluation on Physical Education
TIPE 4826 – Teaching Internship
PE 4842 – Theory and Practice of Coaching Track

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: HPES 1013 Making Connections/
Foundations of Physical Education
- B. Instructor(s): Mrs. Hollie Huckabee

II. Textbook(s) Readings

- A. Primary Text: *Siedentop, Daryl(2004) .Introduction to Physical Education, Fitness, and Sport (6th ed.)*
Lipsky, Salley (2006). College Ingredients
- B. Supplemental Text: None
- C. Assigned Readings: None
- D. Required Purchase:

III. Purpose or Goals of the Course

The purpose of this course is two fold. One is to give a broad overview and course requirements for the following subject areas: Athletic Training, Exercise Science, Health Promotion, Physical Education & Sport Management. This course will also cover the areas of advising, GPA and job opportunities with each degree received. The course will also assist freshman students in the transition to college. This will be accomplished by focusing on study skills, time management, becoming familiar with the campus, etc.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Interview Advisor The student will make an appointment with their advisor and interview them based on a collection of questions assigned. This will aid the student in developing a relationship with their academic advisor, as well as, supply the student with valuable information concerning the importance of working closely with their advisor throughout their college career.</p>	1, 3		A, D	4
<p>Develop Resume This project will allow the student to familiarize</p>		1	A, B, C	1, 2

themselves with the different types of resume and which is best suited for them and their future employment. The student will develop a resume based on the credentials they are pursuing.				
Job Shadow and Reflection Each student will be assigned a placement for job shadow based upon their major. The student will shadow this person for 90minutes. They will write a reflection based upon their experience and share with the class.	3, 9	5	A, B, C	4
Exams 3 exams will be given during the semester none of which will be comprehensive. Each test will only cover the material covered in class from the last exam. Each exam will be worth 100 points.			A, C	1
Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.	1			1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Overview of HPESS Department				
a. Tour	3			1
b. HPESS department Chair's welcome	3, 4			1, 2
c. History of Physical Education	3			1
II. Advisement				
a. Importance of working with advisor	5			1, 2

b. Who is your advisor	5			3, 4
c. Advisement Process	5		B	3
III. Exercise Science				
a. Requirements for degree	2, 4, 6	2	A	3
b. Job Opportunities	3	2	A, B	2
c. Guest Speaker	2, 3	2	A	2
IV. Sport Management				
a. Requirements for degree	8			3
b. Job Opportunities	8	2	C	2, 3
c. Guest Speaker	8			2, 3
V. Health Promotion				
a. Requirements for degree	5		B	3
b. Job Opportunities	5		B	3
c. Guest Speaker	5, 7		B	3
VI. Physical Education				
a. Requirements for degree	5			1, 3
b. Job Opportunities	5, 8	2		2
c. Panel of Guest Speakers	2, 3, 9		B	4, 5

VII. Special Considerations and/or features of the Course

- 1. Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class.
- 2. Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 3. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
- 4. Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

1. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
2. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

1. Book title listed above.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			<i>1st day/ IceBreakers</i>
			<i>Introduction to HPESS</i>
			<i>No Class Campus Closed</i>
			<i>Graduation Req./Dr. Stillwell (10pts)</i>
			<i>Graduation Req.</i>
			<i>GPA calculations</i>
			<i>Exam/Overview Exercise Science</i>
			<i>Exercise Science</i>
			<i>Guest Speaker (10pts)</i>
			<i>Job Shadow (10pts)</i>
			<i>Guest Speaker (10pts)</i>
			<i>Tour Training Room</i>
			<i>Exam</i>

			<i>Career Services</i>
			<i>Physical Education</i>
			<i>Physical Ed. Guest Speaker (10pts)</i>
			<i>Spring Break</i>
			<i>Advising</i>
			<i>Guest Speaker (10pts)</i>
			<i>Exam (100pts)</i>
			<i>Health Promotion</i>
			<i>Guest Speaker (10pts)</i>
			<i>Sport Mng.</i>
			<i>Guest Speaker (10pts)</i>
			<i>Ch. 1</i>
			<i>Ch. 1</i>
			<i>Ch.2</i>
			<i>Ch. 2</i>
			<i>Summary of Class</i>
			<i>Final Exam (10:00am-12:00)</i>

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 1311, Beginning Swimming
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Red Cross (2004). *Swimming and water safety*. Yardley, PA: Staywell.
- B. Supplemental Text: None
- C. Assigned Readings: None

III. Purpose or Goals of the Course

The purpose of this course is to teach basic swimming skills and knowledge of water safety. In addition, students will become acquainted with effective teaching behaviors appropriate for this activity.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

- i Standard 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:
 - 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
 - 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
 - 1.3 How to relate higher disciplinary knowledge to other subject areas
 - 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning
- ii Standard 2.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:
 - 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
 - 2.2 How to apply interdisciplinary approaches to curriculum design
 - 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
 - 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
 - 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 - 2.6 How to use various instructional technologies to address individual and group needs
 - 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
 - 3.1 Concepts of human growth and development
 - 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 - 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 - 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 - 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 - 3.6 The importance of peers to intellectual development
 - 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
Cognitive Examinations (50%) Students will take two written examinations (Mid-Term & Final) covering the skills of swimming various strokes as described through lectures, demonstrations, and readings from the required text.	5			1
Product Evaluation (20%) Students will complete a skills test in swimming to assess the student's practical understanding of the skills of various swimming strokes.	5			1
Process Evaluation (20%) Throughout the course students will be observed each week by the instructor during content sessions for the proper skill technique of various swimming strokes. This form of evaluation is ongoing.	1,5			1
Reflection Paper (10%) Throughout the course, students will be required assess a particular aspect of their own swimming. Using the data generated by their own qualitative observations, students will be required to write a	3,9	5	C,D	1

reflection paper summarizing their own strengths and weaknesses as a swimmer. The paper must be a minimum of 2 typed pages using appropriate APA format & guidelines.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to the Water & Safety				
a. Introduction to the pool			A,B	3,4
b. Safety Concerns	7		A,B	1
II. Front Crawl (Freestyle)				
a. Introduction to the front crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
III. Breaststroke				
a. Introduction to the breaststroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
IV. Back Crawl				
a. Introduction to the back crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
V. Sidestroke				
a. Introduction to the side stroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1

f. Whole stroke	5		A,B,C,D	1
VI. Elementary Backstroke				
a. Introduction to the elementary backstroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1

VII. Special Considerations and/or features of the Course

5. **Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Two cognitive examinations (mid-term and final) are given.
6. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
7. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
8. **Dress.** Participation is required in all classes unless a written doctor's excuse is presented preventing participation in the given day's activity. This is a class which requires physical activity (swimming) and students should wear appropriate swimming attire (suit & goggles) to participate.
9. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
10. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student*

Handbook for additional information
(<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- a. Create a climate that promotes fairness to all.
- b. Establish and maintain rapport with students.
- c. Communicate challenging learning expectations to each student.
- d. Establish and maintain consistent standards of classroom behavior.
- e. Make a physical environment as safe and conducive to learning as possible.
- f. Act with integrity
- g. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Red Cross (2004). *Swimming and water safety*. Yardley, PA: Staywell.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

**PE 1311
Beginning Swimming**

Tentative Weekly Plan

Date	Material	Read Before Class
	Course orientation & Overview of syllabus	
	Introduction to the pool, getting in the water.	S & WS text, pages 42-59
	Safety concerns	S & WS text, pages 212-255

	Introduction to Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Introduction to Breaststroke	S & WS text, pages 81-85
	Breaststroke	S & WS text, pages 81-85
	Mid-Term Examination	
	Breaststroke	S & WS text, pages 81-85
	Introduction to Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Introduction to Side stroke	S & WS text, pages 93-99
	Side stroke & Reflection paper due	S & WS text, pages 93-99
	Product Evaluation	
	Side stroke	S & WS text, pages 93-99
	Introduction to Elementary backstroke	S & WS text, pages 86-92
	Elementary backstroke	S & WS text, pages 86-92
	Elementary backstroke	S & WS text, pages 86-92
	Final Examination	

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 1411 Track and Field
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: None
- B. Supplemental Resource: Blackboard

III. Purpose or Goals of the Course

This is an introductory course to the sport of track and field. The purpose of this course is to enhance the student's knowledge, skills, and strategies of the sport. A better appreciation of track and field will be achieved by learning skills, and strategies. This course will include lecture, drills, track meet, and a significant amount of participation by the students. In addition, the student will gain an understanding of the rules and strategies in the sport of track and field, develop better skills for running, jumping, and throwing events, and improve physical fitness and conditioning needed for track and field.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
 - 5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and

structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and

understands how development in any domain may affect performance in another domain

6. 3.6 The importance of peers to intellectual development
7. 3.7 How to find information and services to support students

iv Standard 4. The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
3. 4.3 The importance of treating others with respect and dignity
4. 4.4 How to communicate effectively with multiple audiences

v Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

1. 5.1 The importance of reflecting on practice to improve instruction
2. 5.2 How to translate, evaluate, and apply current education research
3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
5. 5.5 An understanding of schools as organizations within the larger community context
6. 5.6 An understanding of the importance of family/guardian involvement
7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures

A. Evaluation Procedures

Attendance/Participation

Attendance and participation are required. Roll Call will be held daily at the beginning of each class meeting. It is the student's responsibility to notify the teacher if you are tardy to avoid the absence. (3 late arrivals = 1 Absence).

0 Absences = 100 points

1 Absence = 90 points

2 Absences = 80 points

3 Absences = 70 points

4 Absences = Failing Grade of F in the Course; subject to be dropped from class

Note: Not participating in class counts for an Absence as well.

Grading:

Affective: Attendance/Participation: 100 points

Cognitive: Final Exam: 100 points

Psychomotor: Fitness/Skills Assessments: 100 points

Final Exam

TBA

NO MAKE-UP or EARLY EXAMS will be given.

B. Grading Scale

90% & above = A	(537-600 Points)
80% - 89% = B	(536-477 Points)
70% - 79% = C	(476-417 Points)
60% - 69% = D	(416-357 Points)
59% & below = F	(356 Points and Below)

C. Instructional Methodology

Lectures/Discussion
Question/Answer
Video tapes
Field demonstration and participation

VI. Course Outline

- A. Evaluation of Fitness Level
 - 1) Par-Q
 - 2) Aerobic Conditioning
 - 3) Skills Assessment
- B. Event Training
 - 1) Sprints and Relays
 - 2) Hurdle Events
 - 3) Middle and Distance Events
 - 4) High Jump
 - 5) Long Jump and Triple Jump
 - 6) Throwing Events
- C. Track Meet
 - 1) Participation in Intrasquad Track & Field Meet

VII. Special Considerations and/or features of the Course

- 11. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
- 12. Liability Statement.** This is a class which involves physical activity and there is always a risk of injury or accident. Therefore, it is suggested that:

- a. You notify the instructor if there are any medical problems or physical disabilities that would limit your full participation in class.
- b. Students over the age of 35 and those less than 35 who have any history of medical problems, either themselves or in their family, consult with their physician to determine if they are “cleared” to fully participate in this class.
- c. Each student should carry health insurance.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

3. The student will have opportunities to use learning and skill acquisition to meet diverse learning needs in a variety of activity settings.
4. The student will be able to organize and implement safe practice situations that allow for both success and challenge.

X. References

American Sport Education Program. (2006). *Officiating Track & Field and Cross Country*. Champaign, IL: Human Kinetics.

Guthrie, M. (2003). *Coaching Track & Field Successfully*. Champaign, IL: Human Kinetics.

Martens, R. (2004). *Successful Coaching* (3rd ed). Champaign, IL: Human Kinetics.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course:** PE 1511 Gymnastics
B. Instructor: Agneta Sibrava [asibrava@astate.edu]
972-3066; ASU-Jonesboro, 680-8446
Office; #230

II. Readings

- A. Primary Text:** Mitchell, D. and Davis, B. (2002)
Teaching FUNDamental Gymnastics Skills
Champaign, ILLINOIS: Human Kinetics
B. Supplemental Text: Hand – Outs

III. Purpose of Course

The purpose of this course is to provide instructional strategies designed to teach P-12 Physical Education Majors and Non-Majors how to perform safe gymnastics moves, teach, spotting, develop, and implement gymnastic concepts to public school children and peers. The student will have the opportunity to learn and develop basic motor and gymnastic skills. The student will be given adequate time to practice his/her gymnastics skills for the skills test at the end of the semester.

IV. Course Objectives

A. ASU Frameworks Linkage

1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.**
2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.**
3. ***Learners and Learning: Understands learning processes and the developmental characteristics of learners.**
4. **Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.**
5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.**
6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.**
7. ***Professionalism: Understands and acts according to appropriate standards of professional conduct.**
8. **Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.**

B. ISTE Linkage

1. **Standard I: Technology Operations and concepts**
2. ***Standard II: Planning and Designing Learning Environments and Experiences**
3. ***Standard III: Teaching, Learning, and the Curriculum**
4. ***Standard IV: Assessment and Evaluation**
5. **Standard V: Productivity and Professional Practice**
6. **Standard VI: Social, Ethical, Legal, and Human Issues**

** Items that are included in PE 1511.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

- A.** The student will be expected to:
- Participate in all practicum settings
 - Successfully pass all skills tests
 - Successfully pass the written test

- B.** Evaluation Procedures:
- Dressing out and Attendance 1/3
 - Skills tests 1/3
 - Written examination 1/3

The following grade scale will be followed

90	- 100 %	A
80	- 89 %	B
70	- 79 %	C
60	- 69 %	D
59 % and below		F

C. Instructional Methodology:

The course will include lecture, practicum of gymnastics skills, demonstrations and evaluations of skills.

Attendance Policy:

Students are expected to attend all classes and participate in every class. After **TWO** absences 10 points will be deducted from your participation grade each time you are absent. Please, attend and don't be TARDY.

Required Dress:

PE Majors are required to wear PE uniforms. Non-Majors are required to wear appropriate gymnastic attire.

VI. Course Outline:

- A.** Introduction and Overview of Course
- a. Course Requirement
 - b. Professional dress and conduct
 - c. Characteristics of a learner
 - d. Class management and behavior control
 - e. Safety
 - f. Spotting techniques
 - g. What is gymnastics?
 - h. Brief History
 - i. Skills essential for gymnastics
 - j. Strength development
 - k. Flexibility
 - l. Teaching techniques

Special Considerations and/or Features of the Course

- A. Students will be required to complete and pass a written examination in gymnastics.
- B. Students will be required to pass skills tests.

Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- A. Create an atmosphere that promotes fairness to all students.
- B. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- C. Establish and maintain appropriate rapport with students.
- D. Communicate challenging learning expectations to students.
- E. Communicate need to transference to all ethnic backgrounds.
- F. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Carr, T.J. (2001). Games from Long Ago & Far Away: Ready-to-Use Multicultural P.E. Activities for Elementary Students. West Nyack, NJ: Parker Publishing Company.

Special note:

Because the nature of this class you are encouraged to carry health insurance. Please, notify the Instructor if you have any medical problems or disabilities.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: HPES 1883 Foundations of Physical Education
- B. Instructor(s): Mrs. Hollie Huckabee

II. Textbook(s) Readings

- A. Primary Text: *Siedentop, Daryl(2004) .Introduction to Physical Education, Fitness, and Sport (6th ed.)*
- B.
- C. Supplemental Text: None
- D. Assigned Readings: None
- E. Required Purchase:

III. Purpose or Goals of the Course

The purpose of this course is to give a broad overview and course requirements for the following subject areas: Athletic Training, Exercise Science, Health Promotion, Physical Education & Sport Management. This course will also cover the areas of advising, GPA and job opportunities with each degree received

IV. Course Objectives

- A. ASU Frameworks Linkage**
- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
 - vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
 - viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking

4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions

5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Interview Advisor The student will make an appointment with their advisor and interview them based on a collection of questions assigned. This will aid the student in developing a relationship with their academic advisor, as well as, supply the student with valuable information concerning the importance of working closely with their advisor throughout their college career.</p>	1, 3		A, D	4
<p>Develop Resume This project will allow the student to familiarize themselves with the different types of resume and which is best suited for them and their future employment. The student will develop a resume based on the credentials</p>		1	A, B, C	1, 2

they are pursuing.				
Job Shadow and Reflection Each student will be assigned a placement for job shadow based upon their major. The student will shadow this person for 90minutes. They will write a reflection based upon their experience and share with the class.	3, 9	5	A, B, C	4
Exams 3 exams will be given during the semester none of which will be comprehensive. Each test will only cover the material covered in class from the last exam. Each exam will be worth 100 points.			A, C	1
Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.	1			1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Overview of HPESS Department				
a. Tour	3			1
b. HPESS department Chair's welcome	3, 4			1, 2
c. History of Physical Education	3			1
II. Advisement				
a. Importance of working with advisor	5			1, 2
b. Who is your advisor	5			3, 4
c. Advisement Process	5		B	3

III. Exercise Science				
a. Requirements for degree	2, 4, 6	2	A	3
b. Job Opportunities	3	2	A, B	2
c. Guest Speaker	2, 3	2	A	2
IV. Sport Management				
a. Requirements for degree	8			3
b. Job Opportunities	8	2	C	2, 3
c. Guest Speaker	8			2, 3
V. Health Promotion				
a. Requirements for degree	5		B	3
b. Job Opportunities	5		B	3
c. Guest Speaker	5, 7		B	3
VI. Physical Education				
a. Requirements for degree	5			1, 3
b. Job Opportunities	5, 8	2		2
c. Panel of Guest Speakers	2, 3, 9		B	4, 5

VII. Special Considerations and/or features of the Course

13. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class.
14. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
15. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
16. **Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

5. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
6. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

1. Book title listed above.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			1 st day/ IceBreakers
			Introduction to HPESS
			No Class Campus Closed
			Graduation Req./Dr. Stillwell (10pts)
			Graduation Req.
			GPA calculations
			Exam/Overview Exercise Science
			Exercise Science
			Guest Speaker (10pts)
			Job Shadow (10pts)
			Guest Speaker (10pts)
			Tour Training Room
			Exam
			Career Services
			Physical Education
			Physical Ed. Guest Speaker (10pts)

			<i>Spring Break</i>
			<i>Advising</i>
			<i>Guest Speaker (10pts)</i>
			<i>Exam (100pts)</i>
			<i>Health Promotion</i>
			<i>Guest Speaker (10pts)</i>
			<i>Sport Mng.</i>
			<i>Guest Speaker (10pts)</i>
			<i>Ch. 1</i>
			<i>Ch. 1</i>
			<i>Ch.2</i>
			<i>Ch. 2</i>
			<i>Summary of Class</i>
			<i>Final Exam (10:00am-12:00)</i>

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 2311, Intermediate Swimming I
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Red Cross (2004). *Swimming and water safety*.
Yardley, PA: Staywell.
- B. Supplemental Text: None
- C. Assigned Readings: Lawton, J. (2004). Developing water confidence at key stage 1/2. *Curriculum Matters*.

III. Purpose or Goals of the Course

The purpose of this course is to improve students' swimming skills and knowledge of water safety. In addition, students will become acquainted with effective teaching behaviors appropriate for this activity.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii **Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
 - 5. C5: Using instructional time effectively
- iv **Domain D: Teaching Professionalism**

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

- i Standard 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:
1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
 2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
 3. 1.3 How to relate higher disciplinary knowledge to other subject areas
 4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning
- ii Standard 2.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:
1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
 2. 2.2 How to apply interdisciplinary approaches to curriculum design
 3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
 4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
 5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 6. 2.6 How to use various instructional technologies to address individual and group needs
 7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
1. 3.1 Concepts of human growth and development
 2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain

6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv **Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Cognitive Examinations (50%) Students will take two written examinations (Mid-Term & Final) covering the skills and hydrodynamic principles of swimming various strokes as described through lectures, demonstrations, and readings from the required text.</p>	5			1
<p>Product Evaluation (20%) Students will complete a skills test in swimming to assess the student's practical understanding of the skills and hydrodynamic principles of various swimming strokes.</p>	5			1
<p>Process Evaluation (20%) Throughout the course students will be observed each week by the instructor during content sessions for the proper skill technique of various swimming strokes. This form of evaluation is ongoing.</p>	1,5			1

Reflection Paper (10%)

Throughout the course, students will be required assess a particular aspect of their own swimming. Using the data generated by their own qualitative observations, students will be required to write a reflection paper summarizing their own strengths and weaknesses as a swimmer. The paper must be a minimum of 2 typed pages using appropriate APA format & guidelines.

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VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Front Crawl (Freestyle)				
a. Hydrodynamic principles of the front crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
II. Breaststroke				
a. Hydrodynamic principles of the breaststroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
III. Back Crawl				
a. Hydrodynamic principles of the back crawl	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
IV. Butterfly				
a. Hydrodynamic principles of the butterfly	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1

d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
V. Sidestroke				
a. Hydrodynamic principles of the side stroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
VI. Elementary Backstroke				
a. Hydrodynamic principles of the backstroke	5		A,B,C,D	1
b. Balance, body position, and motion	5		A,B,C,D	1
c. Arm stroke	5		A,B,C,D	1
d. Leg kick	5		A,B,C,D	1
e. Breathing and timing	5		A,B,C,D	1
f. Whole stroke	5		A,B,C,D	1
VII. Surface Diving				
a. Feet-first surface dive	5		A,B,C,D	1
b. Tuck surface dive	5		A,B,C,D	1
c. Pike surface dive	5		A,B,C,D	1

VII. Special Considerations and/or features of the Course

17. **Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Two cognitive examinations (mid-term and final) are given. Students may obtain 1 physical education proficiency credit of 3 required by the department for admission to the Arkansas State University Teacher Education Program by passing this course.
18. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
19. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.

20. **Dress.** Participation is required in all classes unless a written doctor's excuse is presented preventing participation in the given day's activity. This is a class which requires physical activity (swimming) and students should wear appropriate swimming attire (suit & goggles) to participate.
21. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
22. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- h. Create a climate that promotes fairness to all.
- i. Establish and maintain rapport with students.
- j. Communicate challenging learning expectations to each student.
- k. Establish and maintain consistent standards of classroom behavior.
- l. Make a physical environment as safe and conducive to learning as possible.
- m. Act with integrity
- n. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Red Cross (2004). *Swimming and water safety*. Yardley, PA: Staywell.

Lawton, J. (2004). Developing water confidence at key stage 1/2. *Curriculum Matters*.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

PE 2311

Intermediate Swimming I

Tentative Weekly Plan

Date	Material	Read Before Class
	Course orientation & Overview of syllabus	
	Front crawl & Pretest	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Front crawl	S & WS text, pages 63-70
	Breaststroke	S & WS text, pages 81-85
	Breaststroke	S & WS text, pages 81-85
	Breaststroke	S & WS text, pages 81-85
	Mid-Term Examination	
	Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Back crawl	S & WS text, pages 71-74
	Butterfly	S & WS text, pages 75-80
	Butterfly	S & WS text, pages 75-80

	Butterfly & Reflection paper due	S & WS text, pages 75-80
	Product Evaluation	
	Side stroke	S & WS text, pages 93-99
	Elementary backstroke	S & WS text, pages 86-92
	Surface diving/Activity	S & WS text, pages 55-57
	Surface diving/Activity	S & WS text, pages 55-57
	Final Examination	

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: HLTH 2513 Principles of Personal Health
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: Insel, P. & Roth, W. (2006). Core Concepts in Health.
(brief 10th ed.) NY: McGraw-Hill.
- B. Supplemental Resource: Technology (Blackboard)

III. Purpose or Goals of the Course

This course is designed to examine various factors which influence the health of the individual with particular emphasis on the prevention of health issues. The student will utilize acquired knowledge to make informed decisions regarding his/her health. As a health literate individual, the student will be able to obtain, interpret, and understand basic health information and services to enhance his or her health.

Methods of instruction such as group work, research, oral and written reports are designed to assist students in developing effective communication skills and critical thinking skills. Ultimately, this course will provide the student the opportunity to reflect on decision making and lifestyle choices and the impact of this behavior.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
 - i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
 - vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students

2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

E. Specific Intended Learning Outcomes

- Describe the six major dimensions of wellness and a wellness lifestyle.
- Explain the importance of personal decision making and behavior change in achieving a wellness lifestyle.
- Identify a poor health habit and participate actively in change.
- Understand the history and time-line of health and healthcare in the U.S.
- Describe the relationship between stress and disease.
- Identify common sources of stress.
- Describe techniques for preventing and managing stress.
- Describe what it means to be psychologically healthy.
- Discuss the importance of psychological health of an optimistic outlook, good communication skills, and constructive approaches to dealing with loneliness and anger.
- Describe common psychological disorders and list the warning signs of suicide.
- Explain the different approaches and types of assistance available for psychological problems.

- Describe common challenges of forming and maintaining intimate relationships.
- Identify the most popular contraceptives, and discuss their advantages, disadvantages, and effectiveness.
- Describe the history, current legal status, and debate over abortion in the United States.
- Explain how alcohol is absorbed and metabolized by the body.
- Define alcohol abuse, binge drinking, and alcoholism. Discuss their effects on the drinker and others.
- Explain the immediate and long-term effects of drinking alcohol and tobacco use.
- Identify strategies for using alcohol responsibly, for quitting tobacco use, and for avoiding environmental tobacco smoke.
- Formulate a personal nutrition plan that will promote wellness.
- Explain health risks associated with overweight and obesity.
- Describe lifestyle factors that contribute to weight gain and loss, including the role of diet, exercise, and emotional factors.
- Design a personal plan for successfully managing body weight.
- List the major components of the cardiovascular system and describe how blood is pumped and circulated through the body.
- Discuss the major forms of cardiovascular disease and how they develop
- Identify common cancers- their risk factors, signs and symptoms, treatments, and approaches to prevention.
- Explain the physical, social, and mental changes that accompany aging and discuss how individuals can best confront these changes.
- Understand personal considerations in preparing for death, including making a will, assessing choices for end-of-life care, and making arrangements for a funeral or memorial service.
- Identify the most common types of unintentional injuries and strategies for preventing them.
- Describe factors that contribute to violence and intentional injuries and methods of prevention to combat intentional injuries.

V. Course Assessment And Performance Measures

A. Course requirements

- Attend class on designated days and participate in online and class discussions
- Read textbook in preparation for discussions, assignments, quizzes, etc.
- Submit word processed assignments when due.

B. Evaluation Procedures

(Grades are awarded on total points obtained during the semester).

- Exams (5) 100 points/each
- Chapter Quizzes (5) 20 points/each
- Homework Assignments TBA
- Surveys 10 points/each
- Group Projects (2) 50 points each
 - Power Point Presentation
 - Public Service Announcement

- Current Event Articles 25 points each
- Journal 100 points
 - 59-65 entries (A)
 - 52-58 entries (B)
 - 46-51 entries (C)
 - 39-45 entries (D)
 - 38 entries and below (F)
- Final Exam 100 points

C. Grading Scale

90 -100 = A

80 - 89 = B

70 - 79 = C

60 – 69 = D

59 – Below = F

VI. Course Outline

A. Taking Charge of your health

1. Wellness: The New Health Goal
2. Choosing Wellness
3. How Do You Reach Wellness?
4. Being Healthy For Life

B. Stress: The Constant Challenge

1. What Is Stress?
2. Stress And Disease
3. Common Sources Of Stress
4. Techniques For Managing Stress
5. Creating A Personal Plan For Managing Stress

C. Psychological Health

1. What Psychological Health Is Not
2. Defining Psychological Health
3. Meeting Life's Challenges
4. Psychological Disorders
5. Getting Help

D. Intimate Relationships and Communication

1. Developing Intimate Relationships
2. Communication
3. Pairing And Singlehood
4. Marriage
5. Family Life

E. Contraception and Abortion: Current Issues

1. Principles Of Contraception
2. Reversible Contraception
3. Permanent Contraception: Sterilization
4. Which Contraceptive Method Is Right For You?
5. The Abortion Issue

F. Alcohol and Tobacco

1. The Nature of Alcohol
2. Alcohol and Health
3. Alcohol Abuse and Dependence
4. Why People Use Tobacco
5. Health Hazards
6. The Effects of Smoking on the Nonsmoker
7. What can be done?
8. How a Tobacco User can quit

G. Nutrition Basics

1. Nutritional Requirements
2. Nutritional Guidelines
3. A Personal Plan

H. Weight Management

1. Basic Concepts of Weight Management
2. Factors Contributing To Excess Body Fat
3. Adopting A Healthy Lifestyle For Successful Weight Management
4. Approaches To Overcoming A Weight Program
5. Body Image
6. Eating Disorders

I. Cardiovascular Disease and Cancer

1. The Cardiovascular System
2. Risk Factors For Cardiovascular Disease
3. Major Forms Of Cardiovascular Disease
4. Protecting Yourself Against Cardiovascular Disease
5. What Is Cancer?
6. Common Cancers
7. The Causes of Cancer
8. Detecting, Diagnosing, and Treating Cancer

9. Preventing Cancer

J. The Challenge of Aging

1. Vitality and aging
2. Confronting changes of ageing
3. Aging and life expectancy
4. Defining death
5. The experience of life-threatening illness
6. Coming to terms with death
7. Coping with loss

K. Personal Safety

1. Unintentional Injuries
2. Violence and Intentional Injuries
3. Providing Emergency Care

VII. Special Considerations and/or features of the Course

1. **Blackboard.** We will use Blackboard for communication and for archiving the course content. Course requirements and assignments will be available on Blackboard. Quizzes and Exams will be accessed through Blackboard. Grades will also be available to view on Blackboard. To successfully complete this course you will need to have access to the web. While it will be most convenient for you to have web access from your home or dorm room, you may also use any networked computer workstation on the Arkansas State campus. You may use any computer anywhere that has internet access. The instructor will enroll the entire course into Blackboard. However, it is the responsibility of the student to ensure you are able to access your Blackboard account.
2. **Attendance Policy.** Student attendance is expected. Class attendance will follow the guidelines described in the ASU Undergraduate Bulletin. Regular attendance is defined as “missing no more than twice the number of lectures, recitations, laboratory sessions, or other regularly scheduled class activities that would normally be scheduled during a week.” Once you have exceeded the specified number of absences, the instructor reserves the right to fail you for the course or at a minimum, deduct points from your grade for absentees above what is allowed. Situations involving individuals with documented catastrophic disease states or other documented challenges will be dealt with based on the circumstances and at instructor discretion. If you arrive for class late or leave early, you will be assessed point deductions as well as absentees. These decisions will be made at the instructor’s discretion. Should you attend only one portion of any given class, you will be counted absent for the entire class. If you are absent due to a medical appointment, procedure or illness, bring documentation of that fact to class.

3. **Academic Integrity.** Academic honesty is expected. Ensure that the work you submit is yours and yours alone. If you utilize the ideas of others ensure that you accurately cite your sources.
4. **Emergency Procedures.** Should you have physical limitations or disease states which might require assistance during this class, please notify the instructor. If you suspect you will need assistance in an emergency evacuation of the building etc., please visit with the instructor so that an "appropriate" plan of action can be discussed.

VIII. Procedures to Accommodate Students With Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Additional Notes

The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modification.

IX. Diversity

1. The students will have opportunities to use resources and acquired knowledge to meet diverse learning needs in a variety of classroom situations.
2. The student will be able to organize and implement group situations that allow for both success and challenge.

X. Reference

Insel, P. & Roth, W. (2006). Core Concepts in Health. (brief 10th ed.) NY: McGraw-Hill.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: HLTH 2523 First Aid and Safety
B. Instructor/s: Harriette Adams [hadams@.astate.edu] 972-3066; ASU-Jonesboro, 680-8111

II. READINGS

- A. Primary Text: First Aid / Taking Action by McGraw-Hill.
B. Supplemental Text: None
C. Assigned Readings: Designated Text

III. Purpose of the Course

The purpose of this course is to develop and instill in students an understanding of the role of first aid and safety in the protection of the life and welfare of themselves as well as others.

IV. Course Objectives

A. ASU Frameworks Linkage

1. *Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
3. *Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
4. **Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
8. **Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. ISTE Linkage

1. **Standard I: Technology Operations and concepts*
2. **Standard II: Planning and Designing Learning Environments and Experiences*
3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. **Standard V: Productivity and Professional Practice*
6. **Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in HLTH 2523.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Turn in all assignments by due date
- Participate in all first aid labs
- Successfully pass written tests
- Successfully pass CPR demonstration
- Compile a personal first aid kit

B. Evaluation Procedures:

- Written examinations = 80%
- CPR demonstration, first aid kit, and completion of labs = 20%

The following grade scale will be followed.

90	- 100%	A
80	- 89%	B
70	- 79%	C
60	- 69%	D
59% and below		F

C. Instructional Methodology:

The course will include multi-media assisted lectures, class discussion, class demonstrations, and class evaluations.

VI. Course Outline

A. Overview

1. First Aid. Legalities and liability
2. Victim Assessment
3. Basic Life Support
4. Shock
5. Bleeding and Wounds
6. Poisoning and Burns
7. Heat and Cold Emergencies
8. Bone, Joint, and Muscle Injuries
9. Sudden and Chronic Diseases
10. Moving and Rescuing Victims, Drowning, Lightening, and Wilderness Emergencies

B. Teaching assignments

- Students will be given black board assignments, reading assignments, and practice lab assignments.
- Each student will compile a first aid kit to be graded by the instructor.
- Students will be assigned first aid scenarios

C. Activities / Labs

- Splinting
- CPR
- Choking
- Bandages and Wrapping
- Scenarios

VII. Special Considerations and/or Features of the Course

A. Students will be required to complete a written examination

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and culture.

- G. Create an atmosphere that promotes fairness to all students.
- H. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- I. Establish and maintain appropriate rapport with students.
- J. Communicate challenging learning expectations to students.
- K. Communicate need to transference to all ethnic backgrounds.
- L. Make the environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

First Aid / Taking Action, McGraw-Hill (2007). National Safety Council Text Supplier.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

- I. Course Information
 - A. Course Number and Title: HLTH 3533 Strategies for Teaching Health Education
 - B. Instructor(s): Paul Finnicum; pfinnicu@astate.edu; ASU-Jonesboro; 680-8113

- II. Textbook(s) Readings
 - A. Primary Text: Gilbert, Glen G., and Sawyer, Robin G. (2000). Health Education: Creating Strategies for School and Community Health. 2nd Ed. Jones and Bartlett Publishers, Inc.: Sudbury, MA.
 - B. Supplemental Text:
 - C. Assigned Readings:
 - D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

- III. Purpose or Goals of the Course: The purpose of this course is to provide students with information relative to the development of the competencies necessary to assume the role of a health educator. Additional emphasis is placed on providing the student with an opportunity to observe and practice various health-related teaching activities designed for school and community populations so they might develop the skills necessary to plan and deliver effective health education programs in any setting - classroom, workplace, hospital, or community.

- IV. Course Objectives:
 - A. ASU Frameworks Linkage
 - 1. ****Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.***
 - 2. ****Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.***
 - 3. ****Learners and Learning: Understands learning processes and the developmental characteristics of learners.***
 - 4. ***Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.***
 - 5. ****Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.***
 - 6. ****Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.***
 - 7. ****Professionalism: Understands and acts according to appropriate standards of professional conduct.***
 - 8. ***Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.***

 - B. ***ISTE Linkage***
 - 1. ****Standard I: Technology Operations and concepts***
 - 2. ****Standard II: Planning and Designing Learning Environments and Experiences***
 - 3. ****Standard III: Teaching, Learning, and the Curriculum***

- 4. ***Standard IV: Assessment and Evaluation**
- 5. ***Standard V: Productivity and Professional Practice**
- 6. ***Standard VI: Social, Ethical, Legal, and Human Issues**

*** Items that are included in HLTH 3533.**

C. Pathwise Linkage

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Turn in all assignments according to instructions provided by instructor
- Complete class oral presentation
- Successfully pass all written tests

B. Evaluation Procedures:

- Attendance/participation = 100 points
- Written examinations = 200 points
- Written assignments/quizzes = 100 points
- Teaching Presentation = 100 points
- Written lesson plans (3) = 100 points
- Multiple choice quiz = 50 points
- Poster board = 50 points
- Evaluation of DVD = 50 points

The following grade scale will be followed.

90	- 100% of total points = A
80	- 89% of total points = B
70	- 79% of total points = C
60	- 69% of total points = D
59%	of total points and below = F

C. Instructional Methodology:

The course will include but not be limited to: multi-media assisted lectures, written assignments, class discussion, class demonstrations, and class evaluations.

VI. Course Outline (linked to objectives)

A. Orientation

1. History and value of health education.
2. Learning principles.
3. Teaching methods.
4. Lesson plan content and construction.
5. Class management.
6. Evaluation.

B. Teaching assignments

- Students will be given assignments to teach various content areas in the health education curriculum

- The teaching experience will be evaluated for planning, management of time, presentation, and assessing the objectives of the presentation
- C. Content areas to be covered
- History of health education
 - Learning principles/laws of learning
 - Lesson plan construction
 - Objective writing
 - Exam construction
 - Audiovisual evaluation
 - Planning for presentation
- VII. Special Considerations and/or features of the Course: NONE
- VIII. Procedures to Accommodate Students with Disabilities
 “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact the instructor to discuss appropriate academic accommodations.” (Disability Services website.)
- IX. Diversity
 In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the instructor serving as a model in the classroom, the students are learning to:
- A. Create a climate that promotes fairness to all.
 - B. Establish and maintain the appropriate rapport with students.
 - C. Communicate challenging learning expectations to each student.
 - D. Establish and maintain consistent standards of classroom behavior.
 - E. Make the physical environment as safe and conducive to learning as possible.
 (Pathwise Domain B)
- X. References
- A. Bender, Stephen J., Neutens, J.J., Skonie-Hardin, S., and Sorochan, W.D. (1997). *Teaching Health Science, Fourth Edition*. Jones and Bartlett Publishers.
 - B. Bensley, R.J., Brookins-Fisher, J. (2009). *Community Health Education Methods: A Practical Guide*. Third Edition. Jones and Bartlett Publishers.
 - C. Bruess, C.E., Greenberg, J.S. (2004). *Sexuality Education: Theory and Practice*. Fourth Edition. Jones and Bartlett Publishers.
 - D. Kreuter, M.W., Lezin N. A., Kreuter, M.W., and Green, L.W. (2008). *Community Health Promotion Ideas That Work, Second Edition*. Jones and Bartlett Publishers.
 - E. Page, R.M., and Page, T.S. (2007). *Promoting Health and Emotional Well-Being in Your Classroom, Fourth Edition*. Jones and Bartlett Publishers.
 - F. Sharma, M., Romas, J.A. (2008). *Theoretical Foundations of Health Education and Health Promotion*. Jones and Bartlett Publishers.
- XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 3543 Human Anatomy and Anatomic Fundamentals of Motion
- B. Instructor(s): Dennis Perkey, Ed.S., LAT, ATC

II. Textbook(s) Readings

- A. Required Texts:
1. Hamilton, N., Weimar, W., & Luttgens, K. (2008). *Kinesiology: Scientific Basis of Human Motion*. (11thed.): McGraw-Hill.
 2. Floyd, R.T., & Thompson, C. (2007). *Manual of Structural Kinesiology*. (16thed.): McGraw-Hill.

III. Purpose or Goals of the Course

The purpose is to provide students with knowledge of the structure, function, and position of fibrous, skeletal, muscular and nervous tissue of the human body. A secondary purpose is to provide experiences for application of anatomical knowledge through anatomically analyzing human movement in exercise and sport course emphasis is on skeletal and joint terminology, joint actions, muscles and their attachments, and muscle groups responsible for motion at the specific joints studied.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
 - 5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and

understands how development in any domain may affect performance in another domain

6. 3.6 The importance of peers to intellectual development
7. 3.7 How to find information and services to support students

iv Standard 4. The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
3. 4.3 The importance of treating others with respect and dignity
4. 4.4 How to communicate effectively with multiple audiences

v Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

1. 5.1 The importance of reflecting on practice to improve instruction
2. 5.2 How to translate, evaluate, and apply current education research
3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
5. 5.5 An understanding of schools as organizations within the larger community context
6. 5.6 An understanding of the importance of family/guardian involvement
7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Quizzes. No makeup quizzes will be given. You are allowed to drop one quiz. If you use the drop for an absence, you will not be able to use it for a low quiz grade. Most quizzes are announced but the instructor may choose to give unannounced quizzes when necessary. Quizzes will not be returned to the student. All quizzes will be kept in the instructor's office and may be viewed by the student after an appointment has been made with the instructor. Unit worksheets will serve as study guides for all quizzes and exams. All Quizzes will be given in class during scheduled class time.</p>	5			1
<p>Exams. No makeup examinations will be given unless you are absent for a justifiable reason (i.e., school sponsored trip, death in the family, unpreventable problem that is excusable). I must be contacted as soon as possible after an absence so that arrangements can be made. If you are aware that you will be absent (excused) for a lab or for an examination, I must be notified ahead of time so that arrangements can be made for a make-up examination. Unit worksheets will serve as study guides for all quizzes and exams.</p>	5			1
<p>Attendance. In order to participate in class activities you must attend class. There is a direct correlation between course attendance and overall course performance; therefore, attendance and participation are very important. Attendance will be taken and each students must sign their attendance card to be counted present for that class. For each absence 5 points will be deducted from the student's class participation grade. If you must be absent for any reason you must notify the instructor before that class meets. Excused absences will be at the discretion of the instructor.</p>	1			

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Evaluation				
a. Unit Examinations	1		C	1,2,3
b. Comprehensive Final Examination	1		C	1,2, 3
c. Unit Quizzes	1		C	1,2, 3
d. Comprehensive Quizzes	1		C	1,2,3
e. Grading			C	1,2,3

VII. Special Considerations and/or features of the Course

- 23. Organization.** This is a lecture course in which topics are presented and discussed by the instructor. Assigned activities are completed by students during class time. Eleven quizzes and four unit exams are given over the course of the semester and one comprehensive final exam is given at the conclusion of the semester. There are no prerequisites for this course.
- 24. Records.** Your recorded grades will be available for your review on Blackboard and hard copies of all quizzes and exams will be kept in the instructor's office for your review at any convenient time during the semester. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 25. Attendance Policy:** In order to participate in class activities you must attend class. There is a direct correlation between course attendance and overall course performance; therefore, attendance and participation are very important. Attendance will be taken and each student must sign their attendance card to be counted present for that class. For each absence 5 points will be deducted from the student's class participation grade. If you must be absent for any reason you must notify the instructor before that class meets. Excused absences will be at the discretion of the instructor.
- 26. Electronic Devices.** It is considered rude and a disruption to the instructor and the class if a student is talking, texting or using your mobile phone during class time. All mobile phones must be turned to silent or vibration mode and placed out of sight in a bag or pocket/holder. No mobile phone use during class time. If you must use your phone for any reason you will be required to leave the classroom. It will be considered cheating if the student uses his or her mobile phone or electronic device during a quiz or an exam. If a student is found using his or her mobile phone or electronic device during a quiz or exam the student will receive a score of 0 for that assignment. If the use of a mobile

phone or electronic device becomes a constant problem (Two disruptions mentioned by the instructor) the student will forfeit all of his or her remaining attendance points..

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

7. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
8. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

1. Broer, M. R. (1979). Efficiency of Human Movement. Philadelphia: W. B. Saunders.
2. Chaffin, D.B., Anderson, B.J., & Martin, B.J. (1999). Occupational Biomechanics. (3rd ed.). New York: John Wiley & Sons, Inc.
3. Cooper, J. M. & Glassow, Ruth. (1982). Kinesiology. St.Louis: C. V. Mosby.
4. Gench, B.E., Hinson, M.M., & Harvey, P.T. (1995). Anatomical Kinesiology. Dubuque, Iowa: Eddie Bowers Publishing, Inc.
5. Gray, H. (1973). Anatomy of the Human Body. Philadelphia: Lea & Febiger.
6. Hamill, J. & Knutzen, K.M. (1995). Biomechanical Basis of Human Movement. Baltimore, MD: Williams and Wilkins.
7. Hall, S.J. (1999). Basic Biomechanics (3rd ed.). Boston: WCB McGraw-Hill.
8. Hay, J & Reid, J. (1982). Anatomical and Mechanical Basis of Human Motion. Englewood Cliffs: Prentice-Hall.
9. Hole, J. (1986). Essentials of Human Anatomy and Physiology. Dubuque: Wm. C. Brown.
10. Logan, G. & McKinney, W. (1982). Kinesiology. Dubuque: Wm. C. Brown.
11. Hillman, K. (2004). Body In Motion. Primal: London.

XI. Other

Arkansas State University
ES 3543-001: Human Anatomy
 Tentative Schedule – Fall 2008

DATE	TOPIC	ASSIGNMENTS DUE: Fill in as Assigned
M 8/25	Introduction	
W8/27	Skeletal System	
F8/29	Skeletal System and Articulations	Quiz #1 Skeletal System
M9/1	<i>No Class Labor Day</i>	
W9/3	Articulations	Quiz #2 Articulations
F9/5	Human Movement	
M9/8	Human Movement	Quiz #3 Human Movement
W9/10	Human Muscular	
F9/12	Neuromuscular System	
M9/15	Neuromuscular System	
W9/17	Neuromuscular System	Quiz #4 Neuromuscular System
F9/19	EXAM I	
M9/22	Shoulder	
W9/24	Shoulder	
F9/26	Shoulder	Quiz #5 Shoulder
M9/29	Elbow	Quiz #6 Shoulder
W10/1	Elbow	Quiz #7 Shoulder Girdle
F10/3	Elbow	Quiz #8 Elbow
M10/6	Wrist and Hand	
W10/8	Wrist and Hand	
F10/10	EXAM II	
M10/13	Hip and Pelvic Girdle	
W10/15	Hip and Pelvic Girdle	
F10/17	Hip and Pelvic Girdle	
M10/20	Hip and Pelvic Girdle	Quiz #9 Hip
W10/22	Spine	
F10/24	Spine	
M10/27	Spine	
W10/29	Posture	

F10/31	Posture	
M11/3	Posture	
W11/5	Locomotion	
F11/7	Locomotion	
M11/10	EXAM III	
W11/12	Knee	
F11/14	Knee	
M11/17	Knee	Comprehensive Quiz #1
W11/19	Knee	Quiz #10 Knee Comprehensive Quiz #2
F11/21	Ankle	Comprehensive Quiz #3
M11/24	Ankle	Comprehensive Quiz #4
W11/26	Fall Break	Comprehensive Quiz #5
F11/28	Fall Break	Comprehensive Quiz #6
M12/1	Ankle	Comprehensive Quiz #7
W12/3	Ankle	Quiz #11 Foot and Ankle
F12/5	EXAM IV	
M12/8	Wrap Up	
W12/12	<u>FINAL EXAM</u>	(Room 245)

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: ES 3553 Basic Physiology of Activity
B. Instructor: Brian Church, Ph.D. [bchurch@astate.edu] 972-3066

II. READINGS

- A. Primary Text:
Wilmore, J.H., Costill, D.L., & Kenney, W.L. (2008). Physiology of Sport and Exercise. (4th Ed.) Champaign, IL: Human Kinetics.
- B. Supplemental Text: None
C. Assigned Readings: None

III. Purpose of the Course

The purpose of this course is to provide HPSS students with a basic understanding of the organs and systems of the human body, with particular emphasis on the effects of physical activity on the functioning of these systems.

IV. Course Objectives

A. ASU Frameworks Linkage

- 1. Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.**
- 2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.**
- 3. Learners and Learning: Understands learning processes and the developmental characteristics of learners.**
- 4. Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.**
- 5. *Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.**
- 6. *Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.**
- 7. *Professionalism: Understands and acts according to appropriate standards of professional conduct.**
- 8. Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.**

B. ISTE Linkage

- 1. *Standard I: Technology Operations and concepts**
- 2. *Standard II: Planning and Designing Learning Environments and Experiences**
- 3. Standard III: Teaching, Learning, and the Curriculum**
- 4. *Standard IV: Assessment and Evaluation**
- 5. Standard V: Productivity and Professional Practice**

6. *Standard VI: Social, Ethical, Legal, and Human Issues

** Items that are included in ES 3553.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Use Blackboard to participate in course activities
- Turn in all assignments typed by due date
- Successfully pass all web-based quizzes and tests

B. Evaluation Procedures:

Quizzes – 12 quizzes, 20 points each

Tests – 4 tests, 100 points each

Final comprehensive exam – 150 points

The following grade scale will be followed.

90	- 100%	A
80	- 89%	B
70	- 79%	C
60	- 69%	D
59% and below		F

C. Instructional Methodology:

The course will include web based instruction only. Reading assignments, PowerPoint slides, and study questions will be provided.

VI. Course Outline

A. Structure and Function of Exercising Muscle

1. Functional anatomy of skeletal muscle
2. Skeletal muscle and exercise

B. Fuel for Exercising Muscle: Metabolism and Hormonal Control

1. Metabolism and bioenergetics
2. Hormonal control

C. Neural Control of Exercising Muscle

1. Overview of the nervous system

2. Structure and function of the nervous system
 3. Central nervous system
 4. Peripheral nervous system
 5. Sensory-motor integration
 6. Motor response
- D. Energy Expenditure and Fatigue
1. Measuring energy expenditure
 2. Energy expenditure at rest and during exercise
 3. Fatigue and its causes
- E. The Cardiovascular System and Its Control
1. Heart
 2. Vascular system
 3. Blood
- F. Respiratory Regulation During Exercise
1. Pulmonary ventilation
 2. Pulmonary diffusion
 3. Transport of oxygen and carbon dioxide
 4. Gas exchanges at the muscles
 5. Regulation at pulmonary ventilation
- G. Cardiovascular Responses to Acute Exercise
1. Cardiovascular responses to acute exercise
 2. Respiratory responses to acute exercise
- H. Adaptations to Resistance Training
1. Resistance training and gains in muscular fitness
 2. Mechanisms of gains in muscle strength
 3. Muscle soreness
 4. Resistance training for special populations
- I. Adaptations to Aerobic and Anaerobic Training
1. Adaptations to aerobic training
 2. Adaptations to anaerobic training
 3. Specificity of training and cross-training
- J. Exercise in Hot and Cold Environments
1. Body temperature regulation
 2. Physiological responses to exercise in the heat
 3. Exercise in the cold
 4. Physiological responses to exercise in the cold
- K. Ergogenic Aids and Sport
1. Researching ergogenic aids

2. Pharmacological agents
3. Hormonal agents
4. Physiological agents
5. Nutritional agents

- L. Sex Differences in Sport and Exercise
1. Body size and composition
 2. Physiological responses to acute exercise
 3. Physiological adaptations to exercise training

VII. Special Considerations and/or Features of the Course

- A. Students will be required participate in all course activities, including quizzes, tests, and exams by using Blackboard 8.
- B. In Students are required to log onto Blackboard regularly to receive instruction and assignments.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- M. Create an atmosphere that promotes fairness to all students.
- N. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- O. Establish and maintain appropriate rapport with students.
- P. Communicate challenging learning expectations to students.
- Q. Communicate need to transference to all ethnic backgrounds.
- R. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

American College of Sports Medicine. (2000) ACSM's Guidelines for Exercise Testing and Prescription, 6th edition. Baltimore, MD: Williams and Wilkins.

Brooks, G. A., Fahey, T. D., and White, T. P. (1996) Exercise Physiology: Human Bioenergetics and its Applications, 2nd edition. Mountain View, CA: Mayfield Publishing.

Fox, E. L., Bowers, R. W., and Fox, M. L. (1989) The Physiological Basis of Physical Education and Athletics, 4th ed. Dubuque, IA: Wm. C. Brown Publishers.

McArdle, W.D., Katch, F.I., & Katch, V.L. (2001). Exercise Physiology: Energy, Nutrition, and Human Performance (5th edition). Baltimore, MD: Lippincott, Williams & Wilkins.

McArdle, W.D., Katch, F.I., & Katch, V.L. (2000). Essentials of Exercise Physiology. (2nd edition). Baltimore, MD: Lippincott, Williams & Wilkins.

Plowman, S. A. and Smith, D.L. (2002). Exercise Physiology for Health, Fitness, and Performance (2nd edition). San Francisco, CA: Benjamin Cummings.

Powers, S. K., and Howley, E. T. (1997). Exercise Physiology: Theory and Application to Fitness and Performance (3rd. edition). Dubuque, IA: Wm. C. Brown and Benchmark Publishers.

Sherwood, L. (2007). Human Physiology: From Cells to Systems. Palm Grove, CA: Brooks Cole.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 3802 Physical Education for Teachers of Young Children
- B. Instructor(s): Drs. Jim Stillwell and Blair Dean

II. Textbook(s) Readings

- A. Primary Text:
- B. Supplemental Text:
- C. Assigned Readings:
- D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

This course involves the study of/participation in PE activities appropriate for P-4 children. The purpose is to provide prospective teachers with a knowledge base in motor development, curriculum planning, and the selection of physical activities for young children.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii **Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. SPA linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain

- 6. 3.6 The importance of peers to intellectual development
- 7. 3.7 How to find information and services to support students
- iv **Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
 - 1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 - 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 - 3. 4.3 The importance of treating others with respect and dignity
 - 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
 - 1. 5.1 The importance of reflecting on practice to improve instruction
 - 2. 5.2 How to translate, evaluate, and apply current education research
 - 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 - 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 - 5. 5.5 An understanding of schools as organizations within the larger community context
 - 6. 5.6 An understanding of the importance of family/guardian involvement
 - 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks	ISTE	Pathwise	Spa
<p>Elementary Physical Education Labs. Involvement is required in all labs unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should come dressed to participate. Tennis shoes are required footwear. Disruptive behavior will be considered non-participation.</p>				
<p>Curriculum Project. The curriculum project will consist of each student writing two elementary physical education lesson plans (see LiveText template). An assessment component (a way to measure student learning), integration and references must be included in this project. This assignment must be submitted in paper format as well as in electronic format in LiveText. <i>*College LiveText assignments are a course requirement and</i></p>				

<p><i>may result in an incomplete grade until the requirement is met.</i></p>				
<p>Micro Teaching. For this experience, the student will be responsible for teaching one of the lessons submitted for the curriculum project. A reflection summary will be required after teaching is completed.</p>				
<p>Abstract(s). For this project you will review the current research literature for elementary physical education. A one page (single spaced) summary of the article should include information concerning subjects, methods, conclusions, and future implications. A half page paper of personal reaction and analysis should also be included. A short presentation will be required. Acceptable journals for this project are: 1) Research Quarterly for Exercise and Sport, 2) The Journal of Teaching in Physical Education, and 3) Quest. Copies of the articles are required and should be attached to the summary when submitted.</p>				
<p>Teacher-made Equipment. Equipment assignments will range from making one large piece of equipment (i.e., balance beam) to making small pieces of inexpensive equipment (i.e., yarn balls, bleach bottle scoops, etc.). Evaluations will be made on quality, durability and safety of equipment. Evaluation will also be made on written and oral presentations made to the class. Presentations should include dimensions or specification of equipment, time to make equipment, cost of supplies, unit costs, where the supplies can be obtained and purpose for use.</p>				
<p>Observation of Instructional Physical Education. This assignment involves observing 120 minutes of elementary physical education in Levels I-III: Level I (P4-2), Level II (3-4), Level III (5-6). Time can be divided with a minimum of 40 minutes for each level. Compare/analyze characteristics of each developmental level. Observe class management skills of physical educator from each level. All observation forms must be signed by the teacher and include their phone number.</p>				
<p>Quizzes. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period - - immediately after a lecture, at the beginning or end of a class, etc. There will be no make-up quizzes -- none even later during the same class period. Quizzes will be given only to those students who are present when the</p>				

quizzes are passed out.				
<p>Exams.</p> <p>Two exams will be given during the semester. These exams will not be comprehensive as it will cover only material from the date of the first exam to the date of the second exam. You must take the exam when scheduled. No make up exam will be given. The final exam will be comprehensive. It will be given at the time shown at the end of the schedule that follows.</p>				
<p>Attendance.</p> <p>Attendance will be graded as follows:</p> <p>No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F</p> <p>Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.</p>				

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE	Pathwise	Spa
I. Understanding the Need for Physical Education				
a. The evolution of elementary school physical education				
b. Content standards for physical education				
c. Essential components of a quality program				
II. Physical Activity for Children				
a. The need for physical activity				
b. The growing child				
c. Guidelines for exercising children safely				
III. The Instructional Process				

a. Planning for quality instruction				
b. Writing program objectives				
c. Writing lesson plans				
d. Characteristics of a quality lesson				
e. Providing instructional feedback				
f. Behavior management				
g. Legal liability				
IV. Evaluation				
a. Process or Product				
b. Assessing performance outcomes				
c. Grading				
V. Facilities, Equipment and Supplies				
a. Outdoor facilities				
b. Indoor facilities				
c. Safety				
VI. Personal Health Skills				
a. Health-related physical fitness				
b. Fitness testing				
c. Creating positive attitudes toward activity in your students				

VII. Special Considerations and/or features of the Course

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to:

- F. Create a climate that promotes fairness to all.
- G. Establish and maintain the appropriate rapport with students.
- H. Communicate challenging learning expectations to each student.
- I. Establish and maintain consistent standards of classroom behavior.
- J. Make the physical environment as safe and conducive to learning as possible.
(Pathwise Domain B)

X. References

XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 3823 Theory and Practice of Teaching Rhythmical Activities
- B. Instructor(s): Mrs. Hollie Huckabee

II. Textbook(s) Readings

- A. Primary Text: None: Handout provided at cost
- B. Supplemental Text: Bennett, J. P., & Riemer, P. C. (1995). Rhythmic activities and dance. Champaign, IL: Human Kinetics
- C. Assigned Readings: None
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

The purposes of the course are to: 1) provide a structured experience where prospective physical and elementary education majors may learn skills and content appropriate for children, 2) to provide teaching of rhythmical activities at the elementary level. The purposes are achieved through planning daily lesson plans for varying age levels, instructional strategies and class implementation by students with peers and with elementary students in the public school system.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Rhythmical Activities Education Labs. Involvement is required in all labs unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should come dressed to participate. Tennis shoes are required footwear. Disruptive behavior will be considered non-participation.</p>	1	1, 2	B	2
<p>Team Teaching. For this experience, the student will be responsible for</p>	3,6, 7, 9	3, 5	B, C, D	1, 2, 3, 4

<p>teaching a rhythmical lesson with 2 other peers in a local public K-6 grade school. The lesson will be submitted to instructor for approval. A reflection summary will be required after teaching is completed.</p>				
<p>Teacher-made Equipment. The student will be responsible for creating a home-made piece of equipment that can enhance a rhythmical lesson. Evaluations will be made on quality, durability and safety of equipment. Evaluation will also be made on written, oral and the demonstration presentations made to the class. Presentations should include dimensions or specification of equipment, time to make equipment, cost of supplies, unit costs, where the supplies can be obtained and purpose for use.</p>	5			1, 2
<p>Observation of Instructional Physical Education. This assignment involves observing one physical education class. Observe class management skills of physical educator. All observation forms must be signed by the teacher and include their phone number.</p>	2, 7		D	3
<p>Paper and Presentation The student is responsible for writing an informative or argumentative paper involving the subject of Rhythmical activities. This is a broad scope title. The student is challenged to research the topic and find various avenues. The paper is a minimum of 3 pages. The paper will also be turned in via College Live Text. The student will also make a presentation based on his/her research to his/her peers. This presentation must include digital technology.</p>	3, 5		C	1
<p>Exams. Two exams will be given during the semester. These exams will not be comprehensive as it will cover only material from the date of the first exam to the date of the second exam. You must take the exam when scheduled. No make up exam will be given.</p>	5			1
<p>Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the</p>	1			

COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Starting your Rhythmic Activities Program				
a. Rhythmic Terms	3		A, B,C	1
b. Locomotor and Non-Locomotor Skills	3		A,B,C	1, 2
c. Management	3		A, B,C	1,2
II. Rhythmic Games and Activities				
a. Importance of music selection	5		A,B,C	1, 2
b. Large Group Activities/Small Group Activities	5		A, B, C	1 2,3,
c. Circuits and Games	5		A,B,C	1,2,3
III. Line Dance				
a. Beginner Level	5		A,B,C	1,2,3
b. Intermediate Level	5		A, B,C	1,2, 3
c. Advanced level	5		A,B,C	1,2, 3
IV. Square Dance				
a. Beginner Level	5		A,B,C	1, 2,3
b. Intermediate Level	5		A,B, C	1,2, 3
c. Advanced level	5		A,B, C	1,2, 3
V. Folk Dance				
a. Beginner Level	5		A, B, C	1, 2,3
b. Intermediate Level	5		A, B, C	1, 2, 3
c. Advanced level	5		A, B, C	1, 2, 3
VI. Writing for Success				
a. Introduction of paper topics	5		A,B,C	1, 2, 3
b. Methods of Presentation	5	2	A,B,C	1,2
c. Paper and Presentation	1, 3, 5, 7	1		2
VII. Public School Peer Teaching	1, 2, 3, 5, 6, 7, 9		A, B,C, D	1,2,5

VII. Special Considerations and/or features of the Course

27. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class. Quizzes and exams are given, and there is a comprehensive final exam. The course is a prerequisite for Motor Skill Development for Young Children.
28. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
29. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
30. **Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

9. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
10. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge.

X. References

www.pecentral.com

Book Title Listed above

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			Introduction to the course
		1	ICE BREAKERS
			Mixers
			Right Brain Left Brain
			Overview
		2	Folk Dance
			History and Beginner Dances
			Intermediate Dances
			Advanced Dances
		3	Square Dance
			History of Square Dance
			Intermediate Dances
		4	Observation of PE Teacher in Public Setting
			Exam 1
		5	Line Dance Beginner and Intermediate
		6	Public School Teaching
		7	Public School Teaching
		8	Public School Teaching
		9	Public School Teaching
		10	Personal Health Skills
		11	Lecture on Paper Presentation
			Paper Presentations
			Paper Presentations
			Paper Presentation
			Paper Presentation
			Paper Presentation
			TEACHER-MADE EQUIPMENT PRESENTATIONS
			REFLECTION AND COURSE EVALUATIONS
			Study Day
			<i>Final Exam 10:00-12:00</i>

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course:** PE 3832 Theory and Practice of Teaching Fitness
- B. Instructor:** Agneta Sibrava [asibrava@astate.edu]
- C. Phone:** 972-3066, direct line 680-8446
- D. Office:** # 230

II. Readings

- A. Primary Text:** Stokes and Trapp. (2003) Aerobic Fitness for everyone. (3rd. Ed.) Winston-Salem: Hunter Textbooks Inc.
- B. Supplemental Text:** Fitness and Motor Development: A handbook for BSE PE Majors.

III. Purpose of the Course

The purpose of this course is to provide fitness techniques to improve the students Health Related Fitness Components, instruction strategies, and assess fitness in a class room setting.

IV. Course Objectives

A. ASU Frameworks Linkage

- 1. *Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.**
- 2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.**
- 3. *Learners and Learning: Understands learning processes and the developmental characteristics of learners.**
- 4. Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.**
- 5. *Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.**
- 6. *Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.**
- 7. *Professionalism: Understands and acts according to appropriate standards of professional conduct.**
- 8. Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.**

B. ISTE Linkage

- 1. *Standard I: Technology Operations and concepts**
- 2. *Standard II: Planning and Designing Learning Environments and Experiences**
- 3. *Standard III: Teaching, Learning, and the Curriculum**
- 4. *Standard IV: Assessment and Evaluation**
- 5. *Standard V: Productivity and Professional Practice**
- 6. *Standard VI: Social, Ethical, Legal, and Human Issues**

*** Items that are included in PE 3832.**

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage (Section VI – B, VI - D)

V. Course Assessment and Performance Measures

A. The student will be expected to:

- **Turn in all assignments typed by due date**
- **Participate in all practicum settings**
- **Successfully pass all skills tests**
- **Successfully pass all written tests**

B. Evaluation Procedures:

- **Dressing out and attendance = 25%**
- **Written Examinations = 25%**
- **Teaching/Lesson Plan = 25%**
- **Assignments/Notebook = 25%**

C. Grading Scale:

90	100%	A
80	89%	B
70	79%	C
60	69%	D
59% and below		F

VI. Course Outline

This Course will meet two days per week.

Outline for Theory and Practice of Teaching Fitness

Part I Topic

Introduction and Overview of Course

- A. Course Requirements
- B. Professional dress and conduct

Part II Presenting Skills and Strategies

- A. Characteristics of a Learner
- B. Progression
- C. Class management and behavior control
- D. Phases of a teaching plan

Part III Health Related Fitness Testing

- A. Cardiovascular Endurance (1 ½ mile run)
- B. Muscular Strength (push-ups)
- C. Muscular Endurance (sit-ups)
- D. Body Composition (% body fat)
- E. Flexibility (sit and reach)

Part IV Cardiovascular Training

- A. Aerobics

- B. Step Aerobics
- C. Spinning
- D. Walk/Jog/Run
- E. Jump Rope
- F. Run Stairs
- G. Ultimate Frisbee
- H. Relays
- I. Circuit Training
- J. Obstacle Course

Part V Strength Conditioning

- A. Station Work
- B. Weight Machines
- C. Free Weights
- D. Dyna Bands
- E. Medicine Balls
- F. Exercise Balls
- G. Calisthenics
- H. Plyometrics

Part VI Flexibility

- A. Pilates
- B. Yoga
- C. Stretching
- D. PNF Stretching

Part VII Fitness Games

- A. Simon Says
- B. Par-Course
- C. Children's games
- D. Tag-Games

Part VIII Contraindicated Exercises

Part IX Fitness Testing

- A. Students will be assessed and graded in each of the Health Related Fitness Components as outlined in the Fitness and Motor Development Handbook.
- B. Students will be exposed to a variety of activities and skill assessments. Students will learn how to administer these tests to fellow classmates.

Part X Written Exams

- A. Each student will take a Mid-Term test and a written comprehensive exam relevant to Cardiovascular training, Flexibility and Strength training.

VII. Special Considerations and/or Features of the Course

- A. Students will be required to complete and pass a written examination in each sport
- B. Students will be required to develop a notebook of lesson plans for the activities presented in the class.
- C. Students will be required to complete a skill proficiency test.
- D. Students will be required to dress out in proper majors uniform for all classes.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptation or accommodation because of disability, if you need emergency medical information to share, or if you need special arrangement in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have the opportunities to draw from their own experiences and cultures when developing lessons. With the instructor serving as a model the students are expected to:

- a. Create an atmosphere that promotes fairness to all students
- b. Address diversity in areas appropriate to each class and activity.
- c. Establish and maintain appropriate rapport with students.
- d. Communicate challenging learning expectations with the students.
- e. Communicate need to transference to all ethnic backgrounds.
- f. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 3842 Theories and Practices of Teaching
Leisure Sports
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: Mood, D., Musker, R., and Rink, J. (1999). *Sports and Recreational Activities*. (12th ed). Dubuque, IA: WCB/McGraw-Hill.
- B. Supplemental Text: Albright, C. (2006). *Proficiency Handbook: Sport Proficiencies for BSE Physical Education Majors at Arkansas State University*. Jonesboro, AR: McGregors.
- C. Required Purchase: 3 Ringer Binder with section dividers

III. Purpose or Goals of the Course

The purpose of this course is to provide the student with knowledge of practice and teaching experiences in leisure and recreation sport skills. Emphasis is placed on organization, teaching progression, lesson planning, and analysis of skills and materials which will be needed by students to assume their roles as future educators.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.

viii Outcome 8: Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

i Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

iii Standard 3: Model Digital-Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

iv Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

v Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies

4. 3.4 How students’ physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Skill Proficiencies. The HPESS Department at ASU believes that a physical education teacher should be proficient when teaching sport skills. Therefore, all physical education majors must show verification of sport proficiency. All physical education majors must meet these standards. Special considerations may be allowed in regard to age and/or physical disability. Any further consideration must be made by either 1)the instructor, or 2) the PETE Screening committee.</p>	1			1

<p>Portfolio. Students will be required to develop and maintain a personal teaching portfolio which will include but is not limited to cover page, portfolio overview, table of contents, unit plans, lesson plans, knowledge assessments with answer keys, and proficiency forms.</p>	2, 4, 5, 8	2, 3	A, C	2, 3
<p>Micro Teaching. For this experience, the student will be responsible for teaching one of the predetermined leisure/recreation lessons submitted for the portfolio. A peer evaluation will also be administered in conjunction with teacher evaluation.</p>	3, 9	3, 5	B, C, D	1, 2, 3, 4
<p>Quizzes. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period, immediately after a lecture, at the beginning or end of a class, or on Blackboard. There will be no make-up quizzes.</p>	5			1
<p>Exams. Two exams plus the final exam will be administered during the semester. Exams will cover information gained throughout the course regarding objectives, organization, skill progression, class management, teaching techniques, integration of various sports, and sports skills. You must take the exam when scheduled. No make up exam will be given.</p>	5			1
<p>Attendance. Students are expected to attend and participate in all activities. After 4 absences your overall grade will be dropped ONE LETTER. Participation includes dressing appropriately for each class session. Appropriate dress is deemed the PEM Club uniform.</p>	1			

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Sports and Recreational Activities				
a. Psychological Factors	9	1		
b. Knowledge	4,5			
c. Social Values	2,3	1		
d. Recreation	4			
e. Factors Associated with a Physical Activity	4,8			

Program				
II. Disc Golf				
a. History				1
b. Social Values	2,3	1		
c. Fundamental Skills and Techniques Required	5,8			
d. Rules	5			
III. Golf				
a. History	5			1
b. Equipment	5			
c. The Course	5			
d. Fundamental Skills and Techniques	5,8			
e. Rules	5			
f. Etiquette	5			
g. Teaching Considerations	9			
IV. Horseshoes				
a. History	5			
b. Fundamental Skills and Techniques Required	5,8			
c. Rules	5			
V. Bowling				
a. History	5			
b. Social Values	2,3	1		
c. Equipment and Facilities	5		B	
d. Rules	5			
e. Scoring	5			
f. Fundamental Skills and Techniques	5,8			
g. Possible Errors and Corrections	5			
h. Tips to Remember	5			
i. Bowling for Spares	5			
j. Teaching Considerations	9			
VI. Archery				
a. History	5			
b. Equipment	5			
c. Rules	5			
d. Scoring	5			
e. Safety Precaution while Shooting in Groups	5		B	

f. Fundamental Skills and Techniques	5			
g. Preparation for the Draw	5			
h. Nocking	5			
i. The Draw and Transition Period	5			
j. Safety Precautions	5			
k. Teaching Considerations			B	
VII. Table Tennis				
a. History	5			
b. Values	2,3	1		
c. Equipment	5			
d. Rules	5			
e. Fundamental Skills and Techniques	5			
f. Teaching Considerations	9			
VIII. Rockwall Climbing				
a. History	5			
b. Basic Climbing Information	5			
c. Foot work	5			
d. Hand grips	5			
e. Resting	5			
f. Climbing Wall Safety Policies	5		B	

VII. Special Considerations and/or features of the Course

31. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class.
32. **Records.** Your recorded grades will be available for your review at any time on Blackboard. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
33. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

11. The student will have opportunities to use learning and skill acquisition to meet diverse learning needs in a variety of activity settings.
12. The student will be able to organize and implement safe practice situations that allow for both success and challenge.

X. References

Albright, C. (2006). Proficiency Handbook: Sport Proficiencies for BSE Physical Education Majors at Arkansas State University. Jonesboro, AR: McGregors.

Clark, J. & Huber, F. ((1998). Seven Lifetime Sports. (2nd ed). Dubuque, IA: Eddie Bowers Publishing, Inc.

Mood, D., Musker, R., and Rink, J. (1999). Sports and Recreational Activities. (12th ed). Dubuque, IA: WCB/McGraw-Hill.

Schmottlach, N., & McManama, J. (2002). Physical Education Activity Handbook. (10th ed). San Francisco, CA: Benjamin Cummings.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: PE 3862 Theory and Practice of Racket Sports
- B. Instructor: Agneta Sibrava [asibrava@astate.edu]
972-3066 or direct line 680-8446
- C. Office: #230

II. Readings

- A. Primary Text:
Clark, J. Huber, F. Seven lifetime Sports. (1998) St. Lois: Mosby
- B. Supplemental Text:
Fitness and Motor Development: A handbook for BSE PE Majors.
- C Assigned Readings:
Hand-outs

III. Purpose of the Course

The purpose of this course is to provide instructional strategies designed to teach P-12 Physical Education Majors how to perform, teach, develop and implement Racket Sports concepts. This course is where the student will acquire the racket sports proficiencies.

IV. Course Objectives

A. ASU Frameworks Linkage

1. *Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
2. *Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
7. *Professionalism: Understands and acts according to appropriate standards of professional conduct.*
8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. ISTE Linkage

1. *Standard I: Technology Operations and concepts*
2. **Standard II: Planning and Designing Learning Environments and Experiences*
3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. **Standard V: Productivity and Professional Practice*
6. *Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in PE 3862.*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage

E. Other

V. Course Assessment and Performance Measures

The student will be expected to:

- Turn in all assignments typed by due date
- Participate in all practicum settings
- Successfully pass all skills tests
- Successfully pass all written tests

Evaluation Procedures:

- Written Tests 25%
- Notebook 25%
- Skills Assessments 25%
- Teaching/Lesson Plan 25%

The following grade scale will be followed

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
59% and below	F

VI. Course Outline

A. Orientation

1. History and value of Racket Sports.
2. Nature of the class.
3. Use and storage of equipment.
4. Progression of sport skills.
5. Class management and behavioral control.
6. Phases of lesson plan.
7. Evaluation.

B. Teaching Assignments

- Students will receive assignments to teach various aspects of Racket Sport activities.
- Each student will provide copies of his/her lesson plan to everyone in the class and the instructor.
- The teaching experience will be evaluated for organization, time management, presentation, and meeting the objectives.

C. Sports/Activities to be covered

Tennis

- Grips and footwork
- Forehand and backhand drives
- Net play
- Serve
- Rules and scoring

Badminton

- Grips and footwork
- Underhand and overhand clears
- Rules and scoring
- Serves
- Net play

Pickleball

- Grips and footwork
- Rules and scoring
- Serves
- Net play
- Strategy of play

Racquetball

- Grips and footwork
- Rules and scoring
- Serves
- Basic shots
- Strategy of play

VII. Special Considerations and/or Features of the Course

- Students will be required to complete and pass a written examination in each sport.
- Students will be required to develop a notebook of lesson plans and other pertinent information from the activities presented in class.
- Students will be required to complete and pass skills proficiencies in three out of four racket sports.
- Students will be required to dress out in proper major's uniforms for all classes.
- Students will be required to teach a unit, be assessed with feedback from their peers and the instructor.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- S. Create an atmosphere that promotes fairness to all students.
- T. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- U. Establish and maintain appropriate rapport with students.
- V. Communicate challenging learning expectations to students.
- W. Communicate need to transference to all ethnic backgrounds.
- X. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Anderson, W. (1980). Analysis of Teaching Physical Education. St. Louis: C. V. Mosby.

Blakemore, C. (1991) Drill to Skill: Teacher Tactics in Physical Education. Dubque, IA: Willim C. Brown Publishers.

Bobo, M. (1978). Skill Testing. Journal of Physical Education and Recreation. pp. 49, 45.

Bud, L.F. & Turner, S. (2000). Success Oriented P.E. Activities for Secondary Students: Pregame sports units & fitness motivators including cooperative, interdisciplinary & critical thinking lesson strands. Paramus, JN: Prentice Hall.

Carpenter, J. (2000). P.E. Teacher's Complete Fitness and Skills Development Activities Program. West Nyack, NY: Parker Publishing.

Carr, T.J. (2001). Games from Long Ago & Far Away: Ready-to-Use Multicultural P.E. Activities for Elementary Students. West Nyack, NJ: Parker Publishing Company.

XI. Other

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: PE 3892 Theory and Practice of Team Sports
B. Instructor/s: Dr. Andy Mooneyhan [amooneyh@mail.astate.edu] 972-3066;
ASU-Jonesboro, 680-8108

II. READINGS

- A. Primary Text:
Mood, Dale P.; Musker, Frank F.; Rink, Judith E. (2003).
Sports and Recreational Activities. (13th Ed.) New York: McGraw-Hill.
B. Supplemental Text: None
C. Assigned Readings: Designated Text
D. Teacher Education Program Required Purchase: College LiveText EDU
Solutions w/United Streaming ISBN: 0971833125

III. Purpose of the Course

The purpose of this course is to provide skill techniques, progression, and planning for instruction in basketball, flag/touch football, softball, volleyball and soccer. You will be given time to practice each sport and a skill test will be administered for each one. This course is where your team sports proficiencies will come.

IV. Course Objectives

- A. ASU Frameworks Linkage
1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
 2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
 3. **Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
 4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
 5. **Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
 6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
 7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
 8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*
- B. ISTE Linkage
1. **Standard I: Technology Operations and concepts*
 2. **Standard II: Planning and Designing Learning Environments and Experiences*

3. **Standard III: Teaching, Learning, and the Curriculum*
4. **Standard IV: Assessment and Evaluation*
5. **Standard V: Productivity and Professional Practice*
6. **Standard VI: Social, Ethical, Legal, and Human Issues*

** Items that are included in PE 3892.*

C. *Pathwise Linkage (Section IX – F)*

D. *SPA Linkage (Section VI – B, VI - D)*

E. *Other*

V. Course Assessment and Performance Measures

A. The student will be expected to:

- Turn in all assignments typed by due date
- Participate in all practicum settings
- Successfully pass all skills test
- Successfully pass all written test

B. Evaluation Procedures:

- Dressing out and attendance = 25%
- Written examinations = 25%
- Skills test = 25%
- Teaching (Lesson plan and unit) = 12.5%
- Notebook materials = 12.5%

The following grade scale will be followed.

90	- 100%	A
80	- 89%	B
70	- 79%	C
60	- 69%	D
59% and below		F

C. Instructional Methodology:

The course will include multi-media assisted lectures, class discussion, class demonstrations, and class evaluations.

VI. Course Outline

A. Orientation

1. History and value of team sports.
2. Nature of the class.
3. Use and storage of equipment.
4. Lesson plan content and construction.
5. Class management.
6. Evaluation.

- B. Teaching assignments
- Students will be given assignments to teach various aspects of team sport activities
 - Each student will provide copies of their lesson plan to all class members and the instructor
 - The teaching experience will be evaluated for planning, management of time, presentation, and assessing the objectives of the presentation
 - Activities covered in class will be presented in a lesson plan format with the following being emphasized: history, terminology, facilities, equipment, values, rules, and regulations
- C. Sports/Activities to be covered
- Basketball
 - Ball handling
 - Passing (chest pass, bounce pass, one hand, and baseball)
 - Shooting (set shot, jump shot, free throw, and three point)
 - Defense (man-to-man/zone)
 - Rebounding (blocking out)
 - Offensive strategy
 - Fast break
 - Football (Flag/touch)
 - Passing
 - Catching/receiving
 - Stance (offense/defense)
 - Blocking
 - Defensive back play
 - Offensive ball handling
 - Offensive strategy
 - Defensive strategy
 - Kicking
 - Softball
 - Throwing
 - Catching
 - Fielding
 - Batting
 - Base running
 - Outfield (Fly balls/crowhop)
 - Volleyball
 - Serving (floater/top spin)
 - Passing

- Setting
 - Spiking/Blocking
 - Digging/net play
 - Offensive strategy
 - Defensive strategy
 - Soccer
 - Dribbling
 - Passing
 - Kicking
 - Offensive ball handling
 - Offensive strategy
 - Defensive strategy
- D. Practicum Experiences
1. Students will participate in public school visit
 2. Students will experience teaching a public school class
 3. Students will write a brief on their teaching experience
 4. Students will be assessed on their teaching experience by the following:
 - Instructor
 - Student (themselves)
 - Lead teacher (teacher at the public school)

VII. Special Considerations and/or Features of the Course

- A. Students will be required to complete and pass a written examination in each sport
- B. Students will be required to develop a notebook of lesson plans for the activities presented in the class.
- C. Students will be required to complete a skill proficiency test in all four sports.
- D. Students will be required to dress out in proper majors uniform for all classes.
- E. Students will be required to video each teaching unit to be assessed, with feedback, by themselves and the instructor.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when developing lessons and activities. With the instructor serving as a model the students are expected to:

- Y. Create an atmosphere that promotes fairness to all students.
- Z. Address diversity in areas appropriate to each class and each activity (appropriate communication, activity/game selection and responses).
- AA. Establish and maintain appropriate rapport with students.

- BB. Communicate challenging learning expectations to students.
- CC. Communicate need to transference to all ethnic backgrounds.
- DD. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

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Lumsden, K. & Jones, S. (1996). Ready-to-Use Secondary P.E. Activities Program: Lessons, Tournaments & Assessments for Grades 6-12. Paramus, NJ: Paraker Publishing Company.

Mood, Daley; Musker, Frank F.; Rink, Judith E. (1995). Sports and Recreational Activities. (12th Ed.) St. Louis: Mosby.

Mood, Daley; Musker, Frank F.; Armbruster, David A. (1986). Sports and Recreational Activities for Men and Women. (9th Ed.) St. Louis: Mosby.

Mosston, N. (1981). Teaching Physical Education. Columbus: Charles E. Merrill.

White, Jess R. (1990). Sports Rules Encyclopedia. (2nd ed.) Champaign: Leisure Press.

Zakrajsek, D.B., Carnes, L.A., Pettigrew, Jr., F.E. (1994). Quality Lesson Plans for Secondary Physical Education. Champaign, IL: Human Kinetics.

XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: EDPE 4583, Materials and Methods for Teaching Secondary Physical Education
- B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Himberg, C., Hutchinson, G. E., & Roussell, J. M. (2003). *Teaching secondary physical education: Preparing adolescents to be active for life*. Champaign, IL: Human Kinetics.
- B. Supplemental Text: Siedentop, D., Hastie, P., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.
- C. Assigned Readings: N/A
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose or Goals of the Course

The purpose of this course is to assist students in assimilating new and previously learned material prior to the internship experience. Special emphasis will be placed on the PRAXIS II exam, goal development, teaching styles, curriculum methods, and problems encountered by beginning physical education teachers. Students must have been admitted to the Arkansas State University Teacher Education Program.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 1. B1: Creating a climate that promotes fairness
 2. B2: Establishing and maintaining rapport with students
 3. B3: Communicating challenging learning expectations to each student

4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development

2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
Resume (5%) Students will create and revise as needed a personal resume. This assignment allows the student to prepare a required artifact that is needed for the online (LiveText) Learning to Teach, Teaching to Learn (LTTL) portfolio required of all teaching	3,9	5		

interns, as well as for future professional needs. The resume will be worth 5%.				
<p>Systematic Observation Assignment (10%) Students will use the Physical Education Teacher Assessment Instrument (PETA I) to code a lesson for effective teacher and pupil behaviors. Students will practice coding during class on a lesson provided by the instructor. During the course of the semester, each student will be videotaped and required to individually code the tape with the PETA I. Using the data generated by the PETA I coding and by qualitative observation, they will then write a short reflection paper describing their strengths and weaknesses as a teacher and plans to improve specific problem behaviors. This systematic observation assignment is worth 10%.</p>	5,9	1,2,3,5	D	1
<p>Cognitive Examinations (60%) Students will complete a total of three material examinations, one mid-term examination, and one final examination on the material content found in the textbook, from class lectures and discussions. The examinations will be announced and the tentative dates can be found in the tentative weekly schedule at the end of this syllabus. Each material examination will be worth 10% for a total of 30%. The mid-term and final examinations will be worth 15% for a total of 30%</p>	5			1
<p>Schemes of Work (10%) Students will complete 2 schemes of work (unit plan) appropriate for secondary students. Each scheme will include school details (facilities, class size, etc.), behavioral management strategies, cognitive and affective evaluation procedures, and a series of progressive teaching stages. 1 scheme will be multi-activity in nature, including one sport/physical activity and 1 scheme will be sport education in nature, including one sport/physical activity. This scheme of work assignment is worth 10%.</p>	4,5,6,7,8	1,2	A,C	1,2,3
<p>Lesson Plans (5%) Students will write five consecutive lesson plans from one of their schemes of work. This lesson plan assignment will be worth 5%.</p>	4,5,6,7,8	1,2	A,C	1,2,3
<p>Micro-Teaching Assignment (10%) Students will be assigned an uncommon physical</p>	1,3,4,5,7,8	1	A	1,2

activity or sport (i.e. field hockey, jai-alai, etc.) and be required to teach their activity/sport to their student peers from this class. This micro-teaching assignment provides your instructor the opportunity to monitor, gauge, and assess (a) your understanding of physical education professional content knowledge, (b) what measurement skills you have developed, and (c) what dispositions you might exhibit as a pre-service teacher candidate. During this micro-teaching assignment, each student will be assessed in 10 different areas (Presentation, Grade Appropriateness, Teaching Objectives, Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence). A grading rubric outlining expectations and possible points within each of the ten areas listed above will be provided in advance of the micro-teaching assignment date. The activity will be provided by the instructor prior to the micro-teaching date (date to be determined and announced by the instructor). This micro-teaching assignment will count for 10% of the final grade.

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VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Secondary Methods and Materials in Physical Education				
a. Secondary methods in physical education	5			1
c. Previous physical education experience	5			1
II. Curriculum Models				
a. Movement Education	5			1
b. Skill-Theme Approach	5			1
c. Traditional/Multi-Activity	5			1
d. Sport Education	5			1
e. Games for Understanding	5			1
f. Sport for Peace	5			1
g. Adventure Education/Outdoor Pursuits	5			1
h. Lifetime Fitness	5			1
i. Social Responsibility (Hellison's levels)	2,5,9		B,D	1,3,4

III. Teaching Styles				
a. Mosston's Spectrum of Teaching Styles	5			1
b. Understanding yours	5,9			1,2
IV. Systematic Observation				
a. Physical Education Teacher Assessment Instrument (PETAI)	5	1,2,3,5	D	1
b. Instrument for Identifying Teaching Styles (IFITS)	5	1,2,3,5	D	1
c. Task by Task	5	1,2,3,5	D	1
d. Coding	5	1,2,3,5	D	1
V. Writing Schemes of Work & Lesson Plans				
a. Effective Planning	5			1
b. Schemes of Work	4,5,6,7,8	1,2	A,C	1,2,3
c. Lesson Plans	4,5,6,7,8	1,2	A,C	1,2,3
VI. Classroom Management in Physical Education				
a. Equipment	1,5,7		B	
b. Student Conduct	1,5,7		B	
c. Safety	1,5,7		B	
d. Liability	1,5,7		B	
VII. Multi-Activity Unit				
a. Participation in Multi-Activity	4,5			1
VIII. Sport Education Unit				
a. Participation in Sport Education	4,5			1
IX. Micro-Teaching Assignment				
a. Student Presentation	1,3,4,5,7,8	1	A,B,C,D	1,2,3,4

VII. Special Considerations and/or features of the Course

- 34. Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Three cognitive examinations, one mid-term examination, and one final examination are given. The course is a prerequisite for Student Internship
- 35. Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 36. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and

dismiss yourself from class before answering.

- 37. Attendance.** Attendance is considered extremely important in this course. You should consider yourself a professional scholar and teacher and be on time and present at all classes. You may be dropped one letter grade for each unexcused absence. If you have a legitimate excuse for an absence you must phone the instructor prior to the class you will be missing and provide appropriate documentation supporting your absence upon your return to class. Students with a high number of excused absences will be asked to take an “incomplete” and to retake the course (please see “Records” section above).
- 38. Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
- 39. Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student’s receiving an “F” in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- o. Create a climate that promotes fairness to all.
- p. Establish and maintain rapport with students.
- q. Communicate challenging learning expectations to each student.
- r. Establish and maintain consistent standards of classroom behavior.
- s. Make a physical environment as safe and conducive to learning as possible.
- t. Act with integrity
- u. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Faucette, N. & Patterson, P. (1990). Comparing teaching behaviors and student activity levels in classes taught by P.E. specialists versus non-specialists. *Journal of Teaching in Physical Education*, 9(2), 106-114.

Fink, J., & Siedentop, D. (1989). The development of routines, rules, and expectations at the start of the school year. *Journal of Teaching in Physical Educaiton*, 8(3), 198-212.

Hastie, P. (2003). *Teaching for a lifetime: Physical activity through quality high school physical education*. San Francisco: Benjamin Cummings.

Himberg, C., Hutchinson, G. E., & Roussell, J. M. (2003). *Teaching secondary physical education: Preparing adolescents to be active for life*. Champaign, IL: Human Kinetics.

Mosston, M. (1981). *Teaching physical education*. Columbus, OH: Merrill.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: NASPE Publications.

Phillips, D. A., Carlisle, C., Steffen, J., & Stroot, S. (1986). *The computerized version of the physical education teacher assessment instrument*. Unpublished manuscript, University of Northern Colorado, Greeley, CO.

Siedentop, D., Hastie, P., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.

Stillwell, J. L. & Willgoose, C. E. (2006). *The physical education curriculum* (6th ed.). Long Grove, IL: Waveland Press.

Stroot, S. A. (2000). *Case studies in physical education: Real world preparation for teaching*. Scottsdale, AZ: Holcomb Hathaway.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

**EDPE 4583 Methods and Materials for Teaching Physical Education
in the Secondary School**

Tentative Weekly Plan

Week	Date	Topic/Activity/Assignments
1		Introduction to Secondary Methods and Materials. Introduction to required/recommended texts. Review of

Syllabus.

READ: Himberg text, chapter 1

- 1 Secondary Methods in Physical Education
- 2 Previous PE Experience Exercise, What Does it Mean?
- 2 Exam #1
Introduction to Curriculum Models
READ: Himberg text, chapter 10
- 3 Introduction to Teaching Styles
READ: Himberg text, chapter 8
- 3 Teaching Styles (Mosston's Spectrum)
- 4 Intro to Systematic Observation
Resume due.
READ: Himberg text, chapter 2
- 4 Introduction to Schemes of Work
- 5 Schemes of Work
READ: Himberg text, chapter 11
- 5 Exam #2
Introduction to Lesson Plans.
- 6 Introduction to Effective Management
READ: Himberg text, chapter 7
- 6 Introduction to Multi-Activity.
Schemes of Work due.
- 7 Multi-Activity Unit
READ: Himberg, chapter 9
- 7 Mid-Term Exam
- 8 Multi-Activity Unit
READ: Himberg text, chapter 3
- 8 Micro-Teaching Assignment
- 9 Micro-Teaching Assignment
READ: Himberg text, chapter 4

9	Micro-Teaching Assignment Lesson Plans due.
10	Micro-Teaching Assignment READ: Himberg text, chapter 5
10	Introduction to Sport Education. Systematic Observation/PETA Assignment due.
11	Sport Education READ: Himberg text, chapter 6
11	Exam #3 Sport Education
12	Sport Education READ: Himberg text, chapter 7
12	Sport Education
13	Sport Education
13	Sport Education.
14	Sport Education.
14	Sport Education.
15	Sport Education
15	Sport Education. Conclusion
16	FINAL EXAM TBA.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: 4663 Motor Skills Development for Children
B. Instructor(s): Dr. Blair Dean

II. Textbook(s) Readings

- A. Primary Text: None: Landy J. M., & Burrige K. R. (1999). Fundamental motor skills & movement activities for young children. West Nyack, NY: The Center for Applied Research in Education.
B. Supplemental Text:
C. Assigned Readings:
D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose of the Course

The development of motor skills is an important aspect of the elementary school physical education program. Beginning learning in physical education includes the further development of locomotor, nonlocomotor, and manipulative movements. Mastery of these fundamental movements skills is essential to future success in the development of physical fitness, sports, recreational activities, or dance skills that may be used throughout one's lifetime. The purpose of this course is to provide the teacher candidate with knowledge and skills for analyzing fundamental movement skills (FMS) and identifying mechanical principles involved in their execution for grades K-6. A secondary purpose, is for the teacher candidate to develop qualitative assessment techniques that will serve as a guideline to how FMS may be assessed.

Goals of the Course

- 1. Describe special characteristics and traits of elementary children relative to participation in motor skill activities.*
- 2. Identify several principles of learning and motor learning and explain how children learn fundamental movement skills.*
- 3. Develop movement challenges to enhance the understanding and application of body awareness, space, and qualities of movement concepts.*
- 4. Analyze fundamental movement skills and identify mechanical principles involved in their execution.*

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and

can create learning experiences that make these aspects of subject matter meaningful for students.

- vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students

3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards Linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development

2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Motor Skills Development for Children Labs. Involvement is required in all labs unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should come dressed to participate. Tennis shoes are required footwear. Disruptive behavior</p>	1	1, 2	A, B	1, 2

will be considered non-participation.				
<p>Movement Games Project</p> <p>The movement project will consist of each student devising a game (handout) for each category of games indicated (cooperative, tag, inclusive and traditional). For each of those categories, a developmentally appropriate game must be devised in Levels I-III: Level I (P4-2), Level II (3-4), Level III (5-6). <i>Note: In terms of this task, a relay, drill or skill practice does not constitute a game.</i> This assignment must be turned in LiveText as well as hardcopy.</p> <p><i>*College LiveText assignments are a course requirement and may result in an incomplete grade until the requirement is met.</i></p>	2, 4, 5, 8	2, 3	A, C	1, 2, 3
<p>Micro Teaching.</p> <p>For this experience, the student will be responsible for selecting one of the twelve movement games devised (movement games project), developing it into a 20 minute elementary physical education lesson and teaching it to the class. The lesson must be instructionally and developmentally appropriate for elementary school aged children emphasizing motor development. The lesson must be physically engaging and non-threatening. The lesson plan must be submitted for review through LiveText before micro teaching.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3	A, B, C, D	1, 2, 3, 4, 5
<p>Required Readings</p> <p>A list of readings will be provided (handout). When required a one page (single spaced) summary of the article should include information concerning subjects, methods, conclusions, and future implications. A half page paper of personal reaction and analysis should also be included. A short presentation will be required. Copies of the articles are required and should be attached to the summary when submitted.</p>	1, 5	5		1, 5
<p>Paper Presentation</p> <p>Introduction/overview of the paper to be discussed and its general importance and significance to Motor Skill Development. The students will present the findings of their project to the class on the assigned date. Know the material in detail. If you need, consult other references or sources. Some suggestions include but are not limited to: be thoroughly familiar with the key issues, prepare questions for discussion beforehand, conduct a debate, invite a guest speaker, prepare a video, role play or prepare a PowerPoint presentation. Presentations will be graded on: your apparent knowledge of the topic, preparation, creativity, and your ability to engage your audience. Papers should be referenced in APA style and free of grammar and spelling errors. The length of the</p>	1, 3, 5	1, 2, 3	A	1, 2

<p>paper should be a minimum of 3 pages and not to exceed 5 pages, double spaced, 12 point font, Times New Roman. A minimum of 4 references required and should be current (2003-2008). Papers must be submitted for review through LiveText.</p>				
<p>Movement Observation This assignment involves two hours of observation of elementary children participating in physical education/ activity in Levels I-III. A minimum of 40 minutes in each level. Observation forms will be handed out for this assignment. Observations must be completed and the forms turned in by assigned date. Class groups will be formed to discuss and conduct a comparative analysis across the three levels and across the observation categories. This is the only assignment that can be turned in handwritten. All observation forms must be signed by the teacher and include their phone number.</p>	1			3
<p>Quizzes. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period -- immediately after a lecture, at the beginning or end of a class, etc. There will be no make-up quizzes -- none even later during the same class period. Quizzes will be given only to those students who are present when the quizzes are passed out.</p>	5			1
<p>Exams. Two exams will be given during the semester. These exams will not be comprehensive as it will cover only material from the date of the first exam to the date of the second exam. You must take the exam when scheduled. No make up exam will be given. The final exam will be comprehensive. It will be given at the time shown at the end of the schedule that follows.</p>	5			1
<p>Attendance. Attendance will be graded as follows: No absences 100 One absence 95 Two absences 80 Three absences 70 Four or more absences F Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Also, anyone who has more than four class-long, unexcused absences will receive an "F" grade for the</p>	1			

COURSE. Keep in mind that this is an occupational course, and attendance is important here just as it will be in the employment for which this course is in part designed to prepare you.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Fundamental Movement Skills & Assessment				
a. <i>The Value and Purpose for FMS for Children</i>	5			1
b. The Skill Theme Approach	5			1
c. Skill Themes, Movement Concepts, and the National Standards	5		A	1, 2
II. Fitness Awareness for Children				
a. Physical Fitness and Wellness for Children	5	1	A, B	1, 2, 3
b. Reflective Teaching	9		D	5
c. Teaching Fitness to Children with Special Needs	2	1, 2	A, B	3
III. Body Control Skills				
a. Space Awareness	5			1
b. Effort	5			1
c. Relationships	5			1
IV. Locomotor Skills				
a. Traveling, Chasing, Fleeing, and Dodging	5			1
b. Jumping and Landing	5			1
c. Balancing, Transferring Weight and Rolling	5			1
V. Object Control Skills				
a. Kicking and Punting, Throwing and Catching	5			1
b. Volleying and Dribbling	5			1
c. Striking with Rackets and Paddles Striking with Long-Handled Implements	5			1
VI. Teachable Points and Common Faults				
a. <i>Stress points and Primary points of focus</i>	5		C	3

b. Teaching Cues and Performance Progression at Specific Grade Levels	3, 5		C	2, 3
c. Common Errors and Techniques of Correcting Performance Errors	5, 8		C	2, 3

VII. Special Considerations and/or features of the Course

40. **Organization.** This is a lecture-lab course in which topics are presented by the instructor, methods are explained, and assigned activities are completed by students both during lab periods and outside of class. Quizzes and exams are given, and there is a comprehensive final exam. The course is a prerequisite for Motor Skill Development for Young Children.
41. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
42. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
43. **Dress.** Involvement is required in all labs (refer to class schedule) unless a written doctor's excuse is presented preventing participation in an activity. This is a class which requires physical activity labs and students should wear appropriate attire to participate. Tennis shoes are required footwear.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

13. The teacher candidate will have opportunities to use learning and motor learning methods to meet diverse learning needs in a variety of activity settings.
14. The teacher candidate will be able to plan safe practice situations that allow for both success and challenge

X. References

Graham, G. et.al. (2003). Children Moving. (6th ed.). Columbus, OH, McGraw – Hill.

Graham, G. (2008). Teaching children physical education: Becoming a master teacher. Champaign, IL: Human Kinetics.

Kirchner, G. (2001). Physical education for elementary school children. (10th ed.). Columbus, OH, McGraw- Hill.

Pangrazi, B. (2006). Dynamic physical education for elementary school children. (15th ed.). Benjamin Cummings.

Thomas, J. et.al. (2000). Physical education for children: Concepts into practice. (2nd ed.) Champaign, IL: Human Kinetics.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

DATE	DAY	LAB	TOPIC/ACTIVITY
			Introduction to the course
		1	ICE BREAKERS AND HPESS TOUR
			Introduction to Fundamental Movement Skills & Assessment
			Fitness Awareness for Children
			READING 1 DUE
		2	MOVEMENT FOR YOUNG CHILDREN
			Body Control Skills
			Body Control Skills Learning Experience
			EXAM 1
		3	PHYSICAL FITNESS FOR CHILDREN
			Locomotor Skills
		4	Locomotor Skills Learning Experience
			READING 2 DUE
			MOVEMENT OBSERVATION (off campus)
			Object Control Skills
			MOTOR SKILL VIDEO
			COMPARATIVE ANALYSIS OF OBSERVATION; READING 3 DUE
			EXAM 2
		5	GAMES
			GAME PROJECT DUE
			Notes, Cue Cards, Teachable Points and Common Faults
			District IV Workshop
		6	MICRO TEACHING
		7	MICRO TEACHING

		8	MICRO TEACHING
		9	MICRO TEACHING
			PAPER PRESENTATIONS
			Reflection Paper
			Study Day
			Final Exam, 12:30-2:30

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4703, Adaptive Physical Education
B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Winnick, J. P., (2005). *Adapted physical education and sport* (4th Ed.). Champaign, IL: Human Kinetics.
- B. Supplemental Text: Hodge, S. R., Murata, N. M., Block, M. E., & Lieberman, L. J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb Hathaway.
- C. Assigned Readings: N/A
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose or Goals of the Course

The purpose of this course is to enable the prospective teacher to (a) understand the value of physical education for students with disabilities, and (b) plan programs designed to assist students with physical, mental, and emotional disabilities in developing their maximum potential through physical activity.

IV. Course Objectives

- A. ASU Frameworks Linkage**
- i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.

- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii **Domain B: Creating an Environment for Student Learning**
 1. B1: Creating a climate that promotes fairness
 2. B2: Establishing and maintaining rapport with students
 3. B3: Communicating challenging learning expectations to each student
 4. B4: Establishing and maintaining consistent standards of classroom behavior

5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development

2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Cognitive Quizzes (60%) Students will complete a total of three quizzes on the material content found in the textbook, from class lectures and discussions. The three quizzes will be announced and the tentative dates can be found in the tentative weekly schedule at the end of this</p>	5			1

syllabus. Each quiz will be worth 20% for a total of 60%.				
Final Cognitive Examination (20%) Students will take a comprehensive final examination covering course content and any assigned readings. The format of the final examination may include essay, short answer, multiple-choice, and true/false questions. The final examination will be announced and will be worth 20%.	5			1
SCI Report (10%) Following an introduction to Spinal Cord Injury (SCI), students will research and investigate potential issues facing individuals with SCI within the community and on campus. Students are expected to provide visual representation (photographs) of potential issues/problems that they see or encounter. Following their individual research, students will provide a written report of their findings. A minimum of 2 photographs must be present within their report. The written report must be a minimum of 2 typed-pages (not including photos) and APA format must be followed. This SCI report will be worth a total of 10%.	3,5,9	1,3,4	A	1,4
Paralympic Presentation (10%) Every four years the Paralympic games take place in the same city and venues as the Olympic (able-bodied) Games. Students will be assigned a specific Paralympic sport during the semester that will be shared with another classmate. These small groups will be responsible for researching the assigned sport, preparing a 10-minute in-class presentation utilizing technology (i.e. Powerpoint) that thoroughly describes the sport, its history, results from current or past year's Paralympic competition, etc. facilitating a classroom discussion. Students will be provided a complete grading rubric later in the semester. This Paralympic presentation will be worth a total of 10%.	3,5,9	1,2,3	A,C	1,2

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Adaptive Physical Education				
a. The meaning of adapted physical education	5		A,B,C,D	1

b. Into & history of adapted sport	5		A,B,C,D	
c. Planning: purposes, aims, goals, and objectives	5	1	A,B,C,D	
d. Considerations for physical educators	5		A,B,C,D	1,2
e. Related laws	5		A,B,C,D	
II. Spinal Cord Injury (SCI)				
a. Anatomy	5		A,B,C,D	1
b. SCI injuries	5		A,B,C,D	1
c. Classifications	5	2	A,B,C,D	1
d. Implications for physical educators	5		A,B,C,D	1,2,4
e. Inclusion	5		A,B,C,D	1,2
III. Pervasive Developmental Disorders (PDD)				
a. History of Autism & Asperger Syndrome	5		A,B,C,D	1
b. Other PDDs	5		A,B,C,D	1
c. Etiology	5	4	A,B,C,D	1,3
d. Physical and motor characteristics	5		A,B,C,D	1
e. Implications for physical educators	5		A,B,C,D	1,2,4
IV. Visual Impairments				
a. Definitions of visual impairments	5		A,B,C,D	1
b. Causes of vision loss	5		A,B,C,D	1
c. Inclusion, teaching students	5		A,B,C,D	1,2,3,4
d. Sports for students with visual impairments	5	3	A,B,C,D	1,2,3
V. Cerebral Palsy, Traumatic Brain Injury, & Stroke				
a. Cerebral Palsy	5		A,B,C,D	1
b. Traumatic Brain Injury	5		A,B,C,D	1
c. Stroke	5		A,B,C,D	1
d. Program Implications	5		A,B,C,D	1,2,4
e. Inclusion	5		A,B,C,D	1,2,3
VI. Deafness				
a. Definitions of hearing loss	5		A,B,C,D	1
b. Types and causes of hearing loss	5		A,B,C,D	1
c. Characteristics of Deaf students	5		A,B,C,D	1
d. General considerations for physical educators	5	2	A,B,C,D	1,2,3,4
VII. Introduction to Adapted Sport				
a. Sport organizations	5		A,B,C,D	1
b. Paralympics	5		A,B,C,D	1
c. Role of the physical educator in adapted sport	5		A,B,C,D	1,2,3

VII. Special Considerations and/or features of the Course

44. **Organization.** This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Three cognitive quizzes and one final examination are given.
45. **Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
46. **Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
47. **Attendance.** Attendance is considered extremely important in this course. You should consider yourself a professional scholar and teacher and be on time and present at all classes. You may be dropped one letter grade for each unexcused absence. If you have a legitimate excuse for an absence you must phone the instructor prior to the class you will be missing and provide appropriate documentation supporting your absence upon your return to class. Students with a high number of excused absences will be asked to take an "incomplete" and to retake the course (please see "Records" section above).
48. **Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
49. **Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- v. Create a climate that promotes fairness to all.
- w. Establish and maintain rapport with students.
- x. Communicate challenging learning expectations to each student.
- y. Establish and maintain consistent standards of classroom behavior.
- z. Make a physical environment as safe and conducive to learning as possible.
- aa. Act with integrity
- bb. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Winnick, J. P., (2005). *Adapted physical education and sport* (4th Ed.). Champaign, IL: Human Kinetics.

Hodge, S. R., Murata, N. M., Block, M. E., & Lieberman, L. J. (2003). *Case studies in adapted physical education: Empowering critical thinking*. Scottsdale, AZ: Holcomb Hathaway.

Mandel, J. (Producer), Rubin, H. A. (Co-Director), & Shapiro, D. A. (Co-Director). (2005). *Murderball* [Motion Picture]. (Available from Paramount Pictures, Inc., 5555 Melrose Avenue, Hollywood, CA 90038).

McDonnell, J. J., Hardman, M. L., & McDonnell, A. P. (2003). *An introduction to persons with severe disabilities: Educational and social issues* (2nd. Ed.). Boston, MA: Allyn and Bacon.

Weisburg, R. (Producer) & Aronson, J. (2000). *Sound and fury* [Motion Picture]. (Available from New Video Group, Inc., 126 Fifth Avenue, New York, NY 10011).

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

Course Syllabus
PE 4703 Adapted Physical Education

Tentative Weekly Plan

Week	Date	Topic/Activity/Assignments
1		Introduction to Adapted Physical Education. Introduction to required text. Review of Syllabus. Previous PE experience exercise. READ: Winnick text, chapter 1
1		Introduction to Adapted Physical Education
2		Quiz #1 (on chapter 1 – 20%) Introduction to Spinal Cord Injury. READ: Winnick text, chapter 16
2		Spinal Cord Injury. Campus Activity
3		SCI assignment (document campus/community issues facing individuals with SCI – Photos)
3		SCI assignment (prepare report (min. 2 pages) outlining issues faced by individuals with SCI)
4		Murderball (SCI Report Due – 10%)
4		Murderball
5		Introduction to Pervasive Developmental Disorders READ: Winnick text, chapter 10
5		Introduction to Visual Impairments/Goal Ball READ: Winnick text, chapter 12
6		Activity (Goal Ball)
6		Activity (Beeper Ball)
7		Quiz #2 (on chapters 10 & 12 – 20%)
7		Introduction to Cerebral Palsy, Traumatic Brain Injury, & Stroke READ: Winnick text, chapter 14
8		Introduction to Deafness

	READ: Winnick text, chapter 13
8	Deafness
9	Sound and Fury
9	Sound and Fury
10	Introduction to Adapted Sport READ: Winnick text, chapter 3
10	Activity (Seated Volleyball)
11	Quiz #3 (on chapters 3, 13, & 14 – 20%)
11	Activity (Wheelchair Basketball)
12	Paralympic Presentations (10%)
12	Paralympic Presentations (10%)
13	Paralympic Presentations (10%)
13	Paralympic Presentations (10%)
14	Paralympic Presentations (10%)
14	Paralympic Presentations (10%)
15	Course Conclusion / Review
15	Review
***	FINAL EXAM TBA (20%)

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4753 - The Physical Education Curriculum
- B. Instructor: Dr. Jim Stillwell

II. Textbook(s) Readings

- A. Primary Text: Stillwell, J.L. and Willgoose, C.E. (2006). *The Physical Education Curriculum*. Waveland Press.
- B. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

This course involves the study of/participation in PE activities appropriate for P-4 children. The purpose is to provide prospective teachers with a knowledge base in motor development, curriculum planning, and the selection of physical activities for young children.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- ii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iii **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- iv **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

i Domain A: Organizing Content Knowledge for Student Learning

1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned

ii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students

iii Domain D: Teaching Professionalism

1. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

D. SPA linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study

2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
6. 3.7 How to find information and services to support students

iv Standard 4. The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
3. 4.3 The importance of treating others with respect and dignity
4. 4.4 How to communicate effectively with multiple audiences

v Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

1. 5.1 The importance of reflecting on practice to improve instruction
2. 5.2 How to translate, evaluate, and apply current education research
3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy

5. 5.5 An understanding of schools as organizations within the larger community context

V. Course Assessment and Performance Measures (linked to objectives)

1. Complete assigned readings
2. Complete written exams
3. Contribute to class discussions
4. Evaluate an existing physical education curriculum

VI. Course Outline (linked to objectives)

1. Introduction/Chapter 1: Society & the Celebration of Life
2. Chapter 2: Educational Foundations
3. Chapter 3: The Student and Curriculum Objectives
4. **Exam #1** Chapters 1-2-3
5. Chapter 4: Curriculum Planning in Physical Education
6. Chapter 5: Research and Curriculum Change
7. Chapter 6: Program Organization
8. **Exam #2** Chapters 4-5-6
9. Chapter 7: The Elementary Physical Education Program, K-6
10. Chapter 8: The Secondary Physical Education Program, 7-12
11. Chapter 9: The Adapted Physical Education Program
12. **Exam #3** Chapters 7-8-9
13. Chapter 10: Extra-Curricular Programs: Intramurals & Interscholastic Athletics
14. Chapter 11: Curriculum Evaluation
15. **Exam #4** Chapters 10-11

VII. Special Considerations and/or features of the Course

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures, sharing them with classmates during discussion sessions. With the Instructor serving as a model in the classroom, the students will learn to:

- K. Create a climate that promotes fairness to all.
- L. Establish and maintain appropriate rapport with others.
- M. Communicate challenging learning expectations.

X. References

XI. Other

COLLEGE OF EDUCATION
Department of Health, Physical Education
and Sport Sciences

I. Course Information

A. Course: PE 4763 Kinesiology

B. Instructor: Tom Adams [TADAMS@Astate.edu] 972-3066

II. Readings:

A. Primary Text: ., Hamilton, N., Weimar, W., & Luttgens, K (2008). Kinesiology: Scientific Basis of Human Motion, 11th edition, Boston, MA: McGraw Hill.

B. Supplemental Text: Instructor prepared course notes and lecture outlines. The instructor reserves the right to modify all course materials.

C. Assigned Readings: None

III. Purpose of the Course:

The purpose of the course is to provide a basic understanding of the mechanics of human motion and its application to physical activity.

IV. Course Objectives

A. ASU Frameworks Linkage

1. Educational Foundations
2. Knowledge Base*
3. Learners and Learning
4. Educational Practice
5. Diverse/Exceptional Learners*
6. Communications Skills
7. Professionalism*
8. Lifelong Learning*

B. ISTE Linkage

1. Technology Operations and Concepts
2. Planning and Designing Learning Environments and Experiences
3. Teaching, Learning, and the Curriculum
4. Assessment and Evaluation
5. Productivity and Professional Practice*
6. Social, Ethical, Legal, and Human Issues*

C. Pathwise Linkage (Section IX – F)

D. SPA Linkage (Section VI – B, VI - D)

E. Other

V. Course Assessment and Performance Measures:

A. Course Requirements:

The student will be expected to:

Attend and actively participate in classroom discussions and activities.

Successfully pass four to six unit examinations.

Successfully pass a final comprehensive examination.

Present in the form of a position paper and/or oral presentation a mechanical and muscular analysis of a selected sport skill or daily physical movement activity (time permitting).

B. Evaluation Procedures:

Unit examinations: 100 points each

Comprehensive Final: 100 points

The total points on all tests and assignments will be added and the final grade will be based upon the following:

90 and above	A
80-89	B
70-79	C
60-69	D
<60	F

C. Instructional Methodology:

Lecture and discussion

Question and answer

Audiovisual presentations

Inclusion of skeletal structures and joint models.

D. Attendance Policy:

Attendance is expected. Participation in this course is considered vital. Students are advised that attendance, in and of itself, does not constitute class participation. Class participation will vary according to the nature of the course and the instructional methods

employed by the course instructor. Participation however, does require regular attendance. In order to remain consistent with the Arkansas State University Undergraduate Bulletin, regular attendance is defined by the Department as “missing no more than twice the number of lectures, recitations, laboratory sessions, or other regularly scheduled class activities that would normally be scheduled during a week.” **All absentees are absentees.** Doctor’s excuses, deaths in the family, illness, etc. all constitute an absence. Students missing additional days may have their final grade average dropped (one letter grade for fall and spring terms and two letter grades for summer terms) for each additional day absence. Students arriving late for class or leaving early will be determined absent. In determining whether excessive absences should result in a failing grade or in a lowered grade, consideration shall be given to the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to such absence.

E. Make up Policy:

All outside work or examinations will be completed on announced dates. Make up work is not available without prior instructor approval. Exceptions to the policy are rare and will be determined by the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to missed work.

G. Cell Phones

Students should turn cell phone ringers off during class. Cell phone use during class is restricted.

H. Laptop Computers

Student use of laptop computer for classroom related purposes is acceptable. Non-classroom related use during class is restricted.

VI. COURSE OUTLINE:

A. Introduction to Kinesiology

B. Motion, Description of Motion

Causes of motion

Forms of motion

Angular

Linear

General

C. Linear Kinematics

Distance and displacement

Speed and velocity
Acceleration
Laboratory Experiences related to projectiles

D. Angular Kinematics

Angular distance and displacement
Angular speed and velocity
Angular acceleration

E. Force

Nature of force
Aspects of force
 Magnitude
 Point of application
 Direction

F. Linear Kinetics

Inertia
Mass
Review of force
Newton's First Law
Newton's Second Law
Newton's Third Law
Momentum
Energy
 Kinetic
 Potential
 Strain
Friction
 Sliding
 Stopping/starting
 Rolling

G. Angular Kinetics

Eccentric force
Force couple
Torque (moment)
Equilibrium and stability
 Stable
 Unstable
 Neutral

- Lever
- Function
- Classification
- Principle of levers
- Lever arms

- Moment of inertia and angular velocity
- Analogues of Newton's Laws of Motion
- Transfer of momentum
- Centripetal and centrifugal forces

H. Fluid Mechanics

- Flotation

- Buoyant force
 - Specific gravity

- Fluid resistance

- Drag
 - Surface drag
 - Form drag
 - Hydrodynamic drag forces
 - Surface drag
 - Form drag
 - Wave drag
 - Lift forces
 - Magnus effect
 - Applications related to various forms of projectiles

I. Mechanical Analysis

Study of principles relating to equilibrium, motion, and force in the analysis of sports skills using principles learned.

VII. SPECIAL CONSIDERATION/FEATURES OF COURSE:

- A. Overheads and other visual aids
- B. Multimedia presentation
- C. Lecture outlines are available for students

VIII. Procedures to Accommodate Students with Disabilities

Students with special considerations such as physical limitations and/or learning disabilities will be considered on an individual basis. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact me for these arrangements. Assistance will be provided.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when participating in classroom activities. With the instructor serving as a model, the students are learning to: create a climate that promotes fairness to all, establish and maintain the appropriate rapport with students, communicate challenging learning expectations to students, and establish and maintain consistent standards of classroom behavior.

X. References

Books:

Gowitzke, B.A. and Milner, M. (1988). Scientific Bases of Human Movement. (3rd. ed.) Baltimore: Williams and Wilkins.

Groves, R and Camaine, D. (1983). Concepts in Kinesiology. (2nd. ed.). Philadelphia: Saunders College Publishing.

Hall, S. (2003). Basic Biomechanics (4th ed.). Boston, MA: McGraw Hill.

Hamilton, N., Weimar, W., & Luttgens, K (2008). Kinesiology: Scientific Basis of Human Motion, 11th edition, Boston, MA: McGraw Hill.

Hay, J. (1978). The biomechanics of sport techniques. (2nd. ed.). Englewood Cliffs: Prentice-Hall.

Hay, J. & Reid, J. (1982). The Anatomical and Mechanical Bases of Human Motion. Englewood Cliffs: Prentice-Hall.

Nordin, M. & Frankel, V. (1990). Basic Biomechanics of the Musculoskeletal System, Philadelphia: Lea & Febiger.

Northrip, J., Logan, G. & McKinney, W. (1983). Analysis of Sport Motion. (3rd. ed). Dubuque: William C. Brown.

Floyd, R. (2008). Manual of Structural Kinesiology (16th ed.). Boston, MA: McGraw Hill.

Articles:

Adams, II, T. (1982). Basic biomechanics for swimming. Swimming Technique. 18(3), 41-42,45.

IX. Notes: I do not anticipate any changes in the course structure or evaluation materials. I do, however reserve the right to modify these aspects. Any modification will be announced in class.

Arkansas State University
Department of Health, Physical Education, and Sport Sciences

I. Course Information

- A. Course: PE 4783 Organization and Administration of Physical Education
B. Instructor/s: Dr. Andy Mooneyhan [amooneyh@astate.edu] 680-8108; ASU-Jonesboro

II. READINGS

A. Primary Text:

Tillman, Kenneth; Voltmer, Edward; Esslinger, Arthur; and McCue, Betty.
(1996). The Administration of Physical Education sport, and Leisure Programs. (6th ed.)
Boston: Allyn-Bacon.

B. Supplemental Text:

Bucher, Charles and Krotee, March. (1993). Management of Physical Education and Sport. (10th ed.) St. Louis: Mosby.

C. Assigned Readings: Designated Text

III. Purpose of the Course

This course is designed to study the desirable standards, policies, and practices in the organization, supervision and administration of physical education, recreation, dance, and sport programs. Emphasis will be placed on providing students with knowledge related to the planning and management of physical education programs in the public schools.

IV. Course Objectives

Course Objectives:

Upon completion of this course the student will:

- A. *Understand the nature and importance of administration with emphasis on the purposes of an organization. (Accessed through unit exam: V-B-E)*
- B. *Conduct an administrative interview. (Accessed through administrative interview: V-B-A)*
- C. *Understand and identify current philosophies of physical education. (Accessed through unit exam, professional interview, and administrative philosophy: V-B-A, C, and E)*
- D. *Identify their current philosophy of physical education and relate it to program development. (Accessed through personal philosophy: V-B-C)*
- E. *Understand the role of the administrator regarding the planning and organization of public relations in physical education and athletics. (Accessed through unit exam, administrative interview, and participation: V-B-A, D, and E)*
- F. *Understand the role of the administrator in providing for the general well-being of students with emphasis on legal liability and safety considerations. (Accessed through unit exam: V-B-E)*
- G. *Demonstrate an understanding of the variety of present day facilities in physical education and related fields. (Accessed through unit exam: V-B-E)*

- H. *Conduct facility comparisons in physical education and related fields. (Accessed through assignment: V-B-B)*
 - I. *Understand the role of the administrator regarding the financial management and budgeting procedures for physical education programs and athletics. (Accessed through unit exam and assignment: V-B-B and E)*
 - J. *Understand the goals of general education and how physical education contributes to them. (Accessed through unit exam: V-B-E)*
 - K. *Identify and discuss various curricular models. (Accessed through unit exam: V-B-E)*
 - L. *Develop a curriculum guide and understand how it relates to program development. (Accessed through unit exam: V-B-E)*
 - M. *Understand how to develop an intramural/recreational program with emphasis on secondary schools. (Accessed through unit exam and assignment: V-B-B and E)*
 - N. *Understand interscholastic sports and their relationships to physical education with emphasis on standards and control of programs. (Accessed through unit exam: V-B-E)*
 - O. *Understand and apply relevant information regarding the modern computer age. (Accessed through unit exam and assignment: V-B-B and E)*
- (Assessed through participation, research articles, written exams, class projects, facility visits, professional interviews and class assignments)*

A. *ASU Frameworks Linkage*

- 1. **Educational Foundations: Understands the historical, philosophical, legal, political, cultural, and organizational foundations that shape education.*
- 2. **Knowledge Base: Has content knowledge that includes a broad general education background and specific specialty area competencies.*
- 3. *Learners and Learning: Understands learning processes and the developmental characteristics of learners.*
- 4. *Educational Practice: Develops, implements, and evaluates curriculum and instruction according to the best practices.*
- 5. *Diverse/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.*
- 6. **Communication Skills: Communicates effectively utilizing appropriate interpersonal and language skills.*
- 7. **Professionalism: Understands and acts according to appropriate standards of professional conduct.*
- 8. *Lifelong Learning: Continually invests in professional and personal development to increase value to students and colleagues.*

B. *ISTE Linkage*

- 1. **Standard I: Technology Operations and concepts*
 - 2. **Standard II: Planning and Designing Learning Environments and Experiences*
 - 3. **Standard III: Teaching, Learning, and the Curriculum*
 - 4. **Standard IV: Assessment and Evaluation*
 - 5. **Standard V: Productivity and Professional Practice*
 - 6. **Standard VI: Social, Ethical, Legal, and Human Issues*
- * Items that are included in PE 4783.*

C. *Pathwise Linkage (Section IX – F)*

D. *SPA Linkage (Section VI – A - 2, VI – B and VI – C)*

E. *Other*

V. Course Assessment and Performance Measures

- A. The student will be expected to:
 - 1. Turn in all assignments typed
 - 2. Turn in all assignments by the due date

3. Participate in all practicum settings
4. Successfully pass all written test

B. Evaluation Procedures:

A. Administrative interview – 10% of final grade (100 pts)

The students will conduct an interview with an administrator within the public school system or related fields. An administrative interview form will be provided in class and the interview must be conducted in person.

B. Quizzes/Assignments – 10% of final grade (100 pts)

1. These assignments consist of both pre-planned materials and spontaneous assignments from class discussions. Many are related to reading assignments with relevance to course objectives. (5 pts)
2. Daily quotes and case studies are also included in this evaluation process. (5 pts)
3. Develop a current professional resume for a specific teaching/coaching position. (50 pts)
4. Assist with administration of annual PEM-Club or other approved departmental activities. (40 pts)

C. Personal Administrative Philosophies – 10% of final grade (100 pts)

After the presentation of material related to philosophy of physical education, the students must type a statement of their personal administrative philosophy of physical education.

D. Participation/Professionalism – 10% of final grade (100 pts)

Professional physical educators are expected to participate in class activities and discussions, and demonstrate professional conduct. Students will be expected to involve themselves in at least one short clinical setting dealing with the physical education profession (such as a special Olympics event).

E. Course Exams – 60% of final grade (600 pts)

Three exams (200 pts each) will be given. These exams will consist of short answer, multiple choice, listing, matching, true/false, and essay questions. Examination content will consist of information covered in class lectures, discussion, and **all** reading assignments.

* Considering that rare circumstances may prevail, exams can not be made

up unless prior arrangements are made with the instructor.

Grading Scale:

A = 90 - 100 (900 – 1000 pts.)

B = 80 - 89 (800 – 899 pts.)

C = 70 - 79 (700 – 799 pts.)

D = 60 - 69 (600 – 699 pts.)

F = Below 60 (599 pts. – below)

C. Instructional Methodology:

- Formal and informal lectures – formal lectures with little student participation are used as well as informal lectures with questioning, discussion, case studies, etc.
- Guest lectures and presentations – guest lectures and presentations will be used throughout the semester regarding relevant topics in organization and Administration of Physical Education.
- Individual and group reports – usually consist of reporting results of a special assignment which often centers around a reading assignment from a periodical or newspaper.
- Question and answer – related to informal lectures and/or individual reports. Questioning comes from students as well as teachers.
- Independent study/library assignments – these are used to supplement materials presented in class through lecture and/or discussion. Many are planned, others occur spontaneously.
- Audio-visual materials – these materials most often consist of overheads or computer generated presentations that accompany lectures and discussions.
- Professional visitation – students will visit various professional sites to compare facilities and interview administrators.

VI. Course Outline

A. Orientation

1. Evolution of Organized PE & Sports.
2. Nature PE & Sports in current society.
3. Relationship of Administration to PE & Sports.
4. Administration and management concepts.
5. Management responsibilities.
6. Program Administration.

B. Administrative Interview

Students will be required to interview a current Administrator and write a comprehensive paper on the Interview. Students are expected to portray through the paper a clear understanding of that specific administrative position.

C. Personal Administrative Philosophy

Students will be required to write their own personal philosophy of administration after completion of the material for the course. Students are

expected to use course concepts to connect their philosophy to physical education and sports.

VII. Special Considerations and/or Features of the Course

- A. Students are required to submit their papers/projects in word processing format.
- B. Exposure to a computer, the internet and various websites is required.
- C. Observations to off-campus facilities are required.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

IX. Diversity

In this class, students will have opportunities to draw on their own experiences and cultures when discussing and creating various programs and administrative managing techniques. With the instructor serving as a model the students are expected to:

- EE. Create an atmosphere that promotes fairness to all students.
- FF. Address diversity in areas of curriculum and managing techniques (appropriate communication, rapport with others and selection of activities appropriate to diverse groups).
- GG. Establish and maintain appropriate rapport with students and colleagues.
- HH. Communicate challenges in giving direction to others of same and different backgrounds.
- II. Communicate need to transference to all ethnic backgrounds.
- JJ. Make the physical environment as safe and conducive to learning as possible while maintaining sense of openness to diverse needs.

X. References

Tillman, Kenneth; Voltmer, Edward; Esslinger, Arthur; and McCue, Betty. (1996). The Administration of Physical Education sport, and Leisure Programs. (6th ed.) Boston: Allyn-Bacon.

Bucher, Charles and Krotee, March. (1993). Management of Physical Education and Sport. (10th ed.) St. Louis: Mosby.

XI. Other

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4793, Evaluation in Physical Education
B. Instructor(s): Dr. Lance G. Bryant

II. Textbook(s) Readings

- A. Primary Text: Miller, D.K. (2006). Measurement by the physical Educator: Why and how (5th ed.). New York, NY: McGraw-Hill.
- B. Supplemental Text: N/A
- C. Assigned Readings: N/A
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Purpose or Goals of the Course

The purpose of this course is to assist students in understanding various tests and evaluation procedures in the areas of physical fitness, motor ability, skill, and knowledge. Special emphasis will be placed on the administration of tests and use of results.

IV. Course Objectives

A. ASU Frameworks Linkage

- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
- ii Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking
 - 4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

5. C5: Using instructional time effectively
- iv Domain D: Teaching Professionalism**
1. D1: Reflecting on the extent to which the learning goals were met
 2. D2: Demonstrating a sense of efficacy
 3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
 4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

- i Standard 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:
1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
 2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
 3. 1.3 How to relate higher disciplinary knowledge to other subject areas
 4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning
- ii Standard 2.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:
1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
 2. 2.2 How to apply interdisciplinary approaches to curriculum design
 3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
 4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
 5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 6. 2.6 How to use various instructional technologies to address individual and group needs
 7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
1. 3.1 Concepts of human growth and development
 2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and

- understands how development in any domain may affect performance in another domain
6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv **Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v **Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Cognitive Examinations (30%) Students will complete a total of six examinations on the material content found in the textbook, from class lectures and discussions and may include essay, short answer, multiple-choice, and true/false questions. The six examinations will be announced and the tentative dates can be found in the tentative weekly schedule at the end of this syllabus. The use of calculators is acceptable. Each examination will be worth 5% for a total of 30%.</p>	5			1
<p>Web Assignments (40%) Students will be required to complete and submit eight web assignments. Web assignments may include reporting on outside material, researching</p>	5			1

internet or literature-based data, or completing a computational assignment on Blackboard. Each web assignment will be worth 5% for a total of 40%.				
<p>Micro-Teaching Assignment (20%) During the latter half of the semester, students will be required to choose a measurement activity/test/etc. found within the textbook and teach their chosen activity/test/etc. to their student peers from this class. This micro-teaching assignment provides your instructor the opportunity to monitor, gauge, and assess (a) your understanding of physical education professional content knowledge, (b) what measurement skills you have developed, and (c) what dispositions you might exhibit as a pre-service teacher candidate. During this micro-teaching assignment, each student will be assessed in 10 different areas (Presentation, Grade Appropriateness, Teaching Objectives, Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence). A grading rubric outlining expectations and possible points within each of the ten areas listed above will be provided in advance of the micro-teaching assignment date. The choice of activity must be provided to the instructor prior to the micro-teaching date (date to be determined and announced by the instructor). This micro-teaching assignment will count for 20% of the final grade.</p>	1,3,4,5,7,8	1	A	1,2
<p>Test/Rubric Creation (10%) Over the course of the semester, students will be required to create a test or rubric appropriate for physical education. The exact topic and format will be discussed later in the semester.</p>	5,8	1	A,C	1

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Introduction to Evaluation in Physical Education				
a. Evaluation in physical education	5			1
c. Planning: purposes, aims, goals, and objectives	5			1
II. Reason for Measurement, Evaluation, and Assessment				

a. Motivation	5			1
b. Diagnosis	5			1
c. Classification	5			1
d. Achievement	5			1
III. Describing and Presenting Scores				
a. Statistical Terminology	5			1
b. Scales of Measurement	5			1
c. Distributions	5			1
d. Measures of Central Tendency	5			1
e. Variability	5			1
f. Standard Deviation	5			1
g. Analysis of Grouped Data	5			1
h. z-Scores	5			1
i. T-Scores	5			1
j. Percentiles	5			1
k. Graphing Data	5			1
IV. Investigating the Difference in Scores				
a. Testing for Significant Means	5			1
b. Null Hypothesis	5			1
c. Degrees of Freedom	5			1
d. Levels of Significance	5			1
e. Standard Error of the Mean & Difference	5			1
f. t-Tests	5			1
g. Analysis of Variance	5			1
h. Post-Hoc Tests	5			1
i. Constructing a Test	5,8			1
V. Assessing and Grading the Students				
a. Record Keeping	5			1
b. Use of Grades	5			1
c. Factors Used in Grading	5			1
VI. Micro-Teaching Assignment				
a. Student Presentation	1,3,4,5,7,8	1	A,B,C,D	1,2,3,4

VII. Special Considerations and/or features of the Course

50. Organization. This is a lecture-activity course in which topics are presented by the instructor, methods and principles are explained, and assigned activities are completed by students during class. Six cognitive examinations are given.

- 51. Records.** Your recorded grades will be available for your review at any convenient time. Do remember to *keep all assignments and quizzes returned to you* so that any discrepancies can be easily and fairly straightened out. Except in cases of actual error, final grades are permanent. Final "I" grades will *not* be permitted except in cases of prolonged, continuous, and excused absences in the latter half of the course. Under no circumstances will an "I" grade be given when more than half of the coursework has not been completed.
- 52. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.
- 53. Attendance.** Attendance is considered extremely important in this course. You should consider yourself a professional scholar and teacher and be on time and present at all classes. You may be dropped one letter grade for each unexcused absence. If you have a legitimate excuse for an absence you must phone the instructor prior to the class you will be missing and provide appropriate documentation supporting your absence upon your return to class. Students with a high number of excused absences will be asked to take an "incomplete" and to retake the course (please see "Records" section above).
- 54. Academic misconduct.** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).
- 55. Plagiarism.** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful: however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the *Office of Student Conduct, Rights, & Responsibilities*. Plagiarism is a serious act of academic misconduct and may result in a student's receiving an "F" in the course and being suspended from the University. For more information refer to the *ASU Student Handbook* for additional information (<http://studentconduct.astate.edu/studenthandbook.html>).

VIII. Procedures to Accommodate Students with Disabilities

If you are registered with the *Office of Disability Services*, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not yet contacted the *Office of Disability Services*, please call 972.3964 or visit Suite 2181 in the Student Union building to register for services.

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the instructor serving as a model in the classroom, the students are learning to:

- cc. Create a climate that promotes fairness to all.
- dd. Establish and maintain rapport with students.
- ee. Communicate challenging learning expectations to each student.
- ff. Establish and maintain consistent standards of classroom behavior.
- gg. Make a physical environment as safe and conducive to learning as possible.
- hh. Act with integrity
- ii. Strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

X. References

Miller, D. K. (2006). *Measurement by the physical educator: Why and how* (5th ed.). New York, NY: McGraw-Hill.

Bishop, P. A. (2008). *Measurement and evaluation in physical activity applications*. Scottsdale, AZ: Holcomb Hathaway.

XI. Other

TENTATIVE SCHEDULE

A schedule is used to keep the course on track throughout the semester. This helps from "running out of time" at the end of a course, enables you to see what is coming up or what you miss if absent, and evidences good planning and organization. The schedule is not so tight, that it is difficult to keep up with or that it makes the course rigid; hence the title "Tentative". The instructor reserves the right to diverge from it when needed.

PE 4793 Evaluation in Physical Education

Tentative Weekly Plan

Week	Date	Topic/Activity/Assignments
1		Introduction to Evaluation in Physical Education. Introduction to required texts and resources. Review of Syllabus. READ: Miller text, chapter 1
1		Introduction to Chapter 1, Reason for measurement, evaluation, and assessment
1		Web Assignment #1
2		Motivation, Diagnosis, Classification, and Achievement
2		Exam #1 READ: Miller text, chapter 2

2	Web Assignment #2
3	Introduction to Chapter 2, Describing & Presenting Scores
3	Statistical terms, Scales of Measurement, Distributions
3	Web Assignment #3
4	Measures of Central Tendency, Variability, Standard Deviation
4	Exam #2
4	Web Assignment #4
5	Analysis of Grouped Data
5	z-scores, T-scores, Percentiles
5	Web Assignment #5
6	Graphing Data
6	Exam #3 READ: Miller text, chapter 4
6	Web Assignment #6
7	Testing for Significant Means Between Two Means
7	Null Hypothesis, Degrees of Freedom
7	Web Assignment #7
8	Level of Significance, Standard error of the Mean & Difference
8	Exam #4
8	Web Assignment #8
9	t-Tests
9	Analysis of Variance, Post-Hoc Tests READ: Miller text, chapter 6

9	Activity
10	Steps in Constructing a Test
10	Objective Items
10	Short Answer, Essay
11	Exam #5 READ: Miller text, chapter 7
11	Assessing and Grading Students
11	Activity
12	Record Keeping and Use of Grades
12	Factors Used in Grading
12	Activity, Test/Rubric Assignment due
13	Micro-Teaching Assignment
13	Exam #6
13	Micro-Teaching Assignment
14	Micro-Teaching Assignment
14	Micro-Teaching Assignment
14	Micro-Teaching Assignment
14	Micro-Teaching Assignment
15	Micro-Teaching Assignment
15	Micro-Teaching Assignment
15	Micro-Teaching Assignment
16	Micro-Teaching Assignment

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: TIPE 4825, Teaching Internship in Physical Education
- B. Instructor(s): Drs. Blair Dean, Lance Bryant and Jim Stillwell

II. Textbook(s) Readings

- A. Primary Text: 1. Teacher Education Handbook (2008-2009).
2. Teacher Intern Handbook (2007-2009).
- B. Supplemental Text:
- C. Assigned Readings:
- D. Required Purchase: College LiveText EDU Solutions w/United Streaming
ISBN: 0971833125

III. Purpose of the Course

This course supports the components of the Conceptual Framework. It is designed to help student candidates enhance their skills and knowledge for the analysis and implementation of effective teaching methods within the student intern experience. It will also facilitate the transition from student intern to professional by encouraging participation in professional activities (e.g. professional conferences, in-service meetings, etc.). Course requirements such as the candidate assessment project and the development of professional portfolios, will prepare students to pursue employment.

Goals of the Course

1. Design developmentally appropriate learning experiences that encourage learners to reflect, be responsible, and make decisions based upon their abilities and developmental level.
2. Have knowledge of professional organizations and resources available for continued professional growth, and participate in the professional health and physical education communities.
3. Utilize effective verbal, nonverbal, and media communication techniques that foster inquiry, collaboration, and engagement that are sensitive to diversity, and meet multiple needs, learning styles, and experiences.
4. Exhibit knowledge and the ability to design a safe learning environment and implement successful inclusionary learning experiences for all students based upon developmental levels and learning styles.
5. Demonstrate knowledge and the ability to select, use, and interpret developmentally appropriate strategies to assess and communicate learner progress and involve learners in self-assessment.
6. Successfully implement a variety of developmentally appropriate strategies to promote personal responsibility, and managerial and instructional routines that create a safe climate while motivating learners to engage in healthy behaviors and participate in physical activity.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.

- ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
- iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
- iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
- vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
- viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- ix **Outcome 9: Reflective Teaching.** The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i **Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii **Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv **Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v **Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i **Domain A: Organizing Content Knowledge for Student Learning**
 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students

3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ii Domain B: Creating an Environment for Student Learning

1. B1: Creating a climate that promotes fairness
2. B2: Establishing and maintaining rapport with students
3. B3: Communicating challenging learning expectations to each student
4. B4: Establishing and maintaining consistent standards of classroom behavior
5. B5: Making the physical environment as safe and conducive to learning as possible

iii Domain C: Teaching for Student Learning

1. C1: Making learning goals and instructional procedures clear to students
2. C2: Making content comprehensible to students
3. C3: Encouraging students to extend their thinking
4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards Linkage

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking

5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
 6. 2.6 How to use various instructional technologies to address individual and group needs
 7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development
- iii Standard 3.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:
1. 3.1 Concepts of human growth and development
 2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
 3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
 4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions
 5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures (linked to objectives)

Assessment	ASU Frameworks Outcomes	ISTE Standards	Pathwise Domains	PEWL Standards
<p>Planning / Content This category includes all of the unit and lesson plans that you develop at both Secondary and Elementary school placements. Plans are thorough and developed in advance so that the University and Clinical Supervisor have an opportunity to evaluate the plans.</p>	2, 3, 4, 5	1	A	1, 2
<p>Candidate Assessment Project To measure candidates effects on student learning. The candidate will teach and assess a clearly defined unit of instruction that will enable students to meet their local school district curriculum standards, the Arkansas Physical Education, Wellness and Leisure (PEWL) content standards or national standards. In essence, the project is an extremely thorough and detailed unit plan.</p>	3, 8, 9	1, 2, 3	C	1-5
<p>Instructional Skills This category includes evaluation of the variety of teaching strategies and instructional skills. In addition, careful attention needs to be made towards steady improvement from the beginning of the semester to the end at both Elementary and Secondary school placements.</p>	6, 7	2	B	1-5
<p>Reflection / Assignments This category includes evaluation of candidates' ability to reflect upon their performance, to determine strengths and weaknesses in their planning and teaching, and follow through as needed.</p>	9		D	5
<p>Professional Portfolio The Learning to Teach, Teaching to Learn Internship Portfolio is a capstone assignment of the teacher internship, which allows you to exhibit performances that correlate to the ASU Conceptual Framework. Portfolio and/or additional program requirements (see above) will count for 20% of the overall grade.</p>	1-9	1, 2, 3, 4	A-D	1-5
<p>Formative and Summative Evaluations The teacher intern's work will be evaluated by the university supervisor, the clinical supervisor, and by the teacher intern. For each school placement, at least one formative evaluation should be completed during the first four weeks and another evaluation during the last four weeks. Refer to the Teacher Intern Handbook for evaluation procedures. The final grade will be computed by the university supervisor with the classroom performance evaluation counting 80% of the overall</p>	1-9	1-5	A-D	1-5

grade.

VI. Course Outline (linked to objectives)

Course Outline	ASU Frameworks	ISTE Standards	Pathwise Domains	PEWL Standards
I. Week 1				
<i>Observe the classroom and familiarize yourself with all areas of the school, complete seating charts to learn the names of all students, observe the teacher's classroom management techniques, and learn the schedule for the day and semester. Assist teacher with roll, record grades, grade homework and tests, lead small or large group discussions, help students with in-class assignments, and assist the teacher with any supervision outside the classroom.</i>	1, 9	1	A	1
II. Week 2				
Continue to observe and assist experienced teachers in the field of health and physical. Assist teacher with all duties. Teach one or two classes daily.	1-9	2	A, B	1, 2
III. Week 3				
Assume teaching responsibilities for one-half day. Plan and implement a minimum of one health unit and 4 activity units to achieve course objectives. Demonstrate acceptable written and oral expression and knowledge of subject. Organize time, space, materials, and equipment for instruction. Maintain a positive, safe learning environment. Maintain appropriate classroom behavior.	1-9	2, 3	A-D	1-5
IV. Week 4				
Continue to take on more teaching responsibilities. In addition to week 3, begin to incorporate the following: Participate in self-evaluation for the purpose of assessing strengths and weaknesses. Demonstrate the ability to utilize a variety of teaching methods, teaching modes and strategies. Develop an increased awareness of learners' characteristics-emotional, physical, mental, cultural and ethnical as they relate to learners' needs, abilities and interests.	1-9	2, 3	A-D	1-5
V. Week 5-7				
Assume full-time teacher responsibilities for entire day.	1-9	2, 3	A-D	1-5
VI. Week 8				
<i>Teacher intern assumes full-time teacher</i>	1-9	1-5	A-D	1-5

<i>responsibility and should visit the 2nd internship placement.</i>				
VII. Weeks 9-16				
<i>The teacher intern will repeat weeks 1-8 in their new placement.</i>	1-9	1-5		1-5

VII. Weeks 9-16

The teacher intern will repeat weeks 1-8 in their new placement.

1-9

1-5

1-5

VII. Special Considerations and/or features of the Course

- Attendance.** The teacher intern is expected to be present in the cooperating school every day and should assume the same school day as the clinical supervisor. Ordinarily this means being present thirty minutes before school begins and thirty minutes after school. **The duties of the day and preparation for the next day, however, will determine if additional time is necessary.** The teacher intern will adhere to the holiday schedule set forth by the public school and not that of Arkansas State University. Illness or emergencies may occur to cause an intern to be absent. The teacher intern is to call the clinical supervisor and the university supervisor to inform of the absence. If absent, tardy, or leaving early, the intern should fill out the Teacher Intern Attendance form (see form on page 17, Appendix B). **After the third absence, an intern will be required to make up subsequent days of absence.** All absences must be made up during regularly scheduled school days. It is the intern’s responsibility to document make-up days (see form on page 18, Appendix B) and to submit the Teacher Intern Make-Up Days Form to the Professional Education Programs office, ED 213. Should the teaching internship experience extend beyond the end of the semester, an incomplete grade will be assigned until the completion of the internship experience. This form initiates the removal of an “I” to a grade for the internship.
- Dress.** The teacher intern is expected to be in professional dress at all times. No pierced body parts, tongue, nose, eyebrows.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

- The teacher candidate will have opportunities to use class activities that are sensitive to gender and cultural diversity
- The teacher candidate will be able to plan and implement safe practice situations that allow for both success and challenge.
- The teacher candidate will have opportunities to communicate with students and families in ways that demonstrate understanding of and respect for all family structures.
- The teacher candidate will address student diversity when planning, selecting materials, and creating appropriate activities.
- The teacher candidate will demonstrate an awareness of various learning styles and adapt instruction accordingly for all students.

X. References

1. Wong, H. & Wong R. (2001). *The First Days of School: How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.
2. Schempp, P.G. (2003). *Teaching Sport and Physical Activity: Insights on the Road to Excellence*. Champaign, IL: Human Kinetics.
3. Hellison, D. R. (2003). *Teaching Responsibility Through Physical Activity* (2nd ed.). Champaign, IL: Human Kinetics.
4. McCourt, F. (2005). *Teacher Man*. New York: Scribner.
5. Mosston, M., & Ashworth, S. (2002). *Teaching Physical Education* (5th ed.). San Francisco: Benjamin Cummings.
6. Siedentop, D, Hastie, P. A., & Van Der Mars, H. (2004). *Complete Guide to Sport Education*. Champaign, IL: Human Kinetics.
7. Metzler, M. (2000). *Instructional Models for Physical Education*. Boston: Allyn and Bacon.

Arkansas State University
Department of Health, Physical Education and Sport Sciences

I. Course Information

- A. Course Number and Title: PE 4842 Theories and Practices of Coaching Track and Field
- B. Instructor(s): Mrs. Valarie Hilson

II. Textbook(s) Readings

- A. Primary Text: Guthrie, M. (2003). *Coaching Track & Field Successfully*.
Champaign, IL: Human Kinetics.
- B. Supplemental Text: Martens, R. (2004). *Successful Coaching* (3rd ed).
Champaign, IL: Human Kinetics.
- C. Required Purchase: Jump Drive for storing class data, assignments, portfolio, etc.

III. Purpose or Goals of the Course

This course is designed to provide prospective athletic coaches with knowledge and skill introduction regarding the sport of track and field. Emphasis is placed on organizational/management skills, coach/athlete relations, conditioning of players, equipment usage, and safety procedures. The course combines comprehensive cognitive aspects of track and field with the practical application of these aspects.

IV. Course Objectives

- A. **ASU Frameworks Linkage**
- i **Outcome 1: Professionalism.** The teacher candidate behaves in a professional, ethical, and legal manner.
 - ii **Outcome 2: Diversity.** The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
 - iii **Outcome 3: Communication Skills.** The teacher candidate demonstrates effective communication skills.
 - iv **Outcome 4: Curriculum.** The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
 - v **Outcome 5: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - vi **Outcome 6: Teaching Models.** The teacher candidate implements a variety of teaching models.
 - vii **Outcome 7: Classroom Management.** The teacher candidate utilizes appropriate classroom management strategies.
 - viii **Outcome 8: Assessment.** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

ix Outcome 9: Reflective Teaching. The teacher candidate reflects on teaching and learning.

B. ISTE Linkage

- i Standard 1: Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ii Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- iii Standard 3: Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- iv Standard 4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- v Standard 5: Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

C. Pathwise Criterion Linkage

- i Domain A: Organizing Content Knowledge for Student Learning**
 - 1. A1: Becoming familiar with relevant aspects of students' background knowledge and experiences
 - 2. A2: Articulating clear learning goals for the lesson that are appropriate to the students
 - 3. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned
 - 4. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
 - 5. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- ii Domain B: Creating an Environment for Student Learning**
 - 1. B1: Creating a climate that promotes fairness
 - 2. B2: Establishing and maintaining rapport with students
 - 3. B3: Communicating challenging learning expectations to each student
 - 4. B4: Establishing and maintaining consistent standards of classroom behavior
 - 5. B5: Making the physical environment as safe and conducive to learning as possible
- iii Domain C: Teaching for Student Learning**
 - 1. C1: Making learning goals and instructional procedures clear to students
 - 2. C2: Making content comprehensible to students
 - 3. C3: Encouraging students to extend their thinking

4. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
5. C5: Using instructional time effectively

iv Domain D: Teaching Professionalism

1. D1: Reflecting on the extent to which the learning goals were met
2. D2: Demonstrating a sense of efficacy
3. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
4. D4: Communicating with parents or guardians about student learning

D. Physical Education, Wellness and Leisure (PEWL) Arkansas Standards

i Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

1. 1.1 How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure
2. 1.2 A multicultural perspective of Physical Education, Wellness and Leisure
3. 1.3 How to relate higher disciplinary knowledge to other subject areas
4. 1.4 How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning

ii Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

1. 2.1 Principles of curriculum design and knows how to plan lessons, units, and courses of study
2. 2.2 How to apply interdisciplinary approaches to curriculum design
3. 2.3 Recognizing the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches
4. 2.4 How to teach students to communicate effectively through reading, writing, listening, and speaking
5. 2.5 How to ask questions to stimulate discussion as well as creative and critical thinking
6. 2.6 How to use various instructional technologies to address individual and group needs
7. 2.7 How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development

iii Standard 3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

1. 3.1 Concepts of human growth and development
2. 3.2 How to evaluate and apply appropriate techniques and strategies based on different learning theories
3. 3.3 How to evaluate and use a variety of materials to support different instructional strategies
4. 3.4 How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions

5. 3.5 An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain
 6. 3.6 The importance of peers to intellectual development
 7. 3.7 How to find information and services to support students
- iv Standard 4.** The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:
1. 4.1 A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling
 2. 4.2 How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values
 3. 4.3 The importance of treating others with respect and dignity
 4. 4.4 How to communicate effectively with multiple audiences
- v Standard 5.** The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:
1. 5.1 The importance of reflecting on practice to improve instruction
 2. 5.2 How to translate, evaluate, and apply current education research
 3. 5.3 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 4. 5.4 Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy
 5. 5.5 An understanding of schools as organizations within the larger community context
 6. 5.6 An understanding of the importance of family/guardian involvement
 7. 5.7 An understanding of how student groups function and influence people and how people influence students

V. Course Assessment and Performance Measures

A. Evaluation Procedures

100 points – Coaching Portfolio- The students will be required to develop and maintain a personal coaching portfolio which will include but is not limited to a philosophy statement, season plan, practice plans, drills, etc. Portfolio will be submitted on jump drive.

200 points – Classroom activities, skills/drills, and teaching assignments- The students will engage in cognitive enhancing classroom activities; comprehend and exhibit the principles of teaching technical and tactical skills and drills.

Teaching topics will be evaluated on:

- * Organizational preparation
- * Teaching aids
- * Clarity of presentation and discussion
- * Group Involvement - Skills and Drills
- * Overall impression

100 points – Participation and professionalism- Emerging professional coaches are expected to participate in and dress appropriately for course activities, and demonstrate professional conduct. If you fail to participate in or dress appropriately for course activities 10 points will be deducted each time.

200 points – Service Learning Activities – The students will be required to provide assistance at two (2) Track & Field meets. A one page typed reflection paper depicting this experience will be submitted to the instructor of the course. Dates of Track Meets will be distributed at the second week of the semester after finalization of Track Schedules.

B. Grading Scale

90% & above = A	(537-600 Points)
80% - 89% = B	(536-477 Points)
70% - 79% = C	(476-417 Points)
60% - 69% = D	(416-357 Points)
59% & below = F	(356 Points and Below)

C. Instructional Methodology

Lectures/Discussion
Question/Answer
Video tapes
Field demonstration and participation
Coaching observation

VI. Course Outline

- A. Coaching Foundation
 - 1) Developing a Coaching Philosophy
 - 2) Communicating Your Approach
 - 3) Motivating Track & Field Athletes
 - 4) Building a Successful Track & Field Program
- B. Coaching Plans
 - 1) Planning for the Season
 - 2) Preparing for Practices
- C. Rules and Officiating
- D. Coaching Event Techniques and Tactics
 - 1) Sprints and Relays
 - 2) Hurdle Events
 - 3) Middle and Distance Events
 - 4) High Jump
 - 5) Long Jump and Triple Jump
 - 6) Throwing Events
- E. Coaching Meets

- 1) Mental Training for Teams
- 2) Preparing For Meets
- 3) Coach an Intersquad Meet

VII. Special Considerations and/or features of the Course

- 56. Electronic Devices.** No electronics are allowed in class (cell phones, I Pods, lap tops etc.). If for an emergency purpose you must carry a cell phone, please turn the ring tone on vibrate and dismiss yourself from class before answering.

VIII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.”

IX. Diversity

- 20.** The student will have opportunities to use learning and skill acquisition to meet diverse learning needs in a variety of activity settings.
- 21.** The student will be able to organize and implement safe practice situations that allow for both success and challenge.

X. References

American Sport Education Program. (2006). *Officiating Track & Field and Cross Country*. Champaign, IL: Human Kinetics.

Guthrie, M. (2003). *Coaching Track & Field Successfully*. Champaign, IL: Human Kinetics.

Martens, R. (2004). *Successful Coaching* (3rd ed). Champaign, IL: Human Kinetics.

ATTACHMENT G

Praxis II Data

*Arkansas State University
Department of Health, Physical Education and Sport Sciences*

2005-2006

**Health Physical Education: Content Knowledge
Praxis II Report**

	All Examinees	ASU
Sample Size	2,934	38
Highest Score	190	177
Lowest Score	100	135
Median	163	162
Average Range	156-170	153

	ASU % Passing	State of Arkansas % Passing
Health Physical Education: Content Knowledge	99%	99%

Praxis II – Health and Physical Education
Subcategory Scores/Quartile Scores

Subcategory	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Personal Health Care	75%	73%	+1%	76%	-1%	37%
Family Living & Sex Education	70%	69%	+1%	73%	-3%	39%
Community Health/Diseases & Disorders	54%	53%	+1%	59%	-5%	29%
Fundamental Movements, Motor Development & Motor Learning	64%	66%	-2%	69%	-5%	24%
Movement Forms	78%	75%	+3%	77%	+1%	55%
Fitness & Exercise Science	74%	72%	+2%	74%	0	50%

Source: ETS Summary Report

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2006-2007
Health Physical Education: Content Knowledge
Praxis II Report

	All Examinees	ASU
Sample Size	2,417	24
Highest Score	189	180
Lowest Score	107	138
Median	163	160.5
Average Range	156-171	153-167

	ASU % Passing	State of Arkansas % Passing
Health Physical Education: Content Knowledge	92%	98%

Praxis II – Health and Physical Education
Subcategory Scores/Quartile Scores

Subcategory	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Personal Health Care	66%	72%	-6%	74%	-8%	26%
Family Living & Sex Education	69%	69%	0	72%	-3%	21%
Community Health/Diseases & Disorders	56%	58%	-2%	61%	-5%	37%
Fundamental Movements, Motor Development & Motor Learning	69%	67%	+2%	69%	0	54%
Movement Forms	74%	72%	+2%	74%	0	46%
Fitness & Exercise Science	72%	71%	+1%	72%	0	41%

Source: ETS Summary Report

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2007-2008
Health Physical Education: Content Knowledge (20856)
Praxis II Report

*State and National Scores not available until October 2008

	All Examinees	ASU
Sample Size	*	17
Highest Score	*	178
Lowest Score	*	134
Median	*	158
Average Range	*	

	ASU % Passing	State of Arkansas % Passing
Health Physical Education: Content Knowledge	94%	*

Praxis II – 20856 Subcategory Scores/Quartile Scores

Subcategory	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Personal Health Care	72%	*	*	*	*	*
Family Living & Sex Education	67%	*	*	*	*	*
Community Health/Diseases & Disorders	54%	*	*	*	*	*
Fundamental Movements, Motor Development & Motor Learning	63%	*	*	*	*	*
Movement Forms	70%	*	*	*	*	*
Fitness & Exercise Science	71%	*	*	*	*	*

Source: ETS Summary Report

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2005-2006
Physical Education: Movement Forms – Analysis and Design (20092)
Praxis II Report

	All Examinees	ASU
Sample Size	1,668	30
Highest Score	176	175
Lowest Score	112	140
Median	160	158.5
Average Range	155-163	157-162

	ASU % Passing	State of Arkansas % Passing
Physical Education: Analysis & Design	100%	98%

Test Category	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Assessing Fitness & Designing Routines To Achieve Goals	35%	36%	-1%	37%	-2%	40%
Designing Activities For Skill Mastery Or Achievement Of Objectives	48%	47%	+1%	47%	+1%	47%

Arkansas State University
Department of Health, Physical Education and Sport Sciences

2006-2007
Physical Education: Movement Forms – Analysis and Design (20092)
Praxis II Report

	All Examinees	ASU
Sample Size	1,178	23
Highest Score	176	169
Lowest Score	114	138
Median	161	159
Average Range	156-165	153-162

	ASU % Passing	State of Arkansas % Passing
Physical Education: Analysis & Design	85%	96%

Test Category	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Assessing Fitness & Designing Routines To Achieve Goals	34%	37%	-3%	38%	-4%	39%
Designing Activities For Skill Mastery Or Achievement Of Objectives	47%	49%	-2%	51%	-4%	21%

Arkansas State University
Department of Health, Physical Education and Sport Science

2007-2008
Physical Education: Movement Forms – Analysis and Design (20092)
Praxis II Report

*State and National Scores not available until October 2008

	All Examinees	ASU
Sample Size	*	21
Highest Score	*	177
Lowest Score	*	143
Median	*	159
Average Range	*	

	ASU % Passing	State of Arkansas % Passing
Physical Education: Analysis & Design	89%	*

Test Category	ASU Average % Correct	State of Arkansas Average % Correct	+/- ASU vs. State	National Average Percent Correct	+/- ASU vs. National	ASU Testers Scoring in Top 2 Quartiles
Assessing Fitness & Designing Routines To Achieve Goals	31%	*	*	*	*	*
Designing Activities For Skill Mastery Or Achievement Of Objectives	52%	*	*	*	*	*

ATTACHMENT H

Student Intern Formative Evaluation
Arkansas State University

Teacher Intern: _____ ID # _____ Fall Spring
School: _____ Major: _____ 1st 8-weeks 200____
City: _____ Announced 2nd 8-weeks 200____
Subject or Grade Level: _____ Unannounced 16-weeks 200____
Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home Date: _____

Insert the names of both supervisors. Check the box **only** if you are the evaluator.

Clinical Supervisor: _____ University Supervisor: _____

DIRECTIONS:

For each item below, please circle the letter on the continuum that best describes the intern's skill level and/or disposition. Use the following descriptors to indicate your evaluation of the teacher intern.

- I- works independently as a teacher beginning a professional career
- MA - needs modest assistance and practice
- DA - needs daily assistance and practice
- MG - needs major growth and extensive practice before being placed in charge of a classroom
- NA - not applicable

I. Communication Skills: The teacher intern demonstrates effective communication skills.

The teacher intern

- | | | | | | |
|---|---|----|----|----|----|
| a. utilizes active listening skills and provides positive feedback. | I | MA | DA | MG | NA |
| b. speaks and writes clearly and accurately in standard English. | I | MA | DA | MG | NA |
| c. interprets students' verbal and non-verbal communications. | I | MA | DA | MG | NA |
| d. clearly communicates learning goals and instructional procedures to students. | I | MA | DA | MG | NA |
| e. communicates challenging learning expectations to students. | I | MA | DA | MG | NA |
| f. effectively communicates appropriate content to students. | I | MA | DA | MG | NA |
| g. communicates effectively with diverse populations. | I | MA | DA | MG | NA |
| h. utilizes technology as a tool for communication in alignment with ISTE Standards.
(http://cnets.iste.org/currstands/cstands-netst.html) | I | MA | DA | MG | NA |
| i. communicates as needed with parents or guardians about student learning. | I | MA | DA | MG | NA |
| j. participates in school and community communications. | I | MA | DA | MG | NA |

II. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. assumes responsibility for student learning. | I | MA | DA | MG | NA |
| b. demonstrates a professional demeanor (adheres to students' and teachers' legal rights and school policies, dresses and behaves in a professional and ethical manner). | I | MA | DA | MG | NA |
| c. maintains accurate records and confidentiality. | I | MA | DA | MG | NA |
| d. builds professional relationships including receptivity to supervision. | I | MA | DA | MG | NA |
| e. grows and develops professionally (service, membership, use of research, advocacy). | I | MA | DA | MG | NA |
| f. is punctual, dependable, and responsible. | I | MA | DA | MG | NA |
| g. demonstrates initiative and enthusiasm for teaching and the profession. | I | MA | DA | MG | NA |

III. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning. | I | MA | DA | MG | NA |
| b. addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning. | I | MA | DA | MG | NA |
| c. addresses students' growth and development while planning and implementing instruction. | I | MA | DA | MG | NA |
| d. develops clear learning goals appropriate to students. | I | MA | DA | MG | NA |
| e. utilizes appropriate materials and resources. | I | MA | DA | MG | NA |
| f. creates or selects appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson. | I | MA | DA | MG | NA |
| g. adapts instruction to promote students' learning based upon their strengths and life experiences. | I | MA | DA | MG | NA |
| h. integrates the curriculum when appropriate. | I | MA | DA | MG | NA |
| i. demonstrates appropriate pacing of the lesson. | I | MA | DA | MG | NA |

IV. Teaching Models: The teacher intern utilizes a variety of teaching models.

The teacher intern applies

[use box(es) to check only model(s) used during the lesson and evaluate using the key to the right]

- | | | | | | |
|---|---|----|----|----|----|
| <input type="checkbox"/> nondirective teaching (promote positive human relationships). | I | MA | DA | MG | NA |
| <input type="checkbox"/> mastery learning and programmed instruction (ensure appropriate individual instruction). | I | MA | DA | MG | NA |
| <input type="checkbox"/> direct instruction (teacher directed, lecture). | I | MA | DA | MG | NA |
| <input type="checkbox"/> simulations (students experience the concepts and skills). | I | MA | DA | MG | NA |
| <input type="checkbox"/> inductive teaching (facilitate thinking process). | I | MA | DA | MG | NA |
| <input type="checkbox"/> concept attainment (facilitate students' thinking strategies). | I | MA | DA | MG | NA |
| <input type="checkbox"/> memorization (increase learning knowledge and retention). | I | MA | DA | MG | NA |
| <input type="checkbox"/> inquiry (student investigation/discovery). | I | MA | DA | MG | NA |
| <input type="checkbox"/> cooperative learning/group investigation (students work in small groups to analyze/acquire information). | I | MA | DA | MG | NA |
| <input type="checkbox"/> role playing (exploration/problem solving techniques). | I | MA | DA | MG | NA |
| <input type="checkbox"/> jurisprudential inquiry (facilitate students' thinking about social policy). | I | MA | DA | MG | NA |

V. Classroom Management: The teacher intern utilizes appropriate classroom management strategies.

The teacher intern

- | | | | | | |
|---|---|----|----|----|----|
| a. creates an environment of respect and appropriate rapport. | I | MA | DA | MG | NA |
| b. creates an environment that promotes fairness. | I | MA | DA | MG | NA |
| c. communicates in a manner that fosters positive interactions with students. | I | MA | DA | MG | NA |
| d. plans and implements appropriate procedures for the effective use of instructional time. | I | MA | DA | MG | NA |
| e. manages the classroom to maximize productive use of instructional time. | I | MA | DA | MG | NA |
| f. utilizes appropriate instructional and classroom management procedures appropriate to students' development. | I | MA | DA | MG | NA |
| g. creates a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions. | I | MA | DA | MG | NA |
| h. manages student behavior throughout instructional time, appropriately and effectively. | I | MA | DA | MG | NA |
| i. engages the students and maintains the focus on the lesson by utilizing effective instructional techniques. | I | MA | DA | MG | NA |
| j. establishes and maintains consistent standards for student behavior. | I | MA | DA | MG | NA |
| k. attends to students' behavior during instruction, group work, and/or practice. | I | MA | DA | MG | NA |

VI. Assessment: The teacher intern utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. monitors student learning through individual and group performances. | I | MA | DA | MG | NA |
| b. uses students' performances to modify and adjust instruction. | I | MA | DA | MG | NA |
| c. adapts assessment strategies to promote student learning based on the strengths of the student. | I | MA | DA | MG | NA |
| d. uses formal assessment to measure student performances in relation to instructional objectives. | I | MA | DA | MG | NA |
| e. assesses students' prior knowledge. | I | MA | DA | MG | NA |

VII. Reflective Teaching: The teacher intern reflects on teaching and learning by means of the following practices.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. assesses professional and individual strengths and weaknesses to work in a community of learners. | I | MA | DA | MG | NA |
| b. evaluates the effects of his/her choices and actions on others in the learning community. | I | MA | DA | MG | NA |
| c. reflects on the extent to which the learning goals were met. | I | MA | DA | MG | NA |
| d. uses and applies the tools of inquiry to improve teaching and learning. | I | MA | DA | MG | NA |
| e. accesses knowledge from a variety of sources and assesses the validity of information obtained. | I | MA | DA | MG | NA |
| f. interprets norm-referenced and criterion-referenced test data to facilitate learning. | I | MA | DA | MG | NA |
| g. modifies instructional plans and evaluates curriculum according to best practices. | I | MA | DA | MG | NA |

VIII. Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. presents current and accurate subject matter information. | I | MA | DA | MG | NA |
| b. demonstrates an understanding of the central content and concepts of the subject matter. | I | MA | DA | MG | NA |
| c. uses explanations and representations that link curriculum to prior learning. | I | MA | DA | MG | NA |
| d. engages students in interpreting ideas from a variety of perspectives. | I | MA | DA | MG | NA |
| e. uses methods of inquiry that are central to the subject matter. | I | MA | DA | MG | NA |
| f. bases instruction on the subject area standards established by the appropriate Specialized Professional Associations (SPAs). (See university supervisor for SPA evaluation form.) | I | MA | DA | MG | NA |

Use the Post-Conference form for strengths, areas of growth, and comments and attach to the formative evaluation form.

Intern's Signature

Supervisor's Signature

Date

Date

c.	adapts assessment strategies to promote student learning based on the strengths of the student.	4.55	4	4	5	4	5	5	5	5	5	5	1	5	5		
e.	assesses students' prior knowledge.	4.6	4	4	5	4	5	5	4	5	5	5	5	5	5	5	5
VII Reflective Teaching																	
a.	assesses professional and individual strengths and weaknesses to work in a community of learners.	4.75	5	4	5	4	5	5	5	5	5	5	4	5	5		
b.	evaluates the effects of his/her choices and actions on others in the learning community.	4.6	5	4	5	4	5	5	5	5	5	5	1	5	5		
e.	accesses knowledge from a variety of sources and assesses the validity of information obtained.	4.45	5	4	5	1	5	5	5	5	5	5	1	5	5		
f.	interprets norm-referenced and criterion-referenced test data to facilitate learning.	3.3	1	1	5	1	5	1	5	5	5	5	1	5	5		
																5	5
																4	4

g.	modifies instructional plans and evaluates curriculum according to best practices.	4.85	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
		4.4659													5	5	

Continued:

CB	CB	BC	DS	MG	IN	
80	80	77.8	80	80	77.5	78.45
4	5	5	4	5	5	4.85
1	5	5	1	5	5	3.6
1	5	5	1	5	5	4
5	5	5	5	5	5	4.95
5	5	5	5	5	5	4.9
1	5	5	1	5	5	4
4	5	5	4	5	5	4.5
4	5	5	4	5	5	4.35
4	5	5	4	5	5	4.8
4	5	5	4	5	5	4.9
4	5	5	4	5	1	4.6
1	5	1	1	5	1	3
4	5	5	4	5	5	4.9
5	5	5	5	5	5	4.95
4	5	5	4	5	5	4.85
						0
						0
4	5	5	4	5	5	4.55
3	5	5	5	5	5	4.6
4	5	5	4	5	5	4.75
4	5	5	4	5	5	4.6
4	5	5	4	5	5	4.45
1	5	1	1	5	5	3.3
4	5	5	4	5	5	4.85

	appropriate to students.															
f.	creates or selects appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson.	4.75	5	5	4	5	5	5	4	5	5	5	5	5	5	5
g.	adapts instruction to promote students' learning based upon their strengths and life experiences.	4.39	5	5	4	1	5	5	4	5	5	5	5	5	5	5
IV Teaching Models																
i.	cooperative learning/group investigation (students work in small groups to analyze/acquire information).	2.82	5	5	1	1	5	1	1	1	1	1	1	4	1	5
V Classroom Management																
a.	creates an environment of respect and appropriate rapport.	4.89	5	5	4	5	5	5	5	5	5	5	5	5	5	5
c.	communicates in a manner that fosters positive interactions with students.	4.89	5	5	5	5	5	5	5	4	5	5	5	5	5	5
g.	creates a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions.	4.57	5	5	4	4	5	5	5	5	5	5	5	5	5	5
VI Assessment																
c.	adapts assessment strategies to promote student learning based on the strengths of the student.	4.00	1	5	4	4	5	5	4	1	5	5	5	5	4	4
e.	assesses students' prior knowledge.	3.71	1	1	5	1	5	5	4	1	5	1	5	5	5	5
VII Reflective Teaching																

a.	assesses professional and individual strengths and weaknesses to work in a community of learners.	4.64	5	5	5	4	5	5	5	5	5	5	5	5	4	5
b.	evaluates the effects of his/her choices and actions on others in the learning community.	4.18	5	5	1	5	5	5	1	5	1	5	5	4	5	
e.	accesses knowledge from a variety of sources and assesses the validity of information obtained.	4.25	5	5	1	5	5	5	1	5	5	5	1	1	5	
f.	interprets norm-referenced and criterion-referenced test data to facilitate learning.	3.29	5	5	1	5	5	5	1	5	5	1	1	1	1	
g.	modifies instructional plans and evaluates curriculum according to best practices.	4.36	5	5	4	4	5	5	4	5	1	5	4	5	1	
		4.61									9					

Continued:

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
76	77.3	78	75	79.5	77	78	76	80	73	78	75.5	77.1	77.8	79.5	
5	5	5	5	5	5	1	5	5	3	1	5	5	5	5	4.04
5	5	1	1	5	1	1	5	5	1	1	5	5	5	1	2.82
1	5	1	5	5	1	5	5	5	1	1	5	5	5	1	2.86
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4.96
5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4.93
5	5	5	1	5	1	4	5	5	1	1	5	5	5	5	3.64
1	5	5	4	5	5	5	4	5	4	4	5	5	5	5	4.43
5	5	5	5	5	5	4	5	4	5	4	5	5	5	5	4.61
5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	4.89
1	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4.75
5	5	5	4	5	5	1	5	5	4	1	5	5	5	5	4.39
5	5	5	1	5	5	1	1	1	5	1	5	5	1	1	2.82
															0
															0
5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	4.89
5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4.89
1	5	5	5	5	5	1	5	5	4	4	5	5	5	5	4.57
5	5	5	4	5	1	1	5	5	3	1	5	5	5	5	4
1	5	5	4	5	1	5	4	5	1	5	5	5	4	5	3.71
5	5	5	5	5	1	5	5	5	5	1	5	5	5	5	4.64
5	5	4	5	1	5	5	5	4	1	5	5	5	5	5	4.18
5	5	5	5	1	4	5	5	5	5	5	5	5	5	5	4.25
5	5	1	5	1	1	5	1	1	1	5	5	5	5	5	3.29
5	5	5	5	1	5	5	5	4	5	4	5	5	5	5	4.36

ATTACHMENT J

HPES Lesson Plan
Arkansas State University
Department of HPESS
Physical Education for Teachers of Children (PE- 3802)
Lesson Plan Template

Concept: Semester:

Course #: Grade Level: # of Students: Date:

Title of Lesson: Unit:

Pre-Professional Teacher:

I. Educational Standards: (*Arkansas Frameworks or NCATE*)

II. Goal(s):

III. Objectives:

Cognitive:

Affective:

Psychomotor:

IV. Equipment/Material Needed:

V. Teaching Style(s): (*use box(es) to check only model(s) used during the lesson*)

Direct instruction (teacher directed, lecture)

Mastery learning and programmed instruction (ensuring appropriate individual instruction)

Nondirective/task teaching (promote positive human relationships)

Cooperative learning/group investigation (students work in small groups to analyze/acquire information)

Simulations (students experience the concepts and skills)

Other (explain)

VI. Anticipatory Set: (Introduction)

VII. Warm-Up: (i.e. Health Related Fitness)

VIII. Lesson Focus: (Skill Development)

Formations:

Teaching Cues:

IX. Closure:

Formations:

X. Modification(s)/Adaptation(s):

XI. Integration: (*circle all subjects that apply*)

Math Language Arts Science Technology History Other

XII. Assessment/Evaluation: (provide attachment)

XIII. Safety Considerations:

XIV. References/Resources:

X. Reflection Summary: (*to be completed after teaching*)

ATTACHMENT K

HPESS Lesson Plan Rubric Arkansas State University Department of HPESS Physical Education for Teachers of Children (PE-3802) Scoring Rubric

Lesson Plan Component	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Target Grade/Subject (1, 5%)	Unique attributes of target grade are clear and the appropriateness of the lesson is obvious.	Description of target grade is general and the appropriateness of the lesson is clear.	Description of target grade is vague and/or, the appropriateness of the lesson unclear.
Educational Standards (1, 5%)	Uses approved standards accurately in planning and implementation purposes.	Demonstrates knowledge of approved standards.	Lacks knowledge of approved standards.
Goal(s) (1, 5%)	Goal(s) are clearly communicated, concisely written, and derived from district, state or national content standards.	Goal(s) are vague and not aligned with district, state or national content standards.	Goal(s) are unclear or missing.
Objectives (1, 5%)	Objectives are based upon student data (present level of Performance); are measurable with precise outcomes at a mastery level which matches the developmental stage of student(s); Aligned with scope and sequence of curriculum and accommodations.	Objective(s) are clearly stated and provide purpose. One of the elements may be missing, unclear or inappropriate.	Objectives are unclear with more than one of the elements missing. Stated as activities rather than learning outcomes.
Equipment/materials (1, 5%)	Equipment/materials to be used are integrated into the lesson and make a significant contribution to student learning. Technology is well integrated into lesson or a strong rationale given for non-use.	Equipment/materials are given. Technology listed within the lesson.	Equipment/materials list incomplete and not clearly thought out. Technology either missing or inappropriate for objective(s).
Teaching Styles (1, 5%)	Teaching styles and instructional strategies are based upon content, student needs and safety issues.	Teaching styles and instructional strategies are based upon content, student needs and safety issues.	Teaching style and instructional strategies are not based upon content, student needs and/or safety issues.
Introduction (1, 5%)	Connections made between earlier learning and present lesson. New skill, concept or purpose is clearly stated for the student in behavioral terms and is specific to performance. Relevance is established for the student and informally tells what you expect to observe students doing as a result of your lesson.	Introduction is briefly stated and provides clear purpose. Limited performance expectations given. What candidate expects students to do as a part of the lesson may or may not be given.	Introduction is unclear with no specific performance set for what students will know how to do. Students not given an idea of what candidate will look for in performance.
Warm-Up (1, 5%)	Warm-ups appropriate with a wide range of health-related fitness concepts that are linked to students' needs.	Warm-ups are appropriate.	Warm-ups are inappropriate.
Lesson (1, 5%)	Identifies factors that influence student readiness and develops appropriate learning opportunities.	Identifies factors that influence student readiness and develops appropriate learning opportunities for the entire class.	Does not utilize factors that influence student readiness and presents inappropriate developmental learning opportunities for students.
Instructional Cues (1, 5%)	Proficient in listing teaching cues.	Capable to list adequate teaching cues.	Does not show the ability to list teaching cues.
Conclusion (1, 5%)	Provisions are made for key points/critical attributes of the	Some key points indicated for summary/ review but not	Does not relate to key points of the lesson.

	lesson to be summarized and reviewed using student responses.	all critical attributes key to understanding are included.	
Modification (1, 5%)	Provides complete description of the environment including safety used during instruction and accommodations necessary for any special needs student(s).	Basic information about the environment, characteristics of the class and accommodations are provided.	No description given for one or more of the following: environment, characteristics of class, and accommodations necessary for special needs student(s).
Integration (1, 5%)	Integrates other subject areas into physical education lesson.	Demonstrates integration of other subjects' areas into physical education lesson.	Does not integrate other subject areas into physical education lesson
Assessment (1, 5%)	Uses appropriate student assessments within the lesson, including at least one authentic assessment.	Uses appropriate student assessments, in a limited manner.	Fails to use any assessment.
Assessment: Candidate effect on student learning (1, 5%)	Fails to use the appropriate assessment and/or is not valid or reliable based on the lesson emphasis or student learning needs.	Uses appropriate assessment of students in only one of the domains; valid and reliable.	Fails to use the appropriate assessment and/or is not valid or reliable based on the lesson emphasis or student learning needs.
References (1, 5%)	Uses extensive resources for input for instructional improvement and future planning.	Adequate use of resources for input for instructional improvement and future planning.	Fails to use and/or recognize the value of resources when critiquing oneself.
Reflection Summary: To be completed only when lesson is actually implemented with a group of students. (1, 5%)	Success of lesson judged on student learning. Explores multiple hypotheses for why some students did not meet the objective(s). Key factors which lead to the success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and evaluation as well as how changes would improve student learning.	Partially identifies key factors related to success or failure of the lesson and/or student learning. Recommendations for future lessons not clearly related to outcomes.	Fails to identify important factors related to success or failure of lesson and/or student learning. Recommendations for future lessons missing or vague.
TOTAL POINTS FOR LESSON PLAN = 51			

3 = Exemplary	51-46	Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
2 = Acceptable	45-41	Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
	40-36	Met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
1 = Unacceptable	35-31	Met minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
	30 or below	Did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.

ATTACHMENT L

HPESS Lesson Plan Data

Table 1. Lesson Plan Overall Scores by Semester – Undergraduate BSE Teacher Candidates enrolled in Physical Education for Teachers of Children PE-3802.

Semester	Number of Candidates	Unacceptable 1-31	Acceptable 32-45	Exemplary 46-51	Mean Score
Spring 2006	30	3.3% (1/30)	36.7% (11/30)	60% (18/30)	45.47
Fall 2006	56	1.8% (1/56)	26.8% (15/56)	71.4% (40/56)	46.75
Spring 2007	25	0% (0/25)	8% (2/25)	92% (23/25)	47.76
Fall 2007	60	5% (3/60)	26.7% (16/60)	68.3% (41/60)	45.58
Spring 2008	26	7.7% (2/26)	42.3% (11/26)	50% (13/26)	44.4
Summer 2008	23	13% (3/23)	34.8% (8/23)	52.2% (12/23)	43.87

Table 2. Lesson Plan Scores by academic year (AY) – Undergraduate BSE Teacher Candidates.

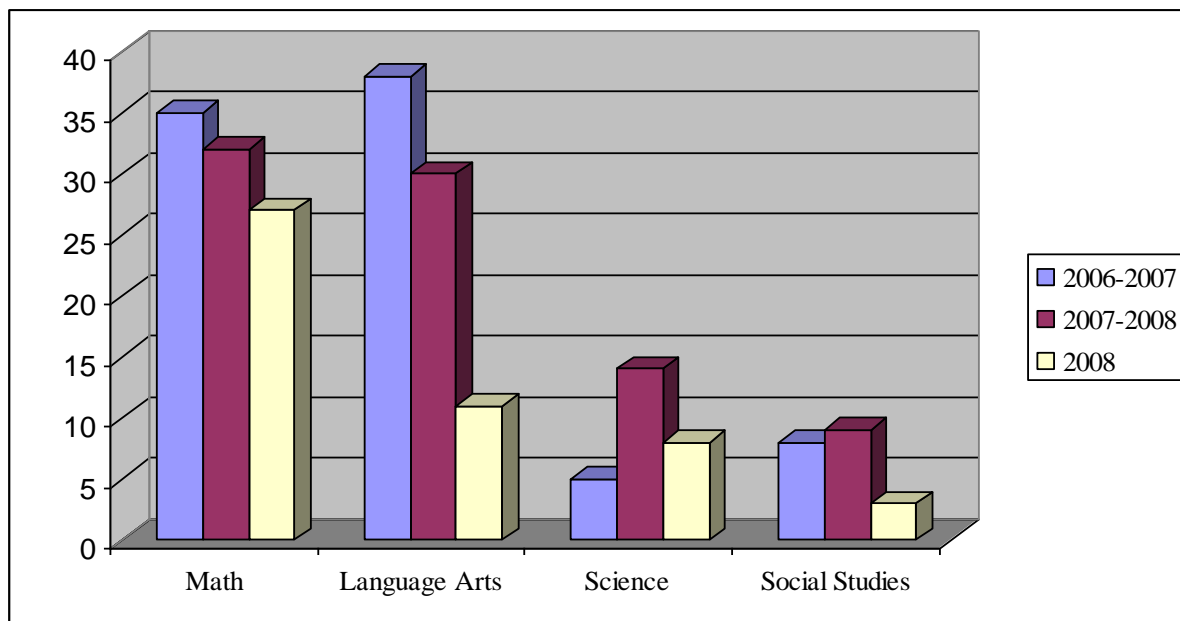
Semester	Number of Candidates	Unacceptable	Acceptable	Exemplary
2006-2007	86	2.3% (2/86)	30.2% (26/86)	67.5% (58/86)
2007-2008	85	3.5% (3/85)	21.2% (18/85)	75.3% (64/85)
2008-Present	49	10.2% (5/49)	38.8% (19/49)	51% (25/49)

Table 3. Lesson Plan Mean Scores by Component AY.

Lesson Plan Component	AY 2006-2007 N = 86	AY 2007-2008 N = 85	AY 2008 N = 49
Educational Standards (Standards Met: 2.1, 2.2)	2.65	2.82	2.65
Goal(s) (Standards Met: 2.1, 2.2)	2.88	2.65	2.71
Objectives (Standards Met: 2.1, 2.2)	2.76	2.88	2.65
Equipment/Materials (Standards Met: 2.1, 3.3)	2.71	2.76	2.53
Teaching Styles (Standards Met: 2.1, 3.3)	2.59	2.82	2.59
Anticipatory Set (Standards Met: 2.1, 2.2)	2.65	2.65	2.35
Warm-Up (Standards Met: 2.1, 2.2)	2.76	2.71	2.59
Lesson Focus (Standards Met: 2.1, 2.2)	2.59	2.65	2.53

Closure (Standards Met: 2.1, 2.2)	2.71	2.82	2.65
Modifications (Standards Met: 2.1)	2.82	2.71	2.59
Integration (Standards Met: 1.3, 2.1, 2.2)	2.71	2.82	2.65
Assessment/Evaluation (Standards Met: 2.1, 2.7)	2.65	2.59	2.41
Safety (Standards Met: 2.1)	2.76	2.65	2.65
References (Standards Met: 2.1, 2.2, 3.3)	2.71	2.82	2.71
Reflection (Standards Met: 3.3)	2.82	2.71	2.65

Figure 1. Percentage Scores for Integrated Subject Areas



ATTACHMENT M

Summative Student Intern Evaluation SUMMATIVE EVALUATION OF TEACHING PERFORMANCE FOR TEACHER INTERN

Teacher Intern: _____ ID#: _____ Fall Spring

School: _____ Major: _____ 1st 8-weeks 200__

City: _____ Subject or Grade Level: _____ 2nd 8-weeks 200__

16-weeks 200__

Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home Date: _____

Clinical Supervisor: _____ University Supervisor: _____

SECTION 1. Teaching Performance: To be completed collaboratively by the clinical supervisor and university supervisor.

DIRECTIONS:

For each standard below, please rate the performance of the intern between 10-1 on the continuum that best describes the skill level and/or disposition of the teacher intern listed above. Use the following descriptors to indicate your evaluation of the teacher intern.

- 10.0-9.0 Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 8.9-8.0 Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 7.9-7.0 Met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 6.9-6.0 Needed daily assistance as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework
- 5.9-below Needed extensive assistance as specified by the improvement plan and did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework

- I. Communication Skills: The teacher intern demonstrates effective communication skills. _____
- II. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner. _____
- III. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives. _____
- IV. Teaching Models: The teacher intern applies a variety of teaching models. _____
- V. Classroom Management: The teacher intern utilizes appropriate classroom management strategies. _____
- VI. Assessment: The teacher intern utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities. _____
- VII. Reflective Teaching: The teacher intern reflects on teaching and learning. _____
- VII Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates meaningful learning experiences. _____

Section 1: Teaching Performance (80 points possible)
[add up points above] _____

Section 2: Portfolio and/or other assignments (20 points possible) _____

Total points (Section 1 + Section 2): _____

Final Grade: _____

Clinical Supervisor

Comments: _____

- I recommend, to the licensure officer, candidate for licensing.

- I do not recommend, to the licensure officer, candidate for licensing.

Explanation, if not recommended:

(Clinical Supervisor's Signature)

(Date)

- I have seen this form and it has been discussed with me.

(Teacher Intern's Signature)

University Supervisor

Comments: _____

- I recommend, to the licensure officer, candidate for licensing.

- I do not recommend, to the licensure officer, candidate for licensing.

Explanation, if not recommended:

(University Supervisor's Signature)

(Date)

- I have seen this form and a letter of disagreement will be submitted to the PEP office within five (5) days. Furthermore, I will follow the steps of the grievance procedure outlined in the ASU student handbook.

(Date)

ATTACHMENT O

Candidate Assessment Project
Effects on Student Learning: Candidate Assessment Project

Definitions and Project Planning Development

What is a work sample?

Activities based on the premise that the best predictor of future behavior is observed behavior under similar situations. These activities require the client to perform tasks similar to those to those performed on the job.

Applicants perform observable, job-related behaviors as predictors of criterion performance. It is not feasible to adapt certain work behaviors for testing.

What is a teacher work sample?

A set of inter-related tasks consistent with standards based instruction asking teachers to document their work around these tasks, the impact they have on students, and to reflect on the performance outcome.

In a teacher work sample teachers teach and assess a clearly defined unit of instruction that will enable students to meet their local school district curriculum standards, the Arkansas Physical Education, Health, Wellness and Leisure (PEHWL) content standards or national standards. In essence, the work sample is an extremely thorough and detailed unit plan.

What is a rationale?

The rationale demonstrates students' knowledge of a standard by presenting evidence in the form of an artifact and presenting the reason the artifact meets the required standard(s).

What is a developmental analysis?

The development analysis of content breaks content down into the sequential development of its component parts of extension, refinement and application. The developmental analysis is an analysis of content needed to achieve the unit objectives; it is not the tasks that will be used to teach the content.

Definitions and Project Development

Title Page and Table of Contents

Rationale Statement

Assessing Student Learning

Developmental Analysis, Block and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Planning for Student Learning:

In this section, review district, state and national content standards. Determine what students will learn as a result of this unit. Begin gathering student and teacher resources and establish a plan for instruction and student assessment relative to the content standards listed in your unit. Reflective questions for planning:

- What is needed to teach this unit?
- What type of resources will be needed to conduct this unit?
- What human and material resources are available in the school community?

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Title Page

In this section, state the title of the unit, grade level(s), the semester and dates the unit will be taught and the program – K-12 Physical Education. Additionally, include the following names: intern, clinical supervisor, university supervisor, school and school district.

Table of Contents

In this section, the table of contents should, at minimum, list each of the seven unit components and subcomponents described in the Candidate Assessment Project (CAP).

1. Rationale Statement
2. Introduction and Unit Goal
3. Assessing Student Learning
4. Developmental Analysis
 - a. Block Plan
 - b. Lesson Plan(s)
5. Resources
6. Evaluative Essay
7. Reflective Essay

Definitions and Project Development

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Rationale Statement

Assessing Student Learning

Developmental Analysis, Block and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Rationale Statement

The Teacher Work Sample (unit) should have a convincing rationale. Rationale statements should be organized and presented in three sections.

Section I: Introduction and Unit Goal

It is important for both student and teacher to understand the unit's purpose and expected outcomes. In this section, explain the significance of the unit for students. Describe how students will apply the knowledge to the "real world". Moreover, this section should have clear unit goals in all learning domains. The unit goals should be derived from state, district or national standards.

Section II: Implications for Teaching and Learning.

Describe the community, school, physical environment and student characteristics that are important to consider when teaching this unit. For example, how many male/female students are in the class? How would you characterize students' socioeconomic status? Will you be teaching students with special needs or students whose primary language is not English? Do you have specific concerns regarding classroom management? Describe the physical environment (diagram). What kind of technology is available and how will you incorporate the use of technology in your unit?

Understanding the demographics of the student population will help to develop, modify and differentiate instruction and assessment that accommodates the full range of student diversity. The goal in this section is to individualize instruction by designing lessons that challenge students appropriately. As a result of the contextual information presented in this section, detailed and meaningful implications for teaching and learning should be evident.

Section III: Content Standards.

Content Standards describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. In this section, list all district, state and national standards addressed in the unit. Under each content standard write lesson objectives that describe how or what students will do to meet that particular standard. Note that if a content standard is listed then it must be taught and assessed. Also, it is important to explain how particular lesson objectives enabled students to meet particular standards. Content standards should be addressed three times in the unit: First, in the rationale statement, along with corresponding lesson objectives for each standard, second in each lesson plan and a third time in the "evaluative essay".

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Reflective Essay

Assessing Student Learning

In this section, describe assessment methods for student learning relative to each content standard using pre-assessment, formative and summative assessment.

Pre-assessment and Post-assessment

In this section, describe the techniques used to discover what prior knowledge students have about the unit. Record and interpret pre-assessment scores for each individual student (pretest) as well as the entire class. Pre-assessment results are used to provide evidence of student learning gains at the end of the unit by comparing them with summative assessment results (post-test). Pre-assessment data can also be used to revise the unit before teaching. Pre/post data must assess all three learning domains. Post-assessment must match pre-assessment.

Formative (process)

In this section, describe the techniques used to facilitate students' acquisition of knowledge and skills. This is the time when teachers are monitoring the learning process, assisting students with new skills, knowledge, and making sure students are "practicing perfectly" in order to apply new skills and knowledge effectively to real-world situations. Formative assessment must include cognitive and affective learning and ultimately should support psychomotor learning.

Summative (product)

In this section, describe the techniques used to evaluate the totality of what students learned. In essence, the summative assessment is a culmination of the unit allowing students to display their knowledge in all three domains. It should be designed to measure the student's knowledge, skills and dispositions according to the standards. The summative assessment may or may not be the same as the post assessment.

Multiple assessments provide complete and "fair" representation of what a student knows compared to any single or "one-shot" assessment. Assessments should align with the content standards and lesson objectives.

Developmental Analysis, Block and Lesson Plans.

In this section, include a developmental analysis that reflects the complete unit.

Following the developmental analysis create a unit [Block Plan](#) that indicates the progression of content development. Block plans within the unit should precede the lesson plans.

Use the required [HPASS Lesson Plan](#) format for writing lesson plans and develop enough instruction for 8-10 (minimum 5) lessons. For each lesson specify how students' progress will be monitored (formative assessment). Quality assessment tells teachers the effectiveness of their instruction, what students learned and how they learned it. Keep these points in mind when writing the "evaluative" and "reflective" essays.

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Reflective Essay

Resources

In this section, include an annotated list of all resources used in the unit. Organize resources by appropriateness or by type; for example, “teacher resources” might be listed separately from “student resources”. Likewise, Internet resources (such as websites), videotapes, guest speakers might be separate categories. The resource section should follow APA format.

Definitions and
Project
Development

Title Page and
Table of Contents

Rationale
Statement

Assessing Student
Learning

Developmental
Analysis, Block
and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Definitions and
Project
Development

Title Page and
Table of Contents

Rationale
Statement

Assessing Student
Learning

Developmental
Analysis, Block
and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Evaluative Essay

In this section, include all assessment data collected from students to present a clear depiction of student learning. Use tables to display and summarize quantitative data. Include student work samples from various projects, assignments and at different levels of performance. Use a narrative format to explain quantitative results. Write the results in a manner that is clear and easy to understand the degree students met content standards. Hence, the essay should be written as a technical report consisting of both qualitative and quantitative evidence and analysis of student learning. The evaluative essay should present evidence of individual student learning on each unit curriculum standards. Summaries of whole-class learning should be included in the essay. In conclusion, a written narrative of what students learned and an interpretation of the results must be depicted in the essay.

Definitions and Project Development

Title Page and Table of Contents

Rationale Statement

Assessing Student Learning

Developmental Analysis, Block and Lesson Plans

Resources

Evaluative Essay

Reflective Essay

Reflective Essay

In this section, describe and explain how planning, teaching and assessing this unit helped meet the competencies that are listed in the table below. For example, standard 8 states that physical education teachers, “use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.” Reflect on this standard by thinking about the various assessment tools and techniques used or designed for the unit. Did you use or develop any scoring rubrics or paper-and-pencil tests? Reflecting on this standard involved asking yourself the question: “What did students write, design, make or manipulate to meet the standards addressed in the unit?” How might student’s products and performances demonstrate to other people ‘how they learned’ and ‘what they learned’?” Asking and answering these example questions is the essence of “reflection”. The thoughts and ideas generated from professional reflection can be used to improve teacher quality. Reflection is a meta-cognitive process; this essay will demonstrate how Performance-Based Competencies were met as a result of teacher planning, instruction and measuring student learning.

1. **Professionalism:** Physical education teachers model appropriate behaviors and disciplinary concepts related to the development of a physically educated person.
2. **Diversity:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
3. **Communication Skills:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
4. **Curriculum:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
5. **Subject Matter:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
6. **Teaching Models:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
7. **Classroom Management:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
8. **Assessment:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
9. **Reflective Teaching:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

ATTACHMENT P

HPESS: Candidate Assessment Rubric

by ASUJ Administration

Assessment

Candidate Assessment Project

Candidate Assessment Project

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Title Page (1, 5%)	Contains all of the following information: 1. Title of Unit 2. Grade level 3. Intern, Cooperative and University Supervisor's name and signatures 4. Dates unit was taught 5. School and school district	Contains five or more items of information listed under "Exemplary".	Contains four or fewer items of information listed under "Exemplary".
Table of Contents (1, 5%)	Organized by way of the seven unit components (see acceptable) and their subsections, all by page number.	Includes all seven unit components: 1. Rationale Statement 2. Intro. & Unit Goal 3. Assessing Student Learning 4. Developmental Analysis 5. Resources 6. Evaluative Essay 7. Reflective Essay	Unorganized and incomplete.
Presentation (1, 5%)	Meets all presentation criteria: 1. Professional, 2. Higher level writing skills, 3. Typed, 4. Clean, 5. Neat, 6. Easy to follow, 7. Less than five grammatical or spelling errors.	Meets five of the seven presentation criteria for "Exemplary" or has five to ten grammatical or spelling errors.	Meets less than five of the seven presentation criteria for "Exemplary" or has more than ten grammatical or spelling errors.
Rationale Statement Section I: Introduction and Unit Goal (1, 5%)	Is derived from content standards and accurately describes "what" and "how" students will learn major concepts, skills, dispositions and relationships students will learn.	Is derived from content standards and describes major concepts, skills, dispositions and relationships students will learn.	Is not derived from relevant content standards. Does not accurately describe major concepts, skills, dispositions and relationships students will learn.

Rationale Statement Section II: Implications for Teaching and Learning (1, 5%)	A thorough and relevant description of the community, building, classroom setting and student characteristics is provided.	A general description of the community, building, classroom setting and student characteristics is provided.	An incomplete description of the community, building, classroom setting and student characteristics is provided.
Rationale Statement III: Content Standards (1, 5%)	Addressed by the unit and identified with accompanying lesson objectives.	Either the learning standards or the lesson objectives are not identified.	Neither the learning standards nor the lesson objectives are identified.
Assessing Student Learning (1, 5%)	Cognitive, affective, and psychomotor assessments are clearly described and aligned with appropriate standards, unit and lesson objectives.	Cognitive, affective and psychomotor assessments are unclear and aligned with appropriate standards, unit and lesson objectives.	Cognitive, affective and psychomotor assessments are not all presented or aligned with standards/unit and lesson objectives.
Formative Assessment (1, 5%)	Multiple assessments provide a clear picture of student learning and are keyed to specific lessons as well as the content standards and unit goal.	More than one assessment provides a picture of student learning and is keyed to specific lessons as well as the content standards and unit goal.	One assessment provides a picture of student learning and is keyed to specific lessons as well as the content standards and unit goal.
Post-assessment (1, 5%)	Matches pre-assessment.	Almost matches pre-assessment.	Does not match pre-assessment.
Summative Assessment (1, 5%)	Measures the student's knowledge, skills and dispositions domains) according to the standards.	Is in less than three domains.	Does not align with the standards.
Assessment Instruments (1, 5%)	Clear directions and scoring procedures that facilitate valid and reliable interpretations of learning.	General directions and scoring procedures that facilitate interpretations of learning.	Vague directions and scoring procedures that do not facilitate interpretations of learning.
Developmental Analysis (1, 5%)	Complete, accurate and precedes block plan.	Included but incomplete.	Not included or is inaccurate.
Block Plan (1, 5%)	Is detailed and progressive. Contains lesson focus, activities, assessment and precedes the lesson plans.	Is general and largely progressive. Contains some aspects of the lesson focus, activities, assessment and precedes the lesson plans.	Is unclear and not progressive. Contains activities and precedes the lesson plans.

Lesson Plans (1, 5%)	Meet and support all criteria for student learning: 1. Conceptual development, 2. Development of personal & social responsibility & 3. Higher-order thinking	Meet and support 2 of the 3 criteria for student learning listed under “Exemplary”.	Meet and support 1 of the 3 criteria for student learning listed under “Exemplary”.
Resources (1, 5%)	Serve an identifiable purpose in the unit, increase students’ learning and are well organized.	Serve a general purpose in the unit, increase students’ learning and are organized.	Serve a vague purpose in the unit and are unorganized.
Evaluative Essay: Item 1 (1, 5%)	Clearly communicates the effects of instruction on student learning in three domains.	Communicates the effects of instruction on student learning in less than 3 domains.	Vaguely communicates the effects of instruction on student learning.
Evaluative Essay: Item 2 (1, 5%)	Graphic data are clearly presented to supplement narrative.	Graphic data are presented to supplement narrative, but display unclear learning information.	Graphic data are not presented.
Evaluative Essay: Item 3 (1, 5%)	Quantitative and qualitative data are combined to evaluate individual and whole-class achievement.	Both quantitative and qualitative evidence of learning are used to evaluate individual or whole-class achievement.	Assessment is anecdotal only; only one type of data used to evaluate individual and or whole-class achievement.
Evaluative Essay: Item 4 (1, 5%)	Representative examples of students’ work at different levels of proficiency are provided to illustrate the kind and degree of learning that took place.	Representative examples of students’ work at different levels of proficiency are provided to illustrate the nature and type of learning that took place.	Few or no examples of students’ work are included.
Reflective Essay (1, 5%)	Insightful and thoroughly explained how teacher competencies were met; indicating how planning, teaching and assessing student learning before, during and after instruction facilitated the reflection process.	Articulated how teacher competencies were met; indicating how planning, teaching and assessing student learning before, during and after instruction facilitated the reflection process.	Described but does not reflect on or articulate insights concerning how the process of planning, teaching and assessing student learning facilitated the reflection process.

ATTACHMENT Q

Candidate Assessment Project Data

Candidate Assessment Project – Assessment of Student Learning and Evaluative Essay Data Tables

Table 1. CAP Component 3: Assessment of Student Learning and CAP Component 6: Evaluative Essay Scores by Semester – Undergraduate Teacher Candidates

Semester	Number of Candidates	Unacceptable Target (Does not meet expectations)	Acceptable Target (Meet expectations)	Exemplary Target (Exceeds Expectations)
Assessment of Student Learning				
Fall 2008	9	0	3	6
Evaluative Essay				
Fall 2008	9	Item 1: 0 Item 2: 0 Item 3: 0 Item 4: 0	Item 1: 5 Item 2: 5 Item 3: 4 Item 4: 2	Item 1: 4 Item 2: 4 Item 3: 5 Item 4: 7

Table 2. CAP Component 3: Assessment of Student Learning and CAP Component 6: Evaluative Essay – Mean Scores Fall 2008 Undergraduate Teacher Candidates

CAP Component	Summer 2008-Fall 2008 N = 9
Assessment of Student Learner	2.67
Evaluative Essay	
Item 1	2.56
Item 2	2.56
Item 3	2.44
Item 4	2.22

Table 3. CAP Breakdown of Scores and Percentages on all components.

Title Page	7 (77%)	2 (22%)
Table of Contents	7 (77%)	2 (22%)
Presentation	5 (55%)	4 (44%)
Rationale Statement Section I: Introduction and Unit Goal	5 (55%)	4 (44%)
Rationale Statement Section II: Implications for Teaching and Learning	5 (55%)	4 (44%)
Rationale Statement III: Content Standards	4 (44%)	5 (55%)
Assessing Student Learning	6 (66%)	3 (33%)
Formative Assessment	7 (77%)	2 (22%)
Post-assessment	8 (88%)	1 (11%)
Summative Assessment	5 (55%)	4 (44%)

Assessment Instruments	7 (77%)	2 (22%)
Developmental Analysis	5 (55%)	4 (44%)
Block Plan	4 (44%)	5 (55%)
Lesson Plans	6 (66%)	3 (33%)
Resources	5 (55%)	4 (44%)
Evaluative Essay: Item I	5 (55%)	4 (44%)
Evaluative Essay: Item 2	5 (55%)	4 (44%)
Evaluative Essay: Item 3	4 (44%)	5 (55%)
Evaluative Essay: Item 4	2 (22%)	7 (77%)
Reflective Essay	4 (44%)	5 (55%)
	 Exemplary/Target Acceptable Unacceptable	

Table 4. CAP detailed analysis for all components.

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Title Page	7	2	0	2.78	3	0.42
Table of Contents	7	2	0	2.78	3	0.42
Presentation	5	4	0	2.56	3	0.50
Rationale Statement Section I: Introduction and Unit Goal	5	4	0	2.56	3	0.50
Rationale Statement Section II: Implications for Teaching and Learning	5	4	0	2.56	3	0.50
Rationale Statement III: Content Standards	4	5	0	2.44	2	0.50
Assessing Student Learning	6	3	0	2.67	3	0.47
Formative Assessment	7	2	0	2.78	3	0.42
Post-assessment	8	1	0	2.89	3	0.31
Summative Assessment	5	4	0	2.56	3	0.50
Assessment Instruments	7	2	0	2.78	3	0.42
Developmental Analysis	5	4	0	2.56	3	0.50
Block Plan	4	5	0	2.44	2	0.50
Lesson Plans	6	3	0	2.67	3	0.47
Resources	5	4	0	2.56	3	0.50
Evaluative Essay: Item I	5	4	0	2.56	3	0.50
Evaluative Essay: Item 2	5	4	0	2.56	3	0.50
Evaluative Essay: Item 3	4	5	0	2.44	2	0.50
Evaluative Essay: Item 4	2	7	0	2.22	2	0.42
Reflective Essay	4	5	0	2.44	2	0.50

ATTACHMENT R

Micro Teaching Assignment PE 4793 Evaluation in Physical Education Micro-Teaching Assignment

During the latter half of the semester, students enrolled in *PE 4793 Evaluation in Physical Education* will be required to choose a measurement activity/test/etc. found within the textbook [Miller, D. K. (2006). *Measurement by the physical educator: Why and how* (5th ed.). New York, NY: McGraw-Hill.] and teach their chosen activity/test/etc. to their student peers from this class. This micro-teaching assignment provides your instructor (a HPESS professional education faculty member) the opportunity to monitor, gauge, and assess your (a) understanding of physical education professional content knowledge as a pre-service teacher candidate, (b) what measurement skills you have developed, and (c) what dispositions you might exhibit as a teacher during this micro-teaching assignment where you teach student peers within this required course.

During this micro-teaching assignment, each student will be assessed in 10 different areas (Presentation, Grade Appropriateness, Teaching Objectives, and Engagement with Students, Organization, Evidence of Content Knowledge, Supply of Feedback, Evidence of Appropriate Skill Development, Appropriate Voice Quality, and Demonstrated Confidence). A grading rubric will be provided to each student outlining the expectations and possible points within each of the ten areas listed above well in advance of the student's micro-teaching assignment date. Your choice of activity must be provided to the instructor prior to activity date (specific date to be determined and announced by the instructor). This micro-teaching assignment will count for 20% of the student's final grade.

ATTACHMENT S

Micro Teaching Assignment Rubric

Assessment of teacher candidate ability to demonstrate professional knowledge, skills, and dispositions: Micro-Teaching
 Micro Teaching Scoring Rubric

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)	Attained
Presentation	Teacher candidate enthusiastically and creatively presents lesson material using a variety of teaching techniques, accessible to several learning styles and conducts lesson in professional but relaxed manner.	Teacher candidate is straight forward and concisely presents the lesson material. Some recognizable teaching techniques are evident. Teacher candidate conducts lesson in professional manner.	Teacher candidate is dry and presents an unclear lesson. No variety in teaching techniques and disregards multiple learning styles.	
Grade Appropriate	Task design is grade appropriate.	Task design is grade appropriate but confusing.	Task design is not grade appropriate.	
Objectives	Objectives are clearly stated.	Objectives are stated but unclear.	Objectives are incorrectly stated.	
Engagement	Teacher candidate demonstrates a high level of creativity, keeping students interested and actively engaged throughout lesson.	Teacher candidate demonstrates a moderate level of creativity. Students' attention and engagement is inconsistent throughout lesson.	Teacher candidate demonstrates a lack of creativity. Students are disinterested and not engaged in lesson.	
Organization	Teacher candidate is highly organized and displays smooth transition between all aspects of lesson. Objectives completed and	Teacher candidate is organized. Transitions are evident but not fluent. Objectives completed and did not use all	Teacher candidate lacks organization. Severely over or under allotted time	

	effectively used all allotted time. Materials ready and prepared.	allotted time. Searches around for materials.		
Content Knowledge	Teacher candidate presents content in an easy understandable, logical progression. Communicates effectively at both high and low levels to address all students. Can precisely answer questions and relate them to subject matter. Also, asks appropriate questions of students.	Teacher candidate has a general understanding of content and presents it in a logical manner. Both high and low communication levels are used. Can answer questions, but has difficulty relating to content.	Presentation of material is not easy to follow and seems illogical. Communication is either too difficult or too simple and doesn't address all students. Can't answer students' questions and doesn't ask content-relevant questions of students.	
Feedback	Provides appropriate feedback that is positive, focused and immediate.	Provides appropriate feedback.	Provides inappropriate feedback.	
Skill Development	Motor activities are challenging and interesting.	Motor activities are somewhat challenging and interesting.	Motor activities are inappropriate and or confusing.	
Voice Quality	Teacher candidate has excellent voice quality and used appropriate grammar.	Teacher candidate has above average voice quality and used appropriate grammar.	Teacher candidate has average voice quality and used appropriate grammar.	
Confidence	Teacher candidate displays confidence. There are no signs of anxiety.	Teacher candidate appears confident most of the time. Few instances of anxiety.	Teacher candidate lacks confidence. Noticeable anxiety.	

ATTACHMENT T

Micro Teaching Assignment Data

Area Assessed	Minimum	Maximum	Mean	Std. Deviation
Presentation	2.00	3.00	2.75	.442
Appropriate	2.00	3.00	2.79	.414
Objectives	2.00	3.00	2.91	.282
Engagement	2.00	3.00	2.37	.494
Organization	1.00	3.00	2.08	.653
Content Knowledge	2.00	3.00	2.91	.282
Feedback	2.00	3.00	2.83	.380
Skill Development	3.00	3.00	3.00	.000
Voice Quality	2.00	3.00	2.91	.282
Confidence	3.00	3.00	3.00	.000
Total Points	25.00	30.00	27.58	1.501
Percentage	83.33	100.00	91.94	5.004

ATTACHMENT U

Exit Summary Survey
ASSESSMENT OF PROGRAM PREPARATION
TEACHER EDUCATION PROGRAM
ARKANSAS STATE UNIVERSITY

Directions: Your responses on this form will indicate an overall evaluation of the Teacher Education Program. Please rate the descriptor items listed under each competency area. Blacken in the corresponding oval for each item using a #2 lead pencil. Complete the opscan sheet by using following scale:

Above Expected **Expected** **Below Expected**
 ③ ② ①

I. The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills.

- | | | | |
|--|---|---|---|
| 1. The TEP prepared me utilizes active listening skills and provides positive feedback. | 3 | 2 | 1 |
| 2. The TEP prepared me to speak and write clearly and accurately in standard English. | 3 | 2 | 1 |
| 3. The TEP prepared me to interpret students' verbal and non-verbal communications. | 3 | 2 | 1 |
| 4. The TEP prepared me to clearly communicate learning goals and instructional procedures to students. | 3 | 2 | 1 |
| 5. The TEP prepared me to communicate challenging learning expectations to students. | 3 | 2 | 1 |
| 6. The TEP prepared me to effectively communicate appropriate content to students. | 3 | 2 | 1 |
| 7. The TEP prepared me to communicate effectively with diverse populations. | 3 | 2 | 1 |
| 8. The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards. (http://cnets.iste.org/currstands/cstands-netst.html) | 3 | 2 | 1 |
| 9. The TEP prepared me to communicate as needed with parents or guardians about student learning. | 3 | 2 | 1 |
| 10. The TEP prepared me to participates in school and community communications. | 3 | 2 | 1 |

II. The Teacher Education Program (TEP) prepared me to behave in a professional, ethical, and legal manner.

- | | | | |
|---|---|---|---|
| 11. The TEP prepared me to assume responsibility for student learning. | 3 | 2 | 1 |
| 12. The TEP prepared me to demonstrate a professional demeanor (adheres to students' and teachers' legal rights and school policies, dresses and behaves in a professional and ethical manner). | 3 | 2 | 1 |
| 13. The TEP prepared me to maintain accurate records and confidentiality. | 3 | 2 | 1 |
| 14. The TEP prepared me to build professional relationships including receptivity to supervision. | 3 | 2 | 1 |
| 15. The TEP prepared me to grow and develop professionally (service, membership, use of research, advocacy). | 3 | 2 | 1 |
| 16. The TEP prepared me to be punctual, dependable, and responsible. | 3 | 2 | 1 |
| 17. The TEP prepared me to demonstrate initiative and enthusiasm for teaching and the profession. | 3 | 2 | 1 |

III. The Teacher Education Program (TEP) prepared me to plan and implement best practices in the curriculum appropriate to students, grade level, and course objectives.

18. The TEP prepared me to addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning.	3	2	1
19. The TEP prepared me to address student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning.	3	2	1
20. The TEP prepared me to address students' growth and development while planning and implementing instruction.	3	2	1
21. The TEP prepared me to develop clear learning goals appropriate to students.	3	2	1
22. The TEP prepared me to utilize appropriate materials and resources.	3	2	1
23. The TEP prepared me to create or select appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson.	3	2	1
24. The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences.	3	2	1
25. The TEP prepared me to integrate the curriculum when appropriate.	3	2	1
26. The TEP prepared me to demonstrate appropriate pacing of the lesson.	3	2	1

IV. The Teacher Education Program (TEP) prepared me to utilize a variety of teaching models.

[use box(es) to check only model(s) used during the lesson and evaluate using the key to the right]

27. nondirective teaching (promote positive human relationships).	3	2	1
28. mastery learning and programmed instruction (ensure appropriate individual instruction).	3	2	1
29. direct instruction (teacher directed, lecture).	3	2	1
30. simulations (students experience the concepts and skills).	3	2	1
31. inductive teaching (facilitate thinking process).	3	2	1
32. concept attainment (facilitate students' thinking strategies).	3	2	1
33. memorization (increase learning knowledge and retention).	3	2	1
34. inquiry (student investigation/discovery).	3	2	1
35. Cooperative learning/group investigation (students work in small groups to analyze/acquire information).	3	2	1
36. role playing (exploration/problem solving techniques).	3	2	1
37. jurisprudential inquiry (facilitate students' thinking about social policy).	3	2	1

V. The Teacher Education Program (TEP) prepared me to utilize appropriate classroom management strategies.

38. The TEP prepared me to create an environment of respect and appropriate rapport.	1	2	3
39. The TEP prepared me to create an environment that promotes fairness.	1	2	3
40. The TEP prepared me to communicate in a manner that fosters positive interactions with students.	1	2	3
41. The TEP prepared me to plan and implement appropriate procedures for the effective use of instructional time.	1	2	3
42. The TEP prepared me to manage the classroom to maximize productive use of instructional time.	1	2	3
43. The TEP prepared me to utilize appropriate instructional and classroom management procedures appropriate to students' development.	1	2	3

- | | | | | |
|-----|--|---|---|---|
| 44. | The TEP prepared me to create a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions. | 1 | 2 | 3 |
| 45. | The TEP prepared me to manage student behavior throughout instructional time, appropriately and effectively. | 1 | 2 | 3 |
| 46. | The TEP prepared me to engage the students and maintains the focus on the lesson by utilizing effective instructional techniques. | 1 | 2 | 3 |
| 47. | The TEP prepared me to establish and maintain consistent standards for student behavior. | 1 | 2 | 3 |
| 48. | The TEP prepared me to attend to students' behavior during instruction, group work, and/or practice. | 1 | 2 | 3 |

VI.

The Teacher Education Program (TEP) prepared me to utilize a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

- | | | | |
|---|---|---|---|
| The TEP prepared me to monitor student learning through individual and group performances. | 1 | 2 | 3 |
| The TEP prepared me to use students' performances to modify and adjust instruction. | 1 | 2 | 3 |
| The TEP prepared me to adapt assessment strategies to promote student learning based on the strengths of the student. | 1 | 2 | 3 |
| The TEP prepared me to use formal assessment to measure student performances in relation to instructional objectives. | 1 | 2 | 3 |
| The TEP prepared me to assess students' prior knowledge. | 1 | 2 | 3 |

VII.

The Teacher Education Program (TEP) prepared me to reflect on teaching and learning by means of the following practices.

- | | | | |
|--|---|---|---|
| The TEP prepared me to assess professional and individual strengths and weaknesses to work in a community of learners. | 1 | 2 | 3 |
| The TEP prepared me to evaluate the effects of his/her choices and actions on others in the learning community. | 1 | 2 | 3 |
| The TEP prepared me to reflect on the extent to which the learning goals were met. | 1 | 2 | 3 |
| The TEP prepared me to use and apply the tools of inquiry to improve teaching and learning. | 1 | 2 | 3 |
| The TEP prepared me to access knowledge from a variety of sources and assesses the validity of information obtained. | 1 | 2 | 3 |
| The TEP prepared me to interpret norm-referenced and criterion-referenced test data to facilitate learning. | 1 | 2 | 3 |
| The TEP prepared me to modify instructional plans and evaluates curriculum according to best practices. | 1 | 2 | 3 |

VIII.

The Teacher Education Program (TEP) prepared me to understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- | | | | |
|---|---|---|---|
| The TEP prepared me to present current and accurate subject matter information. | 1 | 2 | 3 |
| The TEP prepared me to demonstrate an understanding of the central content and concepts of the subject matter. | 1 | 2 | 3 |
| The TEP prepared me to use explanations and representations that link curriculum to prior learning. | 1 | 2 | 3 |
| The TEP prepared me to engage students in interpreting ideas from a variety of perspectives. | 1 | 2 | 3 |
| The TEP prepared me to use methods of inquiry that are central to the subject matter. | 1 | 2 | 3 |
| The TEP prepared me to base instruction on the subject area standards established by the appropriate Specialized Professional Associations (SPAs). (See university supervisor for SPA evaluation form.) | 1 | 2 | 3 |

COMMENTS: Write your response to the last three questions (IX, X, XI) on the back of the opscan sheet. Be sure to number your answer to correspond to question IX, X, and XI.

XI. Two strengths of the Teacher Education Program were:

X. Two areas for growth in the Teacher Education Program are:

XI. Would you recommend ASU's teacher education program to someone else?

ATTACHMENT V

Exit Summary Survey Data

Survey Question	Standard	Sub-item	Mean
Question 8 (The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards).	Standard Two (The teacher plans curriculum appropriate to the students, to the content, and to the course objectives).	Sub-item 2.6 (The teacher has knowledge of how to use various instructional technologies to address individual and group needs).	2.5
Question 24 (The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences).	Standard Three (The teacher plans instruction based upon human growth and development, learning theory, and the needs of students).	Sub-item 3.6 (The teacher has knowledge of the importance of peers to intellectual development).	2.5
Questions 1-10 found in Competency I (The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills).	Standard Four (The teacher exhibits human relations skills which support the development of human potential).	Sub-item 4.4 (The teacher has knowledge of how to communicate effectively with multiple audiences).	2.5

The data (see Attachment V) indicate for the academic year 2007-2008 that physical education teacher candidates believe that the TEP prepared them to become future professionals in the teaching field with returning survey means between *expected* (scored 2) and *above expected* (scored 3), as follows and in alignment with the Standards specified in number 2 above:

Table 7.3.2

Survey Question	Standard	Sub-item	Mean
Question 8 (The TEP prepared me to utilize technology as a tool for communication in alignment with ISTE Standards).	Standard Two (The teacher plans curriculum appropriate to the students, to the content, and to the course objectives).	Sub-item 2.6 (The teacher has knowledge of how to use various instructional technologies to address individual and group needs).	2.4
Question 24 (The TEP prepared me to adapt instruction to promote students' learning based upon their strengths and life experiences).	Standard Three (The teacher plans instruction based upon human growth and development, learning theory, and the needs of students).	Sub-item 3.6 (The teacher has knowledge of the importance of peers to intellectual development).	2.5
Questions 1-10 found in Competency I (The Teacher Education Program (TEP) prepared me to demonstrate effective communication skills).	Standard Four (The teacher exhibits human relations skills which support the development of human potential).	Sub-item 4.4 (The teacher has knowledge of how to communicate effectively with multiple audiences).	2.4

ATTACHMENT W

Praxis III Assessment
Praxis III Assessment Criteria

Domain A	Organizing content knowledge for student learning
A1	Becoming familiar with relevant aspects of students' background
A2	Articulating clear learning goals for the lesson that are appropriate to the students
A3	Demonstrating an understanding of the connections between the content that was learned previously, the current content and the content that remains to be learned in the future
A4	Creating or selecting teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson
A5	Creating or selecting evaluation strategies that are appropriated for the students and that are aligned with the goals of the lesson
Domain B	Creating an environment for student learning
B1	Creating a climate that promotes fairness
B2	Establishing and maintaining rapport with students
B3	Communicating challenging learning expectations to each student
B4	Establishing and maintaining consistent standards of classroom behavior
B5	Making the physical environment as safe and conducive to learning as possible
Domain C	Teaching for student learning
C1	Making learning goals and instructional procedures clear to students
C2	Making content comprehensible to students
C3	Encouraging students to extend their thinking
C4	Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
C5	Using instructional time effectively
Domain D	Teacher professionalism
D1	Reflecting on the extent to which the learning goals were met
D2	Demonstrating a sense of efficacy
D3	Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
D4	Communicating with parents or guardians about student learning

ATTACHMENT X

**Praxis III Assessment Scoring
Praxis III Assessment Rubric**

Scoring Rubric A 1

1.0	The teacher demonstrates a lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, and lacks familiarity with students' background experiences.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.

Scoring Rubric A 2

1.0	The teacher does not articulate clear learning goals OR the teacher has chosen goals that are inappropriate for the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher articulates clear learning goals that are appropriate for the students.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher articulates clear learning goals and provides a well-thought-out explanation of why they are appropriate for the students OR The teacher articulates clear learning goals that are appropriate to the students and are differentiated for groups or individual students in the class.

Scoring Rubric A 3

1.0	The teacher does not explain how the content of this lesson relates to the content of previous or future lessons OR the explanation given is illogical or inaccurate.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher accurately explains how the content of this lesson relates to the content of previous or future lessons.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher accurately explains how the content of this lesson fits within the structure of the discipline.

Scoring Rubric A 4

1.0	The teacher chooses methods, activities, or materials that are unrelated to the goals of the lesson OR the methods, activities, or materials are clearly not appropriate to the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher chooses methods, activities, and materials that are aligned with the goals of the lesson and that are appropriate to the students in general.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher chooses methods, activities, and materials that allow a differentiated learning experience for individuals or groups of 4 students OR the teacher provides a sound explanation of why the single teaching method or learning activity in the lesson is appropriate for all students.

Scoring Rubric A 5

1.0	The teacher has not provided for systematically evaluating student learning OR the evaluation planned is clearly inappropriate either to the goals of the lesson or to the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and appropriate to the students.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher can describe how he or she will use the results of the evaluation in planning future instruction.

Scoring Rubric B 1

1.0	The teacher is unfair in the treatment of students OR the teacher tolerates obviously unfair behavior among students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher is fair in the treatment of students and does not accept obviously unfair behavior among students.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher is fair in the treatment of students and actively encourages fairness among students.

Scoring Rubric B 2

1.0	The teacher does not attempt to establish rapport with students OR the teacher's attempts are inappropriate.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher establishes a basic level of rapport with the students.

2.5	Above level 2.0, but below level 3.0
3.0	The teacher successfully establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

Scoring Rubric B 3

1.0	The teacher communicates explicitly or implicitly to individuals, to groups within the class, or to the class as a whole that they are incapable of learning or that the teacher's expectations for their learning are very low.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher does nothing to communicate to any student that he or she is incapable of meeting learning expectations.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher actively encourages students to meet challenging learning expectations.

Scoring Rubric B 4

1.0	The teacher makes no attempt to respond to disruptive behavior OR the teacher's response to disruptive behavior does not demonstrate respect for the students.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher makes appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for the students OR there is no disruptive behavior during the lesson.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher responds to minor misbehavior consistently and with reasonable success, in ways that demonstrate respect for students OR student behavior during the lesson is consistently appropriate.

Scoring Rubric B 5

1.0	The teacher allows the physical environment to be unsafe OR the teacher allows the physical environment to interfere with learning.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher creates a physical environment that is safe and does not interfere with learning.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher uses the physical environment as a resource to facilitate learning. Provisions are made to accommodate all students, including those with special needs. If the teacher does not control the physical environment, he or she effectively adjusts the activities to the existing physical environment.

Scoring Rubric C 1

1.0	The teacher provides the student with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson.
1.5	Above level 1.0, but below level 2.0
2.0	The student receives accurate information about the learning goals. The teacher provides the students with clear, accurate information about the instructional procedures for the lesson, and most of the students seem to understand.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the students seem to understand the learning goals fully. The teacher ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lesson.

Scoring Rubric C 2

1.0	The content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.
1.5	Above level 1.0, but below level 2.0
2.0	The content is accurate and appears to be comprehensible to the students.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the lesson as a whole has a logical and coherent structure.

Scoring Rubric C 3

1.0	The teacher discourages students for thinking independently, creatively, or critically.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher encourages students to think independently, creatively, or critically in the context of the content being studied.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about the content being taught.

Scoring Rubric C 4

1.0	The teacher makes no attempt to determine whether students are understanding and gives them no feedback.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher monitors the students' understanding of the content. The students receive feedback as necessary.
2.5	Above level 2.0, but below level 3.0

3.0	The teacher monitors individual students' or groups of students' understanding of the content and makes appropriate instructional adjustments if necessary. If appropriate, students receive substantive and specific feedback.
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Scoring Rubric C 5

1.0	Substantial amounts of instructional time are spent on activities of little instructional value OR the pacing of the lesson is inappropriate to the content and/or the student.
1.5	Above level 1.0, but below level 2.0
2.0	The pacing of the lesson is appropriate for most of the students. Non-instructional procedural matters do not occupy an excessive amount of time.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.

Scoring Rubric D 1

1.0	The teacher cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson in future instruction.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher supports his or her judgments with specific evidence from the observed lesson.

Scoring Rubric D 2

1.0	The teacher makes no attempt to find ways to help students who are not meeting the learning goals.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher attempts to find ways to help specific students who are not meeting the learning goals, but cannot suggest any specific, practical actions that he or she has not already tried.
2.5	Above level 2.0, but below level 3.0
3.0	The teacher suggests specific, practical actions that he or she intends to take to help specific students who are not meeting the learning goals.

Scoring Rubric D 3

1.0	The teacher demonstrates no knowledge of resources available through colleagues in the school or district OR the teacher is aware of such resources, but does not attempt to use them, despite an obvious need.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher demonstrates knowledge of resources and attempts to consult with colleagues when necessary on matters related to learning and instruction.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher provides physical evidence of collaboration with colleagues outside of his or her own classroom to coordinate learning activities or to address other concerns related to teaching.

Scoring Rubric D 4

1.0	The teacher demonstrates no knowledge of forms of communication that she or he can use to communicate with parents or guardians OR the teacher makes no attempt to communicate with parents or guardians, even when it is clearly necessary to do so.
1.5	Above level 1.0, but below level 2.0
2.0	The teacher demonstrates knowledge of forms of communication that she or he can use to communicate with parents or guardians of students for various purposes.
2.5	Above level 2.0, but below level 3.0
3.0	In addition to the requirements for level 2.0, the teacher describes situations in which she or he has communicated with parents or guardians and provides physical evidence of the forms of communication she or he would use.

ATTACHMENT Y

Praxis III Assessment Data

Fall 04- Spring 05 MOVE TO APP

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.50	3.00	2.40
2	2.6	A.4	1.50	3.00	2.50
3	3.4	B.1	1.00	3.00	2.40
3	3.4	B.5	1.00	3.00	2.50
3	3.5	C.2	1.00	3.00	3.00
5	5.4	C.4	1.00	3.00	3.00

Table 8.3.2: Fall 05-Spring 06

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.00	3.00	2.80
2	2.6	A.4	1.50	3.00	3.00
3	3.4	B.1	1.00	3.00	2.30
3	3.4	B.5	1.00	3.00	2.80
3	3.5	C.2	1.00	3.00	2.80
5	5.4	C.4	1.50	3.00	2.80

Table 8.3.4: Fall 06- Spring 07

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.50	3.00	2.40
2	2.6	A.4	1.50	3.00	2.60
3	3.4	B.1	1.00	3.00	2.50
3	3.4	B.5	1.00	3.00	2.80
3	3.5	C.2	1.00	3.00	2.80
5	5.4	C.4	1.50	3.00	2.60

Table 8.3.5: Fall 07- Spring 08

Standard	Sub-item	Praxis III Domain/Criteria	Minimum	Maximum	Mean
2	2.6	A.1	1.50	3.00	2.70
2	2.6	A.4	1.50	3.00	2.60
3	3.4	B.1	1.00	3.00	2.40
3	3.4	B.5	1.00	3.00	2.90
3	3.5	C.2	1.00	3.00	2.90
5	5.4	C.4	1.00	3.00	2.50

ATTACHMENT Z

Assessment Findings

Praxis II

- Health Physical Education: Content Knowledge (2006-2007)
 - ASU HPESS students had a 92 % pass rate compared to a state of Arkansas rate of 98%
 - ASU HPESS students were below state and national scores on the following categories:
 - Personal Health Care
 - Community Health/Disease & Disorders
- Physical Education: Movement Forms – Analysis and Design (2006-2007)
 - ASU HPESS students had an 85 % pass rate compared to a state of Arkansas rate of 96%
 - ASU HPESS students were below state and national scores on the following categories:
 - Assessing Fitness & Designing Routines To Achieve Goals
 - Designing Activities For Skill Mastery Or Achievement Of Objectives

Student Intern Formative Evaluation

- ASU HPESS students were above 4.00 (1.00-5.00) on nineteen (19) of the twenty-two (22) items measured. HPESS students scored between 3.00 and 4.00 on the three areas listed below:
 - Communicates as needed with parents or guardians about student learning (3.60)
 - Cooperative learning/group investigation (3.00)
 - Interprets referenced and criterion-referenced test data to facilitate learning (3.30)

Candidate Assessment Project

- A candidate assessment project has been developed to allow for assessment of teacher candidates during the student teaching phase of education process. This is a new assessment that was introduced during the summer of 2008. Although limited data exist for this assessment it will be used extensively each semester from this point on. This assessment will allow us to evaluate teacher interns on student learning, lesson and unit plans, evaluation tools and reflection while ensuring appropriate teacher candidate experiences. An overview of required material follows:
 - Rationale Statement
 - Introduction and Unit Goal
 - Assessing Student Learning
 - Developmental Analysis
 - Block Plan
 - Lesson Plan(s)
 - Resources
 - Evaluative Essay
 - Reflective Essay

Micro Teaching Assignment

- Our micro teaching assignments are evaluated on ten components with scores ranging from 2.00 to 3.00. ASU HPESS students low in only two components:
 - Engagement (2.37)
 - Organization (2.08)

Praxis III Data

- ASU HPESS students had a 100% Praxis III pass rate (N= 18) for each year (from Fall 2004 through Spring 2008).
- ASU HPESS students scored below 85% on only two sub-items of the exam. Those items are listed below:
 - Praxis III Domain/Criteria B.1 (2.4) (74%)
 - Praxis III Domain/Criteria C.4 (2.5) (83%)