PREREQUISITE: Admission to Teacher Education—Senior Standing

COURSE DESCRIPTION: A theory and practice course focusing on organizational and instructional techniques, discipline strategies, and class management.

MAJOR GOAL: This course is designed to introduce the teacher candidate to teaching and management strategies which correlate with student learning, utilizing instructional materials, implementing appropriate teaching techniques, and designing strategies for working with diverse learners. This course will serve to reinforce an understanding of the overall theme of the Teacher Education Unit: *Professionals for the 21st Century: Competent, Committed, and Ethical.*

REQUIRED TEXTBOOK: None

INSTRUCTIONAL METHODS: This course online is supported by Blackboard.

EXPECTED LEARNER OUTCOMES:

1. The teacher candidate will demonstrate knowledge of planning for instruction to include (a) organizing appropriate instructional resources and materials, (b) designing and planning lessons which reflect the understanding of developing instructional goals and objectives; of sequencing learning activities; and of appropriate grouping of students. (*HPE Program Goals #1, #3, #4 & #6*)
2. The teacher candidate will demonstrate knowledge of effective instructional delivery to include (a) organizing and implementing instructional strategies and procedures reflective of effective teaching, (b) creating and maintaining positive learning environments, (c) selecting and implementing delivery techniques designed to meet learning goals as well as the needs of the learners. (*HPE Program Goals #1, #2, #3, #4, & #6*)
3. The teacher candidate will design and organize lesson plans which include (a) age appropriate activities, (b) fitness components, (c) physical activity and skillful movement concepts and principles. (*HPE Program Goals #1, #2, #3, #4, #5 & #6*)
4. The teacher candidate will utilize a variety of activities and a variety of communication patterns to facilitate and manage learning. (HPE Program Goals #1, #2 & #3)

5. The teacher candidate will utilize a variety of formal and informal assessment techniques applying developmentally appropriate strategies and instruments to assess learner’s performance and fitness levels as well as to provide feedback to learners and their parents. (HPE Program Goals #1 & #5)

6. The teacher candidate will demonstrate a knowledge of planning for instruction to incorporate physical, emotional, cognitive, and social characteristics of learners into a well-designed physical education program. (HPE Program Goals #1, #2, #3, #4 & #6)

7. The teacher candidate will demonstrate appropriate planning for optimal learning for a diverse population including modification of activities to match learner needs and skill levels. (HPE Program Goals #1, #3 & #6)

8. The teacher candidate will demonstrate that through the use of activities as a learning medium, the learner is able to envision the roles of play, sport, and dance as an integral aspect of all cultures. (HPE Program Goals #1 & #6)

9. The teacher candidate will demonstrate an enhanced understanding of the type of students to be taught, of how appropriate teaching materials are selected, and of how the material is presented in an actual public school setting based on knowledge gained during three Field Experiences. (HPE Program Goals #1, #2, #3 & #6)

Alignment with Program Goals
The alignment with the program goals is noted in parenthesis at the end of the objective. Program goals can be found on the departmental website: http://homepages.se.edu/sebs/undergraduate-degree-programs/health-physical-education-recreation/

PERFORMANCE BASED COMPONENT:
1. Candidates will complete elements of portfolio assessment for a secondary physical education program including:
   ♦ development of a working lesson plan in physical education
   ♦ development of a working lesson plan in health education
   ♦ development of a 3 day unit plan for physical education
   ♦ development of a 3 day unit plan for health education

2. Candidates will teach one physical education or health plan in their chosen school and grade level. Candidates will video tape their lesson and write a reflection paper based on a self-reflection.

FIELD COMPONENT: Candidates will observe in their chosen school site and complete 3 guided observations. Candidates will teach and video a lesson: one for physical education or one for health.

TECHNOLOGY COMPONENT: Candidates will create Power Point presentations for the health unit plan.

MULTICULTURAL EDUCATION COMPONENT: The candidates will demonstrate knowledge that through exposure to international games and/or dances in a class setting, the learner is able to envision the role of games and/or dances as an integral aspect of all cultures.
EVALUATION: Projects will be scored using a criterion checklist. The final grade will be calculated as a percentage of points available from all grades achieved.

1. Physical Education Unit Plan
2. Health Unit Plan
3. Teaching video
4. 3 directed observations
5. Reflection Paper
6. Philosophy Paper
7. Discussion boards

NOTE: Quality work—students should be aware that simply completing an assignment does not merit the total number of points possible for that assignment. The following guidelines will be used in determining points awarded:

- Highly impressive work – well above average, meets all criteria with excellence (100% - 90% of points awarded – “A”)
- Commendable work – meets all criteria, very few errors (89% - 80% of points awarded – “B”)
- Average work – meets criteria, but has errors, or lacks evidence of editing (79% - 70% of points awarded – “C”)
- Questionable work – made effort to complete, but is lacking in content and mechanics (69% - 60% - “D”)
- Minimal work – lacks understanding of assignment (below 60% - a failing grade for this activity)

In accordance with the Health, Physical Education, and Recreation Department policy, the Grading Scale is:

- 100% - 90% = A
- 89% - 80% = B
- 79% - 70% = C
- 69% - 60% = D
- Below 60% = F

UNIVERSITY AND SCHOOL POLICIES:

Privacy: Available through the Southeastern Online Learning website or http://www.se.edu/academics/general-information/students-rights/

Academic Integrity: Available through the Southeastern Online Learning website or http://www.se.edu/student-life/documents/student-handbook.pdf#page=6

There is a Zero-Tolerance Policy concerning Plagiarism and/or duplication of another individual’s work. Besides making you feel horrible, you will receive a zero and the policy will be enforced under the guidelines of the Academic Honesty Policy for the University. Students are expected to work individually and turn in their own work. Any violation of
academic honesty will be reported to the Office of Student Affairs. The policies regarding academic misconduct are set forth in the institution’s Student Code of Responsibilities and Conduct.

**Disclaimer Statement:** This syllabus represents the most accurate information available at the time of issue. However, the instructor reserves the right to modify this document at any time during the semester. The student will be notified of any changes.

**Special Accommodations:** Any student needing special accommodations due to a disability should contact the Coordinator for Disability Services, Student Union, Suite 328 or call (580) 745-2392 (TDD# 745-2704). It is the responsibility of each student to make an official request for accommodations to the Coordinator.

**Counseling Services:** Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at 580.745.2988 to schedule an appointment during normal working hours Monday – Friday, 8:00 a.m. to 5:00 p.m. For after-hours mental health emergencies, please call SE Campus Police at 580.745.2911 or the Mental Health Crisis Hotline at 1.800.522.1090.

**Equal Opportunity Statement:** In Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and other Federal Laws and Regulations, Southeastern Oklahoma State University does not discriminate on the basis of race, color, national origin, sex, sexual identity, sexual orientation, age, religion, handicap, disability, or status as a veteran in any of its policies, practices or procedures, this includes but is not limited to admissions, employment, financial aid, and educational services.

**Title IX of the Education Amendments of 1972** (20 U.S.C. § 1681) states: No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance…” Southeastern Oklahoma State University does not discriminate on the basis of sex in its education programs or activities, in compliance with Title IX and the U.S. Department of Education’s regulations at 34 C.F.R. §§ 86.1 et seq. Individuals who believe they have been discriminated against on the basis of sex may contact S.E.’s Title IX Coordinator at 580-745-3090, titleix@se.edu, or PMB 2750.
Course Schedule:

Week #1:  Portfolio Module III signature/score sheet – Please print.
          Case study discussion board assignment
          OSAT Scores assignment
Week #2:  Management video and discussion board
          Observation assignment
          Planning Assignments
          Fitness Testing – Meeting Time to be determined……
          Advocacy Paper due
Week #3:  Trouble Kids Video and Discussion Board
          Continue with your planning and observations
Week #4:  Grouping videos and discussion board
          Video taped lesson
          Reflection
          Fitness Assessment
          Portfolio due

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