

IV. Course Requirements and Assignments

1. Self Evaluation and Final Evaluation- Your Goals-10%

- a. The student will state a minimum of 5 learning goals and performance objectives for the course.
- b. The student will explain how he or she will evaluate his or her performance in reaching the five goals and objectives.
Both a & b are to be typed and one copy will be submitted to the instructor by the end of the second week of class, another copy will be placed in the student's portfolio.
- c. Your final typed self-evaluation of your accomplishments to meet your set forth goals and objectives that will be submitted to the instructor during the final class meeting, a second copy will be placed in your portfolio.
- d. Our final is Monday Dec 10th 9AM-10:20

2. Class Presentation Health Topics and Teaching strategies -10%

- a. The students may choose any related topic. Topic range from teaching strategies, health and youth issues.
 - a. Whoever signs up first earns the privilege of teaching that topic.
 - b. See class designed rubric for presentation evaluation.

3. Field Experience Teaching Secondary Students- 30% (30 hours)

- a. The students will be assigned to secondary schools to complete their required field work.
- b. Student attendance logs must be turned in during the last week of the semester.
- c. Cooperating teachers will also evaluate the students' work and their evaluation must be submitted before a passing grade can be given. .

4. Journal-10%

- a. Reflective journals entries about learning experiences in schools, from readings etc...

5. Join and Attend COAHPERD in Keystone 10%

6. Participation, Reading and Attendance-20% Keep up with course readings, participate in class discussions, and contribute personal experiences as needed. Allow everyone to participate!

7. Teach Lessons to classmates in the gym. Be prepared! 10%

VI. Grading Procedures

10% Self Evaluation

- 10% Class Presentations
- 30% Fieldwork
- 10% Journals
- 10% COAHPERD
- 20% Participation/Reading Attendance
- 10% In Class Teachings

ADA -Statement:

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, please see the instructor as soon as possible, within the first two weeks of class, to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to, the Disability Services Office, which is located in the Psychology Building, Room 232.

Students enrolled in EXHP 351 and 478- Special Methods of Physical Education will gain knowledge, and have opportunities to develop and practice the following standards:

GOAL AREA 1

- 1.1 Organizes, allocates, and manages resources of time, activities, and attention, as well as establishing routines and procedures to create a learning environment characterized by developmentally appropriate student behavior, efficient use of time, and active, equitable acquisition of knowledge, skills, and understanding.
- 1.2 Analyzes the classroom environment and applies appropriate intervention strategies and practices to enhance social relationships, student motivation and engagement, and productive work.
 - 1.2a Continually assesses the classroom environment and simultaneously responds to multiple events and classroom dimensions.
 - 1.2b Anticipates ongoing changes needed and adapts environment, utilizing a variety of interventions and strategies, to assure student motivation, engagement and productive work.
- 1.3 Utilizes various physical classroom configurations to support an array of learning goals.
- 1.4 Establishes and consistently applies accepted disciplinary practices in the school environment that promote positive student growth.
- 1.5 Engages students in individual, cooperative, and healthy competitive learning activities that help them develop the motivation to achieve.

1.7 Nurtures, on the part of students, positive behavior and those moral standards necessary for personal, family, and community well being.

1.8 Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic.

1.8a Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work cooperatively and independently and engage in purposeful learning activities.

1.8b Facilitates development of shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

1.8c Teaches students responsibility for their own learning, including the motivation for lifelong learning.

2.4 Support's reading through oral and written language development including:

2.4a Developing oral English proficiency in students

2.4 b Developing listening proficiency

2.4d Developing students' spelling including spelling strategies that connect to the content area.

2.4e Incorporating word processing or other appropriate technology.

2.4g. Supporting writing through relationships among reading, writing, and oral language, including vocabulary development and fluency.

2.6 Develops in students an understanding and use of: number systems and number sequences, geometry, measurement, statistics and probability, and functions and use of variables.

2.7 Utilizes Colorado Model Content Standards in Mathematics for the improvement of instruction.

2.8 Integrates literacy and mathematics into content area instruction.

2.9 Enhances content instruction through understanding of all Colorado Model Content Standards.

2.10 Utilizes and applies expert content knowledge to ensure, enrich, and extend student learning.

GOAL AREA 3

3.1 Employs a wide range of teaching techniques to match the intellectual, emotional, physical, and social level of each student, and chooses teaching strategies and materials to achieve different curricular purposes

3.2 Brings multiple perspectives to the discussion of subject matter and connects instruction to students' lives and experiences.

3.3 Creates lessons and activities that differentiate instruction, operating at multiple levels to meet individual student needs.

3.5 Establishes a learning environment that does not tolerate racial, ethnic, gender, and other indignities such as name-calling, denigrating language and behavior and teaches tolerance.

3.6 Treats all students in an equitable and fair manner

3.7 Communications in ways that demonstrate a sensitivity to individual, cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).

3.8 Investigates own personal biases that may limit educational equity for all children and implements strategies to address them.

3.9 Designs and/ or modifies standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners. Appropriate provisions may include time and circumstances for work, tasks assigned, communication, and response modes.

3.10 Utilizes his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

3.11 Develops and applies individualized education plans as required by law.

3.12 Teaches students within the scope of a teacher's legal responsibilities and students' educational rights, and follows procedures as specified in state, federal, and local statutes.

3.13 Uses specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

3.14 Identifies when and how to access appropriate services or resources to meet exceptional learning needs.

GOAL AREA 4

4.1 Utilizes valid and reliable assessment tools that are aligned with standards and benchmarks and that assess meaningful learning in all content areas.

4.2 Locates, develops and utilizes a variety of informal and formal assessments, including rubrics. Examples of assessments may include observation, portfolios of student work,

teacher-made test, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.

4.5 Uses assessment data as a basis for standards-based instruction in each domain of responsibility, meeting current learner needs and leading to next level of development, raising the academic performance level of individuals and of a group of students, over time, to a higher level.

4.6 Collects and uses data from parents, guardians, other colleagues and students' peers, and the students themselves. Data may include information about students' cultural background, socioeconomic circumstances, experiences, learning behavior, needs, and progress.

4.7 Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning

4.8 Collects data on own teaching strategies and behavior in relation to learner success, modifying plans and instruction approaches accordingly.

GOAL AREA 5

5.1 Maximizes student learning by incorporating the following student centered strategies:

5.1a stimulating reflection on prior knowledge and links new ideas to familiar ones, making connections to students' experiences.

5.1 b providing opportunities for testing of ideas and materials.

5.1 c accessing students' thinking and experiences by encouraging discussion, group interaction, and eliciting thinking orally and in writing.

5.1 d providing regular opportunities for student reflection, peer assessment, and self-assessment.

5.2 Demonstrates a wide variety of instructional strategies that promote learning creating and implementing plans which include all essential lesson components:

Direct Inst.: objective, activate of prior knowledge, input, guided practice, check for understanding, ind. practice, closure, evaluation.

Cooperative Learning: interdependent learning objective, instructions, student roles, evaluation.

Inquiry Learning: learning objective, student instructions, student input, and evaluation.

5.4 Varies his/her role in the instructional process(e.g., instructor, facilitator, coach, audience) in relation to content, purposes of instruction and needs of students.

5.5 Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensures attention to these learning processes so that students can master content standards.

5.6 Provides effective verbal and written feedback that shape improvement in student performance relative to content standards.

5.7 Know how to ask questions and stimulate discussions in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

5.8 Uses multiple, alternative teaching strategies and materials matched to different student needs (e.g., developmental stages, learning styles, and interests).

5.9 Constantly monitors and adjusts strategies to learner feedback.

5.11 Uses technology to increase student achievement.

5.12 Instructs students in basic technology skills
Professional Education Standard

GOAL AREA 6

6.1 Responds to the following laws, regulations, and policies in a professional manner: federal and state constitutional provisions; federal executive, legislative and legal influences; state roles of the governor, legislature, and State Board of Education; local school districts, boards of education and boards of cooperative educational services; non-traditional and non-public schools, including charter schools, religious schools, and home schooling; and public sector input from business, advocacy groups, and the public.

6.2 Makes decisions based on an understanding of the democratic ideal, recognizing the impact of cultural, gender, economic, political, and social environments upon teaching and learning.

6.3 Has developed a personal philosophy of education, incorporating concepts from historical and contemporary educational philosophies and educational research, from the United States and other countries, and acts consistently with this philosophy.

6.4 Is able to state clearly positions on educational issues and support them with theory, practice, and research.

6.5 Utilizes technology to seek answers to teaching questions.

6.6 Continually examines, reflects, and modifies own educational practices and performances.

6.7 Utilizes professional literature, colleagues, professional organizations, and professional development activities to support own development as a learner and a teacher.

6.8 Draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

GOAL AREA 7

7.3 Uses technology to manage and communicate information.

7.5 Identifies and use community resources to foster student learning.

7.7 Is sensitive and responsive to clues of student distress, actively listens and speaks outside help as needed and appropriate to remedy problems.

7.8 Establishes rapport with students such that students respond to teacher directions and request assistance.

7.9 Participates in collegial activities such as school functions, interdisciplinary team teaching, and curriculum development designed to make the schools a productive learning environment.

7.10 Participating successfully as a member of a team, sharing, encouraging, and accepting responsibilities.

GOAL AREA 8

8.1 Follows the ethical standards of the education profession

8.2 Consistently exhibits a strong work ethic, assuming responsibility for oneself and other in the learning community; is punctual and on-time for all responsibilities.

8.3 Acts honestly and with integrity at all times in the learning community.

8.4 Acts in a caring manner towards K-12 students, peers, and other members of the learning community.

8.5 Advocates teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public, and private education

8.6 Respects the input of others, including supervisors, and attempts to incorporate feedback to grow professionally.

8.7 Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgement for evidence.

8.8 Is well groomed and dresses in a professional manner.

8.9 Speaks, writes, and listens at a professional level.

8.10 Supports and promotes the profession of teaching by participating in local, state, and national professional teacher organizations.

8.11 Models an excitement for teaching and learning.

**Colorado Physical Education Standards Specifically Covered in Course:
Bolded Items will be assessed.**

A. At the end of this course the students will have knowledge of:

1. Physical Education Content

- a. **Concepts and strategies of physical activity, health-related and skill related fitness.**
- b. **Relationships among physical activity, fitness and health.**
- c. **Historical, philosophical, psychological and sociological factors associated with physical activity in a democratic society.**
- d. **Critical elements and sequencing of motor skills.**
- e. **Student content standards in physical education including Colorado model student content standards and national standards.**

2. Curriculum Planning and Instruction

- a. **Learning theory and current curricular models.**
- b. **Contextual issues underlying effective instruction.**
- c. **Curriculum design and standards-based education.**
- d. **Design of instructional sequences and developmentally appropriate learning experiences that maximize learner participation and success.**
- e. **Laws related to learner rights and teacher responsibilities.**
- f. **Safety issues underlying instructional practice.**
- g. **Variety of instructional resources including technological resources.**
- h. **Literacy and mathematics skills as they pertain to physical education instruction.**

3. Assessment

- a. **Characteristics, advantages, and limitations of a variety of assessment tools.**
- b. **The role of assessment in instructional planning and student learning.**
- c. **The relationship among learner performance data, instructional decisions, and student progress over time.**
- d. **The use of assessment as an integral part of instruction to provide feedback to learners.**
- e. **The process of selecting and using developmentally appropriate assessment strategies and instruments congruent with physical activity and learning goals.**
- f. **The use of assessment results to refine instruction, to re-teach, or move on based upon program goals.**

4. Learners and the Learning Process

- a. Developmentally appropriate practices for motivating and maintaining participation, cooperation, and learner awareness in a physical activities setting.
 - b. Individualization of instruction in physical education based upon how learners construct knowledge, acquire skills and become physically active.
 - c. The influence of school health and non-school factors on the learning and engagement in physical activity.
 - d. Strategies needed for establishing realistic student goal setting and the encouragement of independent learning.
 - e. Strategies to help learners develop and demonstrate responsible personal and social behavior that promotes positive relationships in a productive physical education environment.
 - f. Strategies to help learners develop and demonstrate responsible personal and social behavior that promotes positive relationships in a productive physical education environment.
5. **Managing the Learning Environments**
- a. Strategies and methods for creating a physically and emotionally safe environment.
 - b. Strategies for promoting equitable and meaningful learning in physical activity settings.
 - c. Practices for organizing and managing physical activities resources and environments.
 - d. Principles of creating and maintaining an orderly physical activities environment to maximize student engagement.
6. **Reflective Practices**
- a. Strategies that foster creativity to promote personal growth and enhance professional practices.
 - b. A variety of self-assessment and problem solving strategies for reflecting on practice and its influence on learning.
 - c. Consult professional literature, colleagues, and other resources to develop as a learner and as a teacher.
7. **Communication**
- a. Best practice in writing, verbal and nonverbal communication in the teaching of physical activity.
 - b. Utilization of technology in physical education.
 - c. Communication strategies that reflect sensitivity to cultural, gender, ability and environmental differences.
 - d. A variety of ways to communicate instructional and managerial information.
 - e. Communication strategies that reflect a sensitivity to cultural , gender, ability and environmental differences.
8. **Collaboration**
- a. Responsibility to participate in a larger setting outside the classroom.
 - d. The connections across disciplines and the interrelatedness of disciplines.

- e. **Fostering relationships with colleagues, parents, and the community to support learners; growth and well-being.**
 - 9. **Physical Education Profession**
 - a. **Importance and benefits of membership in the state and national professional associations.**
 - b. **Accessible professional development activities.**
 - c. **The importance of strategies for effective advocacy for physical education.**
- B. *At the end of this course the students will be able to:***
1. **Physical Education Content**
 - a. **Apply developmentally appropriate movement concepts and principles to the teaching of motor skills and help students understand how motor skills are learned.**
 - b. **Incorporate interdisciplinary learning experiences that encourage learners to integrate knowledge, skills and methods of inquiry from multiple subject areas.**
 - c. **Apply developmentally appropriate fitness concepts and principles in the teaching of physical activity.**
 2. **Curriculum Planning and Instruction**
 - a. **Select, plan, and evaluate curriculum in accordance with Colorado model student content standards in a continuous process that meet students' needs and results in student learning.**
 - b. **Identify and evaluate program goals.**
 - c. **Select teaching resources and developmentally appropriate curriculum materials for their comprehensiveness, accuracy, usefulness, and safety.**
 - d. **Use curricula that encourage learners to see, question, and interpret physical activity from various perspectives.**
 - e. **Select and apply a variety of developmentally appropriate instructional strategies that facilitate learning in physical activity settings.**
 - f. **Use demonstrations and explanations to capture key components and link them to learners' experiences in physical activity.**
 - g. **Integrate literacy and mathematics practice within the physical education curriculum.**
 - h. **Reflect in instruction knowledge of laws related to learner's rights and teachers responsibilities.**
 3. **Assessment:**
 - a. **Use both formative and summative evaluations to guide instructional planning to meet students' needs.**
 - b. **Select developmentally appropriate assessment tools.**
 - c. **Use a variety of self, peer, and teacher methods to assess student progress.**
 - d. **Use computer technology to facilitate assessment, record keeping, and the reporting of assessment results.**
 - e. **Maintain records and communicate learner progress based on appropriate assessment indicators.**

4. Learners and the Learning Process:
 - a. **Use developmentally appropriate instructional strategies that assist learners in developing realistic goals for physical activities.**
 - b. **Incorporate instructional strategies that encourage problem solving and decision making in becoming a physically educated person.**
 - c. **Use a variety of instructional practices to motivate learners to participate in physical activity.**
 - d. **Develop and use appropriate instructional strategies and resources to meet learners' diverse needs.**
5. Managing the Learning Environment
 - a. Design and manage a safe and equitable learning classroom.
 - b. Select and implement appropriate managerial and instructional routines to maximize student engagement.
 - c. Use strategies to develop and maintain a task-oriented environment.
 - d. Provide appropriate challenges to students with disabilities and become a natural part of the manner in which the class functions.
6. Reflective Practices
 - a. **Critique and evaluate the relationship between practices and student outcomes.**
 - b. **Reflect upon and revise instructional practice based on observations and learner responses.**
 - c. **Consult professional literature, colleagues, and other resources to develop as a learner and as a teacher.**
7. Communication
 - a. **Provide developmentally appropriate, meaningful, and purposeful explanations and demonstrations.**
 - b. **Select and use appropriate, clear, and accurate cueing techniques.**
 - c. Design and implement best practice strategies in writing, verbal and non-verbal communication in the teaching of physical activity.
 - d. Demonstrate strategies for communicating with school colleagues, parent/guardians, and the community.
 - e. Use technology in communication with parents, students and colleagues.
8. Collaboration:
 - a. Act as an advocate in the school and community to promote a variety of physical activity opportunities.
 - b. Participate in collegial activities to improve the overall learning environment.
 - c. **Develop and use strategies for establishing connections with other content areas.**
9. Physical Education as a Profession
 - a. **Use current research and professional literature to enhance instructional practice.**
 - b. **Identify and use resources available through professional organizations.**

