

**San José State University
School/Department**

KNED 184YZ, Student Teaching Seminar in Physical Education, Fall 2018

Course and Contact Information

Instructor:	Dr. Erin Ashleigh Siebert
Office Location:	SPX 173D
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Office Hours:	Tuesday/Thursday 1:30-3:30
Class Days/Time:	Thursday 4:30-6:50pm
Classroom:	SPX 160
Prerequisites:	Departmental teacher education approval, KIN 170B, 172, and 179. Physical Education majors and minors only.

Course Format

This course requires regular in class participation. Come to class prepared to be contribute and engage with others. Students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

Course Description

Minimum 80-120 class periods of classroom, teaching laboratory or field teaching in appropriate single subjects, grades K-12 and related teaching activities and seminar.

Course Goals (Optional)

This seminar is designed to be a companion to the Phase II/III student teaching experience in the Single Subject Credential program at San José State University. The purpose of the seminar is to provide a forum for discussing field experiences and to help credential candidates make essential connections between their coursework in the credential program and their daily responsibilities and experiences as teachers. In addition, the seminar provides a framework and support for credential candidates as they prepare for the program's capstone assessment: The Cal TPA.

Student Learning Objectives of the Single Subject Credential Program:

- SLO 1: Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
- SLO 2: Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
- SLO 3: Candidates articulate conceptual frameworks relating to culture, power, and equity, and how these influence teaching and learning.
- SLO 4: Candidates discuss legal issues and ethical choices that influence education.
- SLO 5: Candidates discuss interrelationships among family, community, student learning, and success in school.

- SLO 6: Candidates discuss and critique various theories and practices of language acquisition and literacy development (e.g., reading, writing, speaking, listening) across content areas.
- SLO 7: Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
- SLO 8: Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
- SLO 9: Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
- SLO 10: Candidates critically reflect upon the relationship between their own teaching and student learning.

Suggested Texts/Readings

Textbook

- Darst, P.W., Pangrazi, R., Brusseau, & Erwin (2015). *Dynamic physical education for secondary students*, (8th ed), San Francisco, CA: Pearson (ISBN: 9780321934932).
- Darst, P.W., & Casten C. (2015). *Lesson plans for dynamic physical education for secondary students*, (8th ed), San Francisco, CA: Pearson (ISBN: 9780321967237).
- Fronsk, H.A., & Heath, E.M. (2015). *Teaching cues for sport skills for secondary students*, (6th ed), San Francisco, CA: Pearson (ISBN: 9780321935151).
- Lund, J.L. & Kirk, M.F. (2010). *Performance-based assessment for middle and high school physical education*. Champaign, IL: Human Kinetics, (ISBN-13: 9780736083607).
- Lund, J. & Tannehill, D. (2014). *Standards-based physical education curriculum development* (3rd ed), Burlington MA: Jones & Bartlett, (ISBN-13: 978-1284034196).
- Rovegno, I. & Bandhaur, D. (2017). *Elementary physical education: Curriculum and instruction* (2nd ed), Burlington, MA: Jones & Bartlett, (ISBN-13: 9781284077988).
- SHAPE America (2014). *National standards & grade-level outcomes for K-12 physical education*, Champaign, IL: Human Kinetics, (ISBN-13: 978145049626).

Other Readings

- California Department of Education. (2009). *Physical education framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: CDE Press.
<http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>

Library Liaison

Adriana Poo; Adriana.Poo@sjsu.edu

Course Requirements and Assignments

- All assignments will be turned in electronically via the course Canvas site unless otherwise stated.
- It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.

- **NO late assignments will be accepted unless prior arrangements have been made with the professor.**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

KNED 184Y

Teacher candidates enrolled in KNED 184Y periodically produce videos of themselves teaching, upload them, then provide comments on their own and others videos. The purpose of these videos is to examine your teaching but also assist your peers in becoming better teachers. Additionally, the practice videos will assist you in thinking about the CalTPA. The videos are as follows:

Video – Informal Assessment (feedback)

Video – Student Self-Assessment

Video – Evidence of Meeting Learning Objective

Video – Student and You Using Academic Language

Video – Modifying Instructions

KNED 184Z

Teacher candidates enrolled in KNED 184Z will work exclusively on preparing materials for the CalTPA. After the TPA has been submitted, topics will be discussed to prepare teacher candidates for applying and getting a job.

Grading Information

This is a credit/no credit course. More than one absence from scheduled class meeting will result in receiving no credit for the course. Any excused absence will require university verification to be excused. The following reasons are examples of acceptable reasons: (a) University supported activity (i.e., athletics), (b) hospitalization, or (c) death in the family. Documentation of these types of absences must be provided. In the event of missing class due to a University supported activity it is the student's responsibility to make arrangements with the instructor prior to the absence.

Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
5. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
6. If you have any questions or concerns email me, I will respond to your email within 48 business hours (e.g., if you email me Friday at 5:30 I may not respond until the following Monday or Tuesday). All emails need to have the course number (i.e., KNED 184YZ) at the beginning of the subject line.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources.

KNED 184 YZ Student Teaching Seminar in Physical Education, Fall 2018 Course Schedule

This is a tentative schedule; changes may be made as the course progresses. No additional coursework or assignments will be given. Students will be notified of any changes at least one week in advance in-class and/or via Canvas.

Italicize text represents the topics for that class and **bolded text** represents when an assignment is due.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	
		Section Y	Section Z
1	8/23	<i>Welcome and review schedule expectations</i>	
2	8/30	<i>Informal Assessment (feedback)</i>	<i>CalTPA Step 1</i>
3	9/6	<i>Informal Assessment (feedback)</i> Video/Comments Due	<i>CalTPA Step 1</i>
4	9/13	<i>Academic Language</i>	<i>CalTPA Step 2</i>
5	9/20	<i>Academic Language</i> Video/Comments Due	<i>CalTPA Step 2</i>
6	9/27	<i>Self-Assessment</i>	<i>CalTPA Step 2</i>
7	10/4	NO CLASS due to NAFAPA Conference	
8	10/11	<i>Self-Assessment</i> Video/Comments Due	<i>CalTPA Step 3</i>
9	10/18	<i>Meeting Learning Objectives</i>	<i>CalTPA Step 3</i>
10	10/25	<i>Meeting Learning Objectives</i> Video/Comments Due	<i>CalTPA Step 4</i>
11	11/1	<i>Modifying Instruction</i>	<i>CalTPA Step 4</i>
12	11/8	NO CLASS due to NAPE conference	
13	11/15	<i>Modifying Instruction</i> Video/Comments Due	<i>CalTPA Steps 1-4</i>
14	11/23	NO CLASS - Thanksgiving Holiday	
CalTPA Cycle I or II is Due November 26th 2018 through Endthena, and then uploaded through Pearson by November 29th 2018, 3 days later.			
15	11/29	<i>TBD</i>	<i>TBD</i>
16	12/6	<i>TBD</i>	<i>TBD</i>
Final Exam	12/13	Completed online through Canvas. Due by 10:00pm on 12/13.	