

**San José State University
School/Department**

**KNED 184 YZ section 01
Student Teaching Seminar in Physical Education
Fall 2013**

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| Instructor: | Tiffany Kloeppel, Ph.D |
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| Office Hours: | By appointment |
| Class Days/Time: | TH 4:00 – 6:30 p.m. |
| Classroom: | SPX 107 or SPX 82 |
| Prerequisites: | Concurrent enrollment in KNED 184Y and/or 184Z |

Course Description

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 Performance Assessment for California Teachers (PACT) teaching event.

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.

Required Texts/Readings

Textbook

No textbook for this course. Some readings may be assigned at the instructor's discretion and will be uploaded via Canvas or distributed in class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-324.html> . Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/> . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Summative assessment for the Single Subject Credential: The Performance Assessment for California Teachers (PACT) Teaching Event.

In fall 1998, SB 2042 was enacted in California to maintain multiple pathways to a teaching credential, but ensure that regardless of the pathway (e.g., student teaching, district internships, university internships), candidates meet a uniform set of standards. Among other provisions, it established a requirement for all California candidates for a preliminary teaching credential to pass a state-approved teaching performance assessment with demonstrated validity and reliability to supplement training, course assignments, and supervisor evaluations.

Twelve institutions (8 University of California institutions, San Diego State, San Jose State, Stanford, and Mills) formed the PACT consortium in 2001 to develop an assessment to meet the state requirement.

Teaching Event

The design of the common assessment, called the *Teaching Event*, was modeled after the portfolio assessments of the Connecticut State Department of Education, INTASC (the Interstate New Teacher Assessment and Support Consortium) and the National Board. The common assessment was to draw from artifacts created while teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The common assessment was also to place student learning at the center, with special attention to subject-specific pedagogy and the teaching of English Learners. The assessment design chosen was that of a portfolio assessment, with Context, Planning, Instruction, Assessment, and Reflection tasks documenting a brief segment of learning. An integrated task design was chosen to prompt candidates to make connections between these different teaching tasks, and to provide evidence to understand a candidate's teaching of a brief learning segment in some depth through the distinct lenses provided by the different tasks.

Overview of the PACT Teaching Event

Focus on student learning

In this Teaching Event, you will show the strategies you use to make physical education accessible to your students, and how you support students in learning to read, write, and/or use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Select a learning segment

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach one learning experience to more than one class of students, focus on only one class.

For the Teaching Event, you will **plan a learning segment of about one week (approximately 3-5 hours of instruction)** that is designed to meet one of the Physical Education Model Content Standards for California Public Schools (*PEC STANDARDS*), specifically to demonstrate how you develop your students' knowledge and competencies in motor skills, movement patterns, and strategies needed to perform one or more specific physical activities. The learning segment should include learning objectives for both the curriculum content and the development of academic language¹ related to that content. A Glossary of terms used in the Teaching Event appears on pages 20-22.

Submit teaching artifacts and analysis

You will submit lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, a summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event.

Assessment of your Teaching Event

Your Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations (TPEs)*. A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

To download this Handbook or for more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at the SJSU College of Education website. http://www.sjsu.edu/education/pact/forms_rubrics/index.html

¹ The language needed by students to understand and communicate in the discipline of physical education.

| Teaching Event Task | What to Do | What to submit |
|---|--|--|
| 1. Context for Learning (TPEs 7,8) | <ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context and your students as physical education learners. | <ul style="list-style-type: none"> <input type="checkbox"/> Context Form <input type="checkbox"/> Context Commentary |
| 2. Planning Instruction & Assessment (TPEs 1,2,3,4, 6,7,8,9,10,12) | <ul style="list-style-type: none"> ✓ Select a learning segment of 3-5 hours of instruction that develops student knowledge and competency in motor skills, movement patterns, and strategies needed to perform one or more specific physical activities. ✓ Create an instruction and assessment plan for the learning segment and write lesson plans. ✓ Write a commentary that explains your thinking behind the plans. ✓ Record daily reflections, to submit in the reflection section of the Teaching Event. | <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans for Learning Segment <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Planning Commentary |
| 3. Instructing Students & Supporting Learning (TPEs 1,2,3,4, 5,6,7,10,11) | <ul style="list-style-type: none"> ✓ Review your plans and prepare to videotape your class. Identify opportunities for students to develop and use relevant skills and strategies through planned physical activities. ✓ Videotape the lesson you have identified. ✓ Review the videotape to identify one or two video clips portraying the required features of your teaching. The total running time should not exceed 15 minutes. ✓ Write a commentary that analyzes your teaching and your students' learning in the video clip(s). | <ul style="list-style-type: none"> <input type="checkbox"/> Video Clip(s) <input type="checkbox"/> Video Label Form <input type="checkbox"/> Instruction Commentary |
| 4. Assessing Student Learning (TPEs 2,3,4,5, 13) | <ul style="list-style-type: none"> ✓ Select one student assessment from the learning segment and analyze student work/performance using evaluative criteria (or a rubric). ✓ Identify three student work samples/performances that illustrate class trends in what students did and did not understand. ✓ Write a commentary that analyzes the extent to which the students met the objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction. | <ul style="list-style-type: none"> <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Assessment Commentary |
| 5. Reflecting on Teaching & Learning (TPEs 7,8,13) | <ul style="list-style-type: none"> ✓ Provide your daily reflections. ✓ Write a commentary about what you learned from teaching this learning segment. | <ul style="list-style-type: none"> <input type="checkbox"/> Daily Reflections <input type="checkbox"/> Reflective Commentary |

Assignments

I. Context for Learning Task

A. Write a 3-5-page commentary that describes the following:

1. Type of school/program in which you teach, (e.g., middle/ high school, themed school or program)
2. Kind of class you are teaching (e.g., ninth grade English – untracked, American Literature – College Prep) and the organization of the subject in the school (e.g., departmentalized, interdisciplinary teams)
3. Degree of ability grouping or tracking, if any

B. Describe your specific class with respect to the features listed below. Focus on key factors that influence your planning and teaching. Be sure to describe what your students can do as well as what they are still learning to do:

1. Academic development: Consider prior student knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
2. Language development: Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks. Describe the range in vocabulary and levels of complexity of language use within your entire class. When describing the proficiency of your English learners, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the learning segment. (TPEs 7, 8)
3. Social development: Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
4. Family and community contexts: Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources.

C. Describe any district, school, or resident teacher requirements or expectation that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

D. Complete the Context for Learning Form from p. 5 of your PACT Handbook (available online at <http://www1.coe.sjsu.edu/pact/secondaryEducation.shtml?submenutab=2> or by googling PACT Teaching Event and clicking on "Teaching Event Handbooks". The handbook is also uploaded on Canvas)

II. Task 2: Planning Instruction & Assessment

- A. Follow the directions given on pp. 7-9 of your PACT Handbook
- B. Complete Lesson Plans for 3-5 hrs. of Instruction (use Template located on p. 10)
- C. Complete the Planning Commentary (see PACT Handbook pp. 8-9)

III. Task 3: Instructing Students & Supporting Learning

- A. Follow the directions given on pp. 11-12 of your PACT Handbook
- B. Prepare your video clips (see p. 13 for Video Label Form)
--note that your "Candidate ID" is your SJSU ID
- C. Complete the Instruction Commentary on p. 12 of your PACT Handbook

IV. Task 4: Assessing Student Learning

- A. Follow the directions given on pp. 14-16 of your PACT Handbook
- B. Collect and analyze student work
- C. Complete the Assessment Commentary on p. 15 of your PACT Handbook
- D. Complete "Summary of Student Learning Chart" from p. 17 of your PACT Handbook

V. Task 5: Reflecting on Teaching & Learning

- A. Follow the directions given on pp. 18-19 of your PACT Handbook
- B. Include the daily reflections that you completed as part of Task 2
- C. Complete the Reflection Commentary from pp. 18-19 of your PACT Handbook

University Policies

Academic integrity

Students should know about the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include, in your assignment, any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

KNED 184 Y/Z Student Teaching Phase II & III Seminar, Fall 2013

Course Schedule

The following is a tentative schedule and is subject to change with fair notice. Email notifications will be made with any changes to the schedule/meeting place or readings required before class.

| Location | Date | Topics, Readings, Assignments, Deadlines |
|----------|--------------|--|
| TBA | August 22 | PACT orientation w/Dena Sexton (4:30 – 6:30) |
| SPX 107 | September 5 | Introductions, assigning of site supervisors, professional events, and classroom management issues |
| SPX 82 | September 19 | Teaching *context/planning and knowing your students; and Introduction to the PACT teaching event (KNED 184X interns not required to attend) |
| SPX 82 | October 3 | Continuation of PACT teaching event preparation *Video/Instruction tasks (KNED 184X interns not required to attend) |
| SPX 82 | October 17 | Continuation of PACT teaching event preparation *Rubrics and Assessment (KNED 184X interns not required to attend) |
| SPX 107 | October 31 | *Reflection task/peer feedback Interviewing and the job hunt (mock interviews) |
| SPX 107 | December 5 | Completion of final paperwork, discussion of next steps, and classroom issues continued |

*Addendum:

All courses in the SJSU Physical Education program require the participation and presence of all class members. Tardiness will negatively affect a student's final grade. Two tardies equal an unexcused absence. In addition, a student who is more than one-half hour tardy, or leaves class more than one-half hour prior to the scheduled dismissal, will be considered absent for that class session. Attend class regularly (no more than one unexcused absence). An unexcused absence occurs when I am not notified PRIOR to class. **This class is a final seminar to prepare to become a CA Single Subject Clear Credential Holder. I will NOT be available outside of class to devote the time needed to explain/clarify PACT.**