

# San José State University

## Department of Kinesiology

KIN 178: Management Strategies for Physical Education Teachers

3 Credit Hours, W 4:00pm-7:50pm, SPX 160/107B, Fall 2015

Instructor: Dr. David Daum

Telephone: 707-290-5232

Email: [david.daum@sjsu.edu](mailto:david.daum@sjsu.edu)

Office Hours: by appointment

### Required Texts:

Carpenter, J., & Sinclair, C. (2011). *Physical best activity guide: Middle and high school levels* (3<sup>rd</sup> ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-0-7360-8118-4).

Lavay, B.W., French, R., & Henderson, H.L. (2006). *Positive behavior management in physical activity settings* (2<sup>nd</sup> ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-0-7360-4911-5).

Orlick, T. (2006). *Cooperative games and sports: Joyful activities for everyone* (2<sup>nd</sup> ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-0-7360-5797-4).

### Catalogue Description:

Examines current practices for managing student behaviors, instructional technology, legal regulations, and physical fitness needs as well as exploring adolescent development.

### Prerequisite:

KIN 070 for majors/minors only or instructor consent; KIN 172, KIN 171A or concurrent enrollment and upper division standing.

### Co-requisite:

KIN 170B or KIN 170C.

### Program Learning Objectives (PLO's):

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the sub disciplines in kinesiology for personal fitness, healthy lifestyles, sport and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To apply scholarship and practice of different movement forms to enhance movement competence.
4. To articulate sustainable approaches as they relate to kinesiology.
5. To articulate social justice and equality issues related to kinesiology for various populations.

### Course/Student Learning Objectives (SLO's):

At the completion of the course students will be able to:

1. Demonstrate an understanding of the standards for the teaching profession related to behavior management, use of technology in teaching, and legal aspects of teaching. (PLO 1)
2. Identify theoretical perspectives for maintaining, decreasing, and increasing student behavior. (PLO 1)
3. Demonstrate the appropriate use of methods and techniques to gain student discipline and appropriate student behavior. (PLO 1, 5)
4. Demonstrate the ability to use assessment tools in gathering and analyzing student performance data. (PLO 2, 4).
5. Design lessons based on current research as it relates to time management. (PLO 1)
6. Demonstrate the ability to reflect on a teaching event and make improvements/suggestions with regards to management of the learning environment based upon best practices. (PLO 2, 3).

**Grading:**

At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7<sup>th</sup> percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3<sup>rd</sup> percent in that grade category (i.e. 63%, 73%, etc.).

<b>A</b>	90%-100%	270-300 points
<b>B</b>	80%-89%	240-269 points
<b>C</b>	70%-79%	210-239 points
<b>D</b>	60%-69%	180-209 points
<b>F</b>	Below 60%	0-179 points

<u>Description</u>	<u>Points</u>
Article Analysis	20
Rules Assignment	20
Journal	50
Lesson Plans (4)	40 (10pts each)
Teaching Lessons (4)	40 (10pts each)
Behavior Project	80
Exams	50 (25pts each)
<b>Total</b>	<b>300 Points</b>

**Assignments:**

All assignments will be turned in electronically via the course Canvas site unless otherwise stated.

Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each students 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.**

1. Article Analysis: Each student is required to find a research article regarding behavior management in physical education, read it, and write a 1 page synopsis and interpretation of the findings. The purpose of this assignment is to familiarize yourself with research literature related to physical education.
2. Lesson Plans: Each student will teach four lessons to their peers throughout the semester (two cooperative games lessons and two fitness lessons). The content of each lesson will be

determined at least two weeks in advance. The lesson plan will be due one week prior to the lesson being taught. Students are required to use the provided lesson plan template and let the instructor know if any equipment they will be needing for their lesson one week prior to the lesson being taught.

3. Journals: Each student will keep a journal documenting their observation of a minimum of 20 hours spread out over a minimum of 10 visits of a secondary Physical Education class. Observations must take place at a UOC approved public high school. The requirements of this portion of your grade include:
  - a. Verification from the mentor teacher that a **MINIMUM** of 20 hours of observations were made via the hourly log sheet. This will be available on Canvas.
  - b. A journal of daily reflections. These journals should be brought to class (KIN 178) each meeting and will be checked periodically.
  - c. Adherence to the Professional Expectations (see below).
  - d. There will be specific topics/tasks for each observation you complete. A list of options and methods will be discussed in class and available on Canvas.
4. Teaching Lessons: Each student will be evaluated on not only how well they prepare their lesson plans but how they teach their lessons. In general, students will be evaluated not only how well they present the information, but how well they address the management issues that arise during their lesson. Students will be provided with a rubric on how this portion of the grade will be determined.
5. Behavior Management Project: Each student will be required to complete a behavior management project to earn a grade in this course. Failure to complete this project will result in an incomplete for this course. Upon completion of this project the student will have a portfolio of strategies to handle a variety of behavior issues. This will include, but is not limited to behavioral protocol related to attaining and returning equipment, starting/stopping instruction, going to the bathroom, minimizing off-task behavior techniques, how to gain support from others, etc. The purpose of this project is to make you aware of the complexities related to behavior management and also prepare you with an artifact you can utilize during your lesson preparation and during job interviews.

#### **Additional Information:**

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. More than one absence from scheduled class meetings will result in a lowering of your course grade by one full letter grade. 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.

6. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
7. If you have any questions or concerns email me, I will respond to your email within 48 hours.

### **Professional Expectations and Dispositions:**

1. AT NO TIME shall the field experience student teach a full lesson. AT NO TIME shall the field experience student be unsupervised or responsible for the class being observed. Your role is to OBSERVE only, no teaching.
2. I will be professionally dressed every day in accordance with the school's faculty/staff dress code.
3. I will work under the direct supervision of the mentor teacher.
4. I will seek advice from the mentor teacher and university faculty with any questions and concerns I may have with this field experience.
5. I will call my mentor teacher if for an emergency I am not able to be at the school site when expected. Documentation is necessary.
6. I will reflect on the lessons I observe every day and write an appropriate reflection after its completion.
8. I will be prompt and on time.
9. I will act and talk in a professional manner while at the on-site school.

### **University Policies**

Definition of a Credit Hour: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page at [http://www.sjsu.edu/provost/Academic\\_Calendars/](http://www.sjsu.edu/provost/Academic_Calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Academic Integrity: Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 Student Conduct and Ethical Development website is available at

<http://www.sjsu.edu/studentconduct/>. 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 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 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### Tentative Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignments/Readings</b>
Aug. 26 <sup>th</sup>	Course Introduction Defining Behavior Management	Chapter 1 (Lavay)
Sep. 2 <sup>nd</sup>	Creating a Positive Atmosphere Cooperative Games	Chapter 2 (Lavay) Chapter 1 (Orlick)
Sep. 9 <sup>th</sup>	Designing a Proactive Management Plan Interdisciplinary Cooperative Games	Chapter 3 (Lavay) Chapter 6 (Orlick) <b>Lesson Plan</b>
Sep. 16 <sup>th</sup>	Behavioral Approach Cooperative Games Lessons 1 - 5	Chapter 4 (Lavay) Chapters 2 and 4 (Orlick) <b>Lesson Plan</b>
Sep. 23 <sup>rd</sup>	Behavioral Methods for Maintaining and Increasing Behaviors Cooperative Games Lessons 6 - 10	Chapter 5 (Lavay) Chapters 3 and 5 (Orlick) <b>Lesson Plan</b>
Sep. 30 <sup>th</sup>	Behavioral Methods for Decreasing Inappropriate Behaviors Cooperative Games Lessons 11 - 15	Chapter 6 (Lavay) Chapters 7 and 8 (Orlick) <b>Lesson Plan</b>
Oct. 7 <sup>th</sup>	Humanistic Approach Fitness Education Cooperative Games Lessons 16 -20	Chapter 7 (Lavay) Chapters 1 and 2 (Carpenter) <b>Rules Assignment Due</b> <b>Lesson Plan</b>
Oct. 14 <sup>th</sup>	<b>Exam 1</b> Cooperative Games Lessons 21 - 24 Fitness Lesson 1	<b>Study</b> <b>Lesson Plan</b>
Oct. 21 <sup>st</sup>	Biophysical Approach Fitness Lessons 2 - 6	Chapter 8 (Lavay) Chapters 3 and 4 (Carpenter) <b>Lesson Plan</b>
Oct. 28 <sup>th</sup>	Developing your Own Behavior Management Plan Fitness Lessons 7 - 11	Chapter 9 (Lavay) Chapters 5, 6 and 7 (Carpenter) <b>Lesson Plan</b>
Nov. 4 <sup>th</sup>	Fitness Education Fitness Lessons 12 - 16	Chapters 8, 9 and 10 (Carpenter) <b>Lesson Plan</b>
Nov. 11 <sup>th</sup>	Veteran's Day – No Class	<b>Final Project</b>
Nov. 18 <sup>th</sup>	Research Article Presentations Fitness Lessons 17 - 20	<b>Research Article Analysis</b> <b>Lesson Plan</b>
Nov. 25 <sup>th</sup>	<b>No Class- Thanksgiving Break</b>	
Dec. 2 <sup>nd</sup>	Research Article Presentations Fitness Lessons 21 - 24	
Dec. 9 <sup>th</sup>	<b>No Class- Study Day</b>	
Dec. 15 <sup>th</sup>	<b>Final Exam</b> - 2:45pm-5:00pm	<a href="#">Final Exam</a>
Dec. 17 <sup>th</sup>	Semester Ends	