

San José State University
Department of Kinesiology
KNED 184yz, Student Teaching Seminar in Physical Education,
Spring 2020

Course and Contact Information

Instructor:	Dr. David Daum
Office Location:	SPX 116
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Email:	david.daum@sjsu.edu (*Preferred!)
Office Hours:	By Appointment, T, W, R - https://daviddaum.youcanbook.me/
Class Days/Time:	R- 4:00pm -5:30pm
Classroom:	Online – Check Canvas Course
Prerequisites:	Departmental teacher education approval, KIN 170B, 172, and 179. Physical Education majors and minors only.

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.

Course Format - Online Course

This course will be conducted 100% online, as such it will require students to have access to the following:

- Stable internet access. See [Learn Anywhere](#) website for current Wi-Fi options on campus.
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Computer or tablet device to access the course CANVAS site, watch videos, and complete assignments
- Productivity software ([Microsoft office is free for SJSU students](#))
- A computer, tablet, or cell phone for live class meetings and responding to emails or other communications from the instructor and classmates.

Note – you are not required to share your screen during Zoom class meetings, but you are certainly welcome to!

Course Goals

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

Textbooks

- 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).
- Fronske, 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 Expectations

Observation of Teaching Expectations:

- Set up all a tentative schedule of all six observations with your supervisor by the end of the second week of the semester.
- Communicate with supervisor regularly.
- Let supervisor know prior to first visit protocols for checking in at your school site
- Let supervisor know where your lesson is taking place (i.e. where to meet you). On first visit, it is best if you can meet the supervisor in the main office to get oriented.
- Have a lesson plan submitted to the google drive PRIOR to each lesson observed by your supervisor.
- Each lesson observed must include a documented assessment.
- A reflection must be completed within 48 hours (2 days) of the observation. The reflection is part of the observation notes uploaded to the google folder.

Assignments

- Teacher candidates will be working in professional learning communities (PLC's) during the semester. This group task will include a variety of assignments related to teaching and learning in physical education. Each group will define their goals, outcomes, assessments, and report progress to the class. E
- Teacher candidates enrolled in KNED 184z will work on preparing materials for the CalTPA.
- Periodic assignments/tasks will be completed that focus on skills required for the CalTPA and learning effective teaching techniques in physical education. This includes, but not limited to: elements of lessons (warm ups, teaching skills, providing feedback, using academic language, technology in PE, etc.); resume building/getting a job; professional development, etc.

Grading Information

This is a credit/no credit course. More than one absence from scheduled class meetings 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 hours.

University Policies

Per [University Policy S16-9](#) relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.

- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Academic Dishonesty

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

KNED 184yz Student Teaching Seminar in Physical Education, Spring 2021 Course Schedule

*This is a tentative schedule, if any changes are made students will be made aware via email at least one week prior. Text italicized is the topics for the night, text underlined is when a reading is assigned, text in **bold** is when an assignment is due.*

Course Schedule

Week	Date	Topics, Readings, Assignments
1	1/28	Welcome and review schedule/expectations
2	2/4	Distance Learning in PE – Developing Community; Liability
3	2/11	Academic Language in PE <i>**Academic Language Seminar; 4:30-6:15</i>
4	2/18	Distance Learning in PE – Standards-Based Content
5	2/25	Distance Learning in PE – Assessment/ Verifying Learning
6	3/4	TBD
7	3/11	CAHPERD Conference
8	3/18	TBD
9	3/25	<i>Job Search Presentation; 4:30-6:15</i>
10	4/1	No Class – Spring Break
11	4/8	Resume and Interviewing – Bring updated resume
12	4/15	TBD
13	4/22	TBD
14	4/29	TBD
15	5/6	TBD
16	5/13	<i>Applying for your credential; 4:30-5:30</i>