

San José State University

Department of Kinesiology

KNED 184YZ: Student Teaching Seminar in Physical Education

3 Credit Hours, "Y" T 8:00-8:50pm, "Z" T 7:00-7:50pm, SPX 163, Fall 2015

Instructor: Dr. David Daum

Telephone: 707-290-5232

Email: david.daum@sjsu.edu

Office Hours: by appointment

Required Texts:

None, there will be readings on Canvas to assist in class discussions.

Catalogue 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.

Prerequisite:

Concurrent enrollment in KNED 184y and/or 184z

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.

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

A. 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.

<http://www.sjsu.edu/secondary/students/pact/>

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
II. 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
III. IV. 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. Task 1: Context for Learning Task

- a) Write a 3-5-page commentary that describes the following:
 - i) Type of school/program in which you teach, (e.g., middle/ high school, themed school or program)
 - ii) 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)
 - iii) 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:
 - i) Academic development: Consider prior student knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
 - ii) 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)
 - iii) 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)
 - iv) 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://www.sjsu.edu/education/pact/pact/handbooks/Physical%20Education%20Handbook%20Fall%202015.pdf> 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
- e) 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

Grading:

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.

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. If you have any questions or concerns email me, I will respond to your email within 48 hours.

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/. 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 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.

KNED 184 Z Tentative Schedule

Date	Topic	PACT Due Dates/Assignments
Aug. 25 th	Introductions/Scheduling Observations	
Sep. 1 st	Task 1 Discussion Task 2 Discussion	Task 1 Become intimately familiar with PACT!
Sep. 8 th	Task 1 Discussion Task 2 Discussion	Task 2 (Planning Commentary)
Sep. 15 th	Task 2 Discussion	Task 2 (Lesson Plans)
Sep. 22 nd	Task 2 Discussion Start getting consent forms out for videotaping	
Sep. 29 th	Task 3 Discussion	
Oct. 6 th	Task 3 Discussion	
Oct. 13 th	Task 3 Discussion Task 4 Discussion	Task 3
Oct. 20 th	Task 4 Discussion Start videotaping this week	Task 4
Oct. 27 th	Task 5 Discussion	Task 5
Nov. 3 rd	Task 5 Discussion	
Nov. 10 th	PACT Finishing touches	
<u>Nov. 16th</u>	<u>PACT Due Date by 4pm in Taskstream!</u>	
Nov. 17 th	TBD	
Nov. 24 th	TBD	
Dec. 1 st	TBD	
Dec. 8 th	TBD	
Dec. 9 th	Study Day	
Dec. 17 th	Semester Ends	

You may check out video cameras from SJSU by filling out the equipment request form here:

<http://www.sjsu.edu/education/pact/index.html>

KNED 184 Y Schedule

Those enrolled in KNED 184 Y will meet all of the above dates, however, topics and readings will be determined based on the discussion and/or needs of the students. We will work together to determine discussion topics and readings at least two weeks prior.