

San José State University
Department of Kinesiology
KNED 184yz, Student Teaching Seminar in Physical Education,
Fall 2017

Course and Contact Information

Instructor:	Dr. David Daum
Office Location:	SPX 113
Telephone:	(408) 924-3019
Email:	david.daum@sjsu.edu
Office Hours:	R 1:00pm-3:30pm - https://daviddaum.youcanbook.me/
Class Days/Time:	R - 8:00pm-9:30pm
Classroom:	SPX 153
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 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>

SJSU PACT materials: <http://www.sjsu.edu/education/pact/>

Library Liaison

Adriana Poo: adriana.poo@sjsu.edu

Useful Web links:

- 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/>
- SJSU PACT forms and rubrics: http://www.sjsu.edu/education/pact/forms_rubrics/index.html

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

Course Expectations

KNED 184y

Teacher candidates enrolled in KNED 184y will select a topic of interest related to their teaching and plan a project around that topic. For example, a teacher candidate may identify a specific issue they face in the classroom such as a class with specific behavior issues. They will then put an action plan together to address the issue and complete a pre and post-assessment to determine if their intervention worked.

KNED 184z

Teacher candidates enrolled in KNED 184z will work exclusively on preparing materials for the PACT. After the PACT 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 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, 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/>"

KNED 184yz Student Teaching Seminar in Physical Education, Fall 2017 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	
		Section Y	Section Z
1	8/24	Welcome and review schedule (6:00pm-6:50pm)	
2	8/31	<i>Review project ideas</i>	<i>Review Task 1</i>
3	9/7	<i>Assessment</i>	<i>Complete Task 1</i>
4	9/14	No Class	<i>Review Task 2</i>
5	9/21	<i>Project</i>	<i>Complete Task 2</i>
6	9/28	No Class	No Class <i>Review Task 3</i>
7	10/5	No Class	<i>Complete Task 3</i>
8	10/12	<i>Project</i>	<i>Review Task 4</i>
9	10/19	<i>Project</i>	<i>Complete Task 4</i>
10	10/26	No Class	<i>Review Task 5</i>
11	11/2	<i>Project</i>	<i>Complete Task 5</i>
12	11/9	No Class	<i>Bring Authentication Form</i>
<i>PACT is due Tuesday, November 14th, 2017 by 4PM in Taskstream</i>			
13	11/16	<i>Present Findings</i>	<i>TBD</i>
14	11/23	No Class – Fall Break	
15	11/30	No Class	<i>TBD</i>
16	12/7	<i>Present Findings</i>	<i>TBD</i>