

## PE 201: Professional Teaching Skills II

Mon/Wed 10:00-11:50am

Spring 2016

### Instructors:

- Paul Haas                      [phaas@uwsp.edu](mailto:phaas@uwsp.edu)                      HEC 138
  - Office Hours: Monday and Wednesday: 9:00am – 10:30am

**Course Description:** This course provides Physical Education majors with opportunities to study, discuss, organize, and practice instructional methods; specifically K-12 Physical Education.

### Course Objectives:

- Identify the basic skills necessary for students grades K-12 to develop motor skill competencies as defined by NASPE standards.
- Assess a wide variety of instructional methods which will engage the student and meet the diverse needs of today's secondary population.
- Exposure to a variety of technological tools to enhance instruction and learning.
- Comprehend the role of a teacher as a reflective decision maker with respect to teaching Physical Education in the K-12 setting.
- Utilize a variety of assessment methods and tools in measuring student progress in Physical Education.
- Demonstrate an understanding of underlying theories and rationale for instructional strategies.
- Design and present a competent plan for instruction in K-12 Physical Education.
- Exhibit professional responsibility as evidenced by attending all class sessions, engaging in the learning process, collaborating with others, and meeting all deadlines.

### Student Requirements:

- Be in attendance and prepared to begin class at the scheduled time. Each unexcused absence will result in a 2.5% deduction from final grade. Contact your unit instructor if you will be absent from class. The instructor will determine if absence is excused or unexcused.
- Complete and submit all assignments on time. Late work is not accepted.
- All assignments will be formatted using word processing and will be electronically submitted to the appropriate drop box on D2L.
- Seek assistance during instructor office hours if questions or concerns arise.
- Demonstrate professionalism at all times. Instructors will record positive and negative constructive feedback that may result in grade alterations.

## Assignment Descriptions

- **Cognitive Evaluations – 125 pts**

At the end of each unit you will composite what you have learned into a learning tool for you to use in the future. Develop a document for each unit with an appropriate table of contents labelling your resources. Please include the appropriate criteria listed next to each unit listed below. 25 points will be awarded for each correctly completed document submitted on time. Complete details listed in D2L for each unit we cover under “Cognitive Evaluations”.

- **E:Notebook Completion – 50 points**

The cognitive evaluations you have been putting together over the entire semester now needs to be put into one document. Copy and Paste everything you have completed throughout the semester into one document. Organize an appropriate table of contents section – and submit to D2L by the scheduled Final Exam Date/Time.

- **Portfolio Items – 115 pts**

The Portfolio items are arranged in a progressive manner to prepare students for the final teaching project. Each assignment is designed to assist in learning the essential tools of teaching a K-12 Physical Education lesson.

- **Winter Recreation**
  - Creative Lead Up Activity: 10pts
- **Aerobic Fitness**
  - Disability Modification: 15pts
- **Tumbling and Gymnastics**
  - Routine Design and Performance: 15pts
- **Strength and Conditioning**
  - Group Demonstration: 30pts
- **Traditional Team Sports:**
  - Unit Plan: 45pts

- **Final Teaching Evaluation – 100 pts**

At the conclusion of all five units, students will create and present a High School Level Physical Education Unit Plan. (*The Plan Draft assignment will prepare you to complete this project*). Students are expected to complete the unit plan on due date with no exceptions. You will be assessed on both your written plan and presentation in class. More instructions will be available on D2L.

*\*Refer to directions and grading rubrics located on the D2L content page for all assignment details.*

### Grading Scale

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%

### Student Academic Disciplinary Procedures

#### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance,

examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Equal access for students with disabilities**

#### **Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email [jjoque@uwsp.edu](mailto:jjoque@uwsp.edu).*

#### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.