Eastern Illinois University
Department of Kinesiology and Sports Studies
KSS 2000-001 – Fall 2016
Technique and Practice of Teaching Physical Education

INSTRUCTOR: Scott Ronspies, Ph.D.
OFFICE: Lantz 2504
OFFICE HOURS: MW: 10:00am-11:00am; TR 1:00pm-2:00pm/By Appointment
PHONE: 581-2215
EMAIL: sronspies@eiu.edu
CREDITS: 1

COURSE DESCRIPTION

An introduction to the techniques of teaching Physical Education through lecture, observation, and participation. A total of **16 clock hours** will be spent in field-based observations.

TEXTBOOK

There is no required textbook for the course. Materials for the course will be available via D2L.

COURSE OBJECTIVES

1. Recognize and demonstrate appropriate practice guidelines for teaching K-12 physical education.
2. Identify and interpret how physical education teaching aligns with national and state standards.
3. Identify and employ appropriate professional dispositions during school observations.
4. Interpret how effective and ineffective teacher actions impact student responses/behaviors.
5. Use reflective processes to examine various learning environments in K-12 physical education settings.
6. Demonstrate effective communication skills in ways that are sensitive to all teachers/students.

CEPS THEME

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of:

- Diverse Students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

SUPPORT OF CONCEPTUAL FRAMEWORK

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. Educators who create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

COURSE CONTENT/MATERIALS

Students will be assigned to public schools in the Charleston area and spend two hours per week meeting the objectives listed above. Class meetings and observation dates will be provided during the beginning of the course. **LiveText** is a requirement of this course. Students are required to purchase LiveText, an electronic portfolio, which will be used in successive teacher education courses, including student teaching. In addition, students will submit a Letter of Intent via LiveText as a requirement for the teacher education process. **Failure to purchase LiveText or to submit the Letter of Intent will result in a failing grade for this course. In addition, an EIU approved background check must be completed prior to school observations.**

ATTENDANCE/TARDINESS

To prepare students for a career in teaching, students are required to attend all scheduled classes/teachings/observations. This expectation aligns with the EIU teacher education dispositions. If an absence/tardiness does occur, the student is responsible for the material covered during the absence/tardiness and notifying the proper personnel. For each absence or each tardy after **ONE** in this course, a letter grade deduction will occur. Extenuating circumstances will be assessed on an individual basis. **THINK LIKE A TEACHER!!!!**

STUDENT EXPECTATIONS

Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

Be here. The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

Participate with effort. This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. You are responsible for the material as it develops throughout the semester.

Take initiative for yourself. Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class.

Help others. The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

APPROPRIATE DRESS FOR OBSERVATION

The professional status of a pre-service teacher is, in part, determined and reinforced by appropriate dress and appearance. Research has proven that there is a direct correlation between appropriate dress and how others perceive the individual, as well as the organization represented by the individual. Students will learn from the example you set. Your professional dress should promote a working and learning environment that is conducive to accelerated levels of student performance. Inappropriate clothing, paraphernalia, grooming, jewelry, accessories or bodily adornments that are in any way disruptive or potentially disruptive to the learning environment are prohibited. **The KSS Dress Code Contract will be completed by each student prior to observations in schools.**

COMMUNICATION FOR THE COURSE

I will be communicating with you by email frequently throughout the semester. Check your EIU Panthermail on a regular basis for reminders, announcements, school closings, etc. **PLEASE DIRECT ALL YOUR EMAILS TO sronspies@eiu.edu.**

POLICY FOR ASSIGNMENTS

Assignments turned in after the due date for this course will not be accepted and receive no credit. In addition, extra credit will not be provided in the course. ****NOTE: The instructor reserves the right to accept/refuse late and/or incomplete work. In addition, a student's final grade will not be posted to PAWS until they have turned in their nametag to the instructor.**

ELECTRONIC DEVICES

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Usage of electronic devices during class/teachings/observations without prior notification will result in a letter grade deduction for each instance. Thank you for your cooperation!!

ACADEMIC INTEGRITY

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

STUDENTS WITH DISABILITIES

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

THE STUDENT SUCCESS CENTER

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

EVALUATION CRITERIA/ASSIGNMENTS

A. Letter of Intent (20%)
B. Observation Journals (2) (20%)
C. Cooperating Teacher Disposition Rubrics (2) (20%)
D. Appropriate Practice Exam (20%)
E. Clinical Experience Records (2) (20%)

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%

IMPORTANT WEBSITE

http://www.eiu.edu/ceps/

***On the left of the homepage click Teacher Education, this will provide students with a variety of valuable information pertaining to the requirements for teacher education majors.**

TENTATIVE SCHEDULE

Week 1	**Introduction to Course; Appropriate Practice Guidelines**
Week 2	**Appropriate Practices; National/State Standards for P.E.**
Week 3	**Appropriate Practices; National/State Standards for P.E.**
Week 4	**Model an Elementary & Middle Level P.E. Lesson; Reflection on Lessons; Introduce Letter of Intent; Sign Up for School Observation Times; Introduce Observation Journals**
Week 5	**Observation in Schools; Observation Journals**
Week 6	**Observation in Schools; Observation Journals**
Week 7	**Observation in Schools; Classroom Debriefing on Observations**
Week 8	**Observation in Schools; Observation Journals**
Week 9	**Observation in Schools; Observation Journals; Letter of Intent**
Week 10	**Observation in Schools; Class Room Debriefing on Observations**
Week 11	**Observation in Schools; Observation Journals**
Week 12	**Observation in Schools; Observation Journals**
Week 13	**Reflect on Observation Experiences, Appropriate Practices and Standards; Review for Final Exam**
Week 14	**Journals, Disposition Rubrics, Clinical Records**
Week 15	**LiveText Submission Expectations**

Remember, no matter what kind of teacher you become, you WILL make a difference.

Therefore, the question becomes this:

What KIND of difference do you hope to make in the lives of your students?

WELCOME TO PHYSICAL EDUCATION ☺