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HEE 301.01: Methods and Instructional Strategies in Secondary Physical Education

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INSTRUCTIONAL STRATEGIES IN SECONDARY PHYSICAL EDUCATION HEE 301

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Spring 2014
TR 8:10 – 9:30 am
FRC Gym 1 (main floor)
McGill 135

Purpose:

The course is designed to provide prospective teachers the skills necessary to be effective Middle School and Secondary School Physical Education (Health Enhancement) teachers in public and private schools. Theoretical knowledge will be gained from the readings, discussions, and lectures. Practical applications will be gained from micro teaching sessions and guest lectures. Public school visitations and lesson planning will also add to the practical experience. At the end of the semester the student should be able to:

- Demonstrate effective station teaching skills
- Demonstrate effective demonstration teaching skills
- Demonstrate the ability to effectively execute the Fitnessgram
- Design an effective discipline policy for secondary students
- Design an effective grading criteria for secondary students

This class, upon successful completion, satisfies the upper division writing course requirement. At the end of the semester the student should be able to:

- Find, evaluate, and synthesize information effectively from diverse sources
- Pursue important Physical Education questions for academic inquiry
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to Physical Education
- Develop competence in information technology and digital literacy

Students will be expected to produce or purchase an accelerometer for exercises in class and use during the daily activities. Students will be expected to purchase the faculty pack for reference articles, charts, and use during the course. Any class meetings marked with an * or # must be attended. If you miss an asterisk or pound day, excused or unexcused, you will lose 4 points from your final point count. Example 3 absences = 12 points deducted from final point total.

Student Conduct Code: *All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>*

American with Disabilities Act: *The University of Montana upholds the ADA by providing reasonable accommodations to individuals with disabilities. If any student requires reasonable accommodations to adequately perform the duties of the class, please see the instructor during the first week of class to make plans for specific modifications.*

Point Distribution

Teaching assignments

Test 1	40 points
Demonstration teaching	25
Demonstration lesson plan	15
Station teaching	25
Station teaching cards	15

Formal writing assignments

Visitation paper Middle School	15 points
Visitation paper Secondary School	15
Why I.... 1 st draft	25
Why I.... final draft	25
Effective Teaching 1 st draft	25
Effective Teaching final paper	25
What is Fun in PE class?	<u>50 points</u>
	300 points total

Grade evaluation:

279-300 = A	261-269 = B+	231-239 = C+
278-280 = A-	249-260 = B	219-230 = C
	240-248 = B-	

FREE WRITING

Nine of the classroom sessions will begin with a written reaction/comment to a question/comment proposed by the teacher. The written answer/reaction session will last approximately 15-20 minutes. During the exercise I will provide you with a question or comment and ask you to write a response/reaction to the statement. The writing will not be graded or formally evaluated. The purpose is to allow written expression and communication from which we will initiate our lecture discussion for the day. Notebooks will be provided and all free writing assignments will be made and saved in the notebook.

ARTICLES

Journal articles will be assigned for reading. Students will come to class prepared to discuss the assigned journal articles. To encourage preparation and discussion, students will be allowed to take notes from the articles on the distributed 5x7 index cards. There will be a maximum of two cards for each article. On the cards write the name of the article and author as well as the main points of the article, interesting concepts, and questions for discussion. Use the cards for our class discussion. I will collect the cards at the end of the class day and return them to you the day of the test and you may use the cards for the in class portion of the test, so it is worthwhile to prepare detailed cards. No cards may be turned in the days after article discussions. The cards will not be graded. They may be in outline or narrative form.

VISITATIONS

Middle School visitation due 4/15/14

Secondary School visitation paper due 5/8/14

Each student will visit a Middle and Secondary School Health Enhancement class during the semester. A short visitation reaction paper of no less than 350 typed words summarizing each of the visits will be handed in during the assigned dates above. Please print the word count at the end of the paper. The paper should include the significant events of the visit. You may include such events as the roll call method, any management techniques, any discipline events, organization skills, time on task, teacher rapport with the class, lesson focus, any instructional skills, any demonstration techniques, and any other significant events. Do not hesitate to add any other categories to the paper that you felt were noteworthy.

Do not evaluate or criticize the lesson since that is not the intent or your job. No value statements either, just report what you saw. You may find it worthwhile to talk with the teacher for a few minutes if possible and ask about their grading policy, why they entered teaching, their overall approach to teaching, and why they enjoy teaching. You may also

ask about their goals, their overall philosophy, and why they feel they have been successful over the years. Again, try not to be judgmental and determine what was good or bad. Just state what you saw and try to be objective. You will do one paper for the middle school and one paper for the high school. You can use our scheduled class visit as the visitation. Submit your paper electronically. I prefer an email attachment. You should include a topic "HEE 301 observation" so the email does not go to junkmail. Papers are due by 9:30 am of the due date. I will send you an email confirmation of the paper within 2 days.

Why I.... paper

1st draft due 2/13/14

final paper due 2/25/14

This paper will consist of 650 words minimum. Please print your word count at the end of the paper. In this paper you will state the reasons you want to become a licensed teacher. Appropriate topics may include your teaching approach or so called philosophy., your career goals, and or some of your daily goals, your overall outlook, or your mantra on life within teaching. You may also add the impact you feel you will make on kids, and the level you want to teach. It also should include WHY I should hire you. What do you have to offer this school? You may include your willingness to coach or provide any other after school contributions. The paper should be written as if it is a philosophy of why a school system should hire you, things you would put in a cover letter, and your approach to teaching all in one. Four points will be deducted for each day the paper is late. Papers are due at 9:30 am of the due date.

EFFECTIVE TEACHING paper

1st draft due 3/6/14

Final paper due 3/20/14

In this paper you will discuss the ingredients of effective teaching. Approach the topic of effective teaching as a question: What is effective teaching? This paper is to include 100 words minimum. Place the printed word count at the end of the paper. You are encouraged to cover approximately 4 major points or concepts. Also, there should or could be 2-3-4 subdivisions in each of the four major topics. This paper is to contain citations from refereed journals, dissertations, and/or periodicals. It is not an opinion paper, but a research paper backed by evidence. The style should be the APA style of writing. In this paper you will discuss what makes up effective teaching, how to attain it, and why certain teaching is considered effective. You may also approach this topic and reveal what makes a successful lesson? Gear your answer toward a public school level

such as middle school or high school and make your paper relevant to your preferred level. Include a bibliography at the end of the paper. This is a formal research paper. There is no maximum number of references, but there must be at least 6 citations from outside sources. Four points will be deducted for each day the paper is late. Papers are due at 9:30 am of the due date.

FUN paper

1st draft due 4/17/14

Final paper due 5/1/14

In this paper you will discuss what is fun in a middle school or high school PE lesson. Choose one of the grade levels and use only one level. Fun can be defined as why students enjoyed the class or why they want to continue to play? What makes PE enjoyable? Why do kids leave PE smiling most days? Why is PE their favorite class of the day?

You are required to reference research and you also are allowed to use personal stories/interviews.

For your research sources use journal articles, textbooks, and any published writings. Try to come up with 3 or 4 major themes or reasons or conditions that make PE fun. It is better to identify 3-4 themes and expand on those. Listing and naming too many becomes very shallow or brief. These articles must be research articles of what fun is and how to obtain fun in the lessons.

The other 50% of the paper is information from students and teachers. Find 2 High school or Middle School teachers and interview them over the phone or in person and ask them various questions dealing with how they make PE fun. Also, talk with 2-3 students and ask them why PE is fun and when, where, and how it is fun.

There should be a 50/50 combination of the two sources. This paper is 1000 words minimum. Please print your word count at the end of your paper. There should be at least 3 or 4 references from the research area and 4-6 references from the opinion area. Four points will be deducted for each day the paper is late. Papers are due at 9:30 am of the due date.

Tentative itinerary

T	1/28	FW1/Course overview/goals of course
TH	1/30	FW2/Demo teaching info/Task teaching info/accelerometer use/articles
T	2/4	FW3/Articles
TH	2/6	FW4/Articles
T	2/11	FW5/teacher characteristics;traits= total pkg
TH	2/13	FW6/Purpose/goals of teaching PE/ 1st draft/outline of Why I ...paper
T	2/18*	Station teaching #1
TH	2/20	FW7/ tchg philosophy;objectives/role of AD/ role of Dept Head
T	2/25	Make up day Final paper of Why I....paper
TH	2/27#	Hellgate Middle School visitation
T	3/4*	Station teaching #2
TH	3/6*	Demonstration teaching #1/ 1st draft on Effective Teaching
T	3/11*	President's PF Test/Fitnessgram/Pacer test
TH	3/13*	Demonstration teaching #2 Middle School visitation paper
T	3/18	FW8/ Grading critera/Discipline/Curriculum
TH	3/20	Final paper of Effective Teaching
T	3/25*	Station teaching #3
TH	3/27*	Demonstration teaching #3
T	4/1	Spring Break
TH	4/3	Spring Break
T	4/8	Start fun paper
TH	4/10	work on paper
T	4/15	articles
TH	4/17	articles draft of Fun... paper
T	4/22	FW9 in class meeting
TH	4/24#	Hellgate High School visitation (8:00 am Hellgate lower gym)
T	4/29#	CS Porter Middle School visitation (7:50 am UM FRC)
TH	5/1#	Big Sky High School visitation (7:50 am FRC) Final paper of Fun...
T	5/6#	Sentinel High School visitation (7:50 am FRC)
TH	5/8	Last class meeting Secondary School visitation paper

* = meet in the FRC

= visitation days