

**HPER P 390/495**  
**GROWTH AND MOTOR PERFORMANCE K-12/LAB TEACHING IN PHYSICAL EDUCATION**  
**Spring Semester, 2015**

**Professor:** Dr. Brian Culp  
**Office Hours:** By appointment  
**Meeting Times:** M, W 9:00 am-9:50am, F, 10:00-11:50am  
**Meeting Place:** ES 2102, PE 150, variable

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**Purpose of the Course**

The purpose of this course is to enable students to plan, organize and conduct a physical education program for children in grades K-6. Students will be provided background knowledge about physical education content, cultural concepts, skill themes and movement concepts, and how to teach skill themes, movement concepts, and fitness concepts to school aged students. Additionally, students will be provided opportunities to observe peer teachers and practice teaching in a classroom situation under the guidance of the instructor. Lab days will provide the opportunity to instruct student populations from schools in the Indianapolis area, subject to school schedules.

**Prerequisites**

This class includes a co-prerequisite of P495. You must be a Physical Education Major to enroll in this course unless you have permission from the professor. Additionally, P215 and P290 must have been taken before this course unless there has been permission given by the professor.

*The following course objectives are outlines by NASPE in reference to National Standards and Standards for Teacher Education (2008)*

*Standard 1: Scientific and Theoretical Knowledge*

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

*Standard 2: Skill and Fitness Based Competence*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

*Standard 3: Planning and Implementation*

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

*Standard 4: Instructional Delivery and Management*

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

*Standard 5: Impact on Student Learning*

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

*Standard 6: Professionalism*

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.5 Analyze and correct critical elements of motor skills and performance concepts.

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.
- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.
- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity.

**Course Objectives (Knowledge, Beliefs, & Attitudes)**

**The future physical education teacher will:**

1. Understand elementary physical education content and disciplinary concepts related to the development of a physically educated person. (NASPE Standard 1)
2. Understand how elementary-age children learn and develop and provide opportunities that support their physical, cognitive, social and emotional development. (NASPE Standard 2)
3. Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences. (NASPE Standard 3)
4. Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (NASPE Standard 4)
5. Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. (NASPE Standard 4)
6. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards. (NASPE Standard 3)
7. Understand and use assessment to foster physical, cognitive, social, and emotional development of elementary age learners in physical activity. (NASPE Standard 5)
8. Understand how to be a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seek opportunities to grow professionally. (NASPE Standard 6)
9. Use information technology to enhance learning and to enhance personal and professional productivity (NASPE Standard 3)

**Specifically, the students will: (NASPE Standard number in parenthesis)**

1. Identify critical elements for basic motor skills and develop appropriate sequences for the purpose of learning. (1.1)
2. Demonstrate knowledge of approved state and national content standards and local program goals (3.1)
3. Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social /emotional domains. (3.2)
4. Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task and that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). (3.5, 3.6)
5. Acquire and demonstrate the ability to effectively organize and manage students under diverse and changing conditions. (4.1, 4.2, 4.3, 4.4, 4.5)
6. Describe and demonstrate effective communication skills, communicate managerial and instructional information in a variety of ways that demonstrate sensitivity to all students. (4.1, 6.4)

7. Design and implement learning experiences that are safe, appropriate, realistic, relevant, and based on principles of effective instruction. (6.3)
8. Identify, develop, and implement appropriate program and instructional goals. (3.2)
9. Develop long- and short- term plans that are linked to both program and instructional goals and student needs and use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences. (3.1, 3.2)
10. Use a variety of appropriate authentic and traditional assessment techniques to assess student understanding and performance, provide feedback, and communicate student progress. (5.1)
11. Use a reflective cycle involving description of teaching performance, critique of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change. (5.3)
12. Use technologies to communicate, network, locate resources, and enhance continuing professional development (3.7).
13. Engaging students in safe and high ALT-PE activities.
14. Creating a lesson plan that meets the generally accepted guidelines.
15. Employing generally accepted class management and behavioral techniques 100% of the time.
16. Role model the characteristics of a “physically educated” person. (6.1)
17. Be able to summarize and articulate to peers, scholarly articles relating to the teaching of physical education.
18. Be able to appreciate the discipline of growth and motor development, as it directly relates to physical education.
19. Understand the myriad of influences that play a role in the motor development of children. (1.5)
20. Be able to articulate the key concepts that help to frame the philosophy of “best practice” in physical education
21. Be able to appreciate the perspectives of and plan lessons for diverse learners in physical education. (3.5)

### **Required Texts/Misc**

Siedentop, D., & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th Ed.). Mountain View, CA: Mayfield. (This book is discontinued as of December 2013, but can be found on online retail stores like Amazon.com). This book is also on reserve in the library.

Lavay, B. W., French, R., & Henderson, H. (2006). *Positive behavior management strategies for physical educators* (2nd Ed.). This book is also on reserve in the library.

Readings/articles posted under Oncourse and found in the main library and my office library

### **Recommended Text**

Graham, G., Holt/Hale, S. A., & Parker, M. (2008). *Children moving; A reflective approach to teaching physical education*. Mountain View, CA: Mayfield (You can get this older edition on Amazon.com. I *highly* suggest this text and will also put it on reserve in the library/my office). We can discuss this book in class.

Websites: <http://www.cultureinmotion.org/> and <http://pe495.wordpress.com/> ( I will also provide videos in class)

### **Ten simple ways to succeed in this course**

1. Arrive to class/lab on time and prepared, take notes accordingly.
2. Use the books for this course as resources
3. Be physically and *mentally* aware in class/lab
4. Leave your ego, personal problems, and concerns unrelated to class at home
5. Develop creative ways to teach the lessons you are assigned to
6. Set high expectations for your teaching
7. Listen to suggestions and improve accordingly
8. Bring concerns to the professor in a timely fashion
9. Take responsibility for your education in this class (if you don't know, ask)
10. Don't insult your intelligence

### **Additional Important Messages**

1. The instructor reserves the right to modify this syllabus or the course schedule. Situations may arise as the semester progresses that warrant a change. These can include but not be limited to the following: facility availability, facility usability, unforeseen instructor or student circumstances, and community-state-national issues.
2. **I expect a commitment to your personal best. In this class we will engage in open discussion to critically examine issues related to health, physical education, and physical activity. Thus, this class will help to foster independent thinking. I expect you to keep this in mind, being open to having your opinions challenged and also being willing to make your points using facts. With this understanding, your viewpoints are welcome in this class to help contribute to the learning experience, as long as it is done in a respectful manner.**

3. You will be responsible for understanding the K-6 Indiana State Standards for Physical Education and NASPE standards. A link to these standards will be posted on ONCOURSE (via the course site) or you can obtain the standards on your own.
4. There are **two books** required for this course. However, information will be provided to you from recommended articles, texts and websites as appropriate. **You would be wise to consult these references often, the bulk of which are located in the library or on Oncourse.** This course requires that you spend considerable time outside of class preparing lessons, studying for exams and completing additional assignments.
5. **Understand that criticism of your performance in class or after teaching is not meant to be personal, but only a tool by which for you to improve.** To this end, take criticism in a productive fashion. If there is a problem where you feel you have been wronged, we need to discuss this as soon as possible. Also, refrain from chastising other classmates. This is counterproductive and unprofessional. If there is a concern in this manner, inform me.
6. Assignments **are to be turned in on time** unless specified by the instructor. Late assignments will not receive credit.
7. **You should come to class prepared to take notes and ready to discuss readings.**

### **Other**

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241. Visit <http://aes.iupui.edu/> for more information.

**Administrative Withdrawal: A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: Our course meets twice per week; thus if you miss more than four classes in the first four weeks\*, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.**

### **PULS**

Principles of Undergraduate Learning

(These principles will be covered at various times during this course.)

- A. Core Skills and Quantitative Skills
- B. Critical Thinking
- C. Intellectual Breadth, Depth and Adaptiveness
- D. Integration and Application of Knowledge
- E. Understanding Society and Culture
- F. Values and Ethics

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at:

**[http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html)**

## **P390**

### **Explanation of Assignments for P390**

#### Attendance

The material in this class is important. It is the essence of the profession and if you are not in class you cannot learn the material. Due to the nature of this course it is important that you are able to attend class ready to participate and learn. There are 30 scheduled class meetings so you will be allowed to miss **two (2) times** without penalty. If you miss more than two times, it will result in lowering your final grade ten (10) **points each absence**. Exceptions to this policy due to extremely unusual circumstances can be made only with the instructor's **PRIOR** knowledge and approval.

**Additionally, it is important that you are here on time.** Excessive tardies will lower your grade.

Participation also factors into attendance. Occasionally assignments will be in-class and I stress, **class attendance on these days does not guarantee full credit**. Some days will involve a discussion of articles and current events as related to the course, other days will involve critical thinking about topics related to teaching individually, in groups or on message boards. I will have expected you to have read the assigned chapters/readings before class so that you can better contribute to the course. I reserve the right to call on students for their opinions on material pertaining to the readings or anything else I deem pertinent in class. If you are unprepared for class, you will receive an email noting the issue and five (5) points will be deducted from your total grade.

### Google Alerts

Google Alerts is a service, that automatically notifies users when new content from news, web, blogs, video and/or discussion groups matches a set of search terms selected by the user and stored by the Google Alerts service. You need to sign up for this the first week of class. Current event content related to physical education is posted often. For your information: Query: physical education. Result type: everything. How often: Once a day. How many: Only the best results. Deliver to: your personal email address or address you designate.

### Exams

As indicated earlier in this document as well as in the schedule portion of this document there will be (3) exams in this course. Please see the schedule or dates to determine exactly when these tests are scheduled. There is no final for the course. Due to time constraints, if you miss a test without a **prior approved reason**, there are no make-ups.

### Discussion leader assignment

We will discuss this in more detail during class.

<b><u>Grading:</u></b>	<b><u>Points/Assignment</u></b>	<b><u>Total Points</u></b>	<b><u>Percentage</u></b>
Exams	2 @ 50 pts	100	50%
Class activities, quizzes, discussion leader teaching		<u>100</u>	50%
<b>Total</b>		<b>200 points*</b>	

### Grading Scale

A = 93% or above	B = 85-83%	C = 75-73%	D = 65-63%
A- = 92-90%	B- = 82-80%	C- = 72-70%	D- = 62-60%
B+ = 89-86%	C+ = 78-76%	D+ = 68-69%	F = 59% or below

## P495

### Lesson plans

Individual lesson plans will be required that will correspond to the days you will teach. In order for the student to earn full credit for each lesson plan submitted, the following criteria must also be met:

- A **DRAFT** of the lesson plan will need to be submitted to the course instructor and the cooperating teacher the TUESDAY before your Friday teaching. The deadline is 10:00pm
- By **Thursday at 10 pm**, one day prior to the Friday teaching, a FINAL AND FULLY EDITED copy of your lesson plan must be sent via e-mail to the entire class and to your cooperating teacher.
- The lesson plan should follow the format that will be covered IN CLASS, with additions or subtractions by your cooperating teacher.

If these actions do not occur, the student forfeits **5 points from his or her lab grade for each violation**. More importantly, the student may be at risk of not being able to TEACH THAT FRIDAY, which is an automatic letter grade deduction (see below).

### Teaching

Given that there will be no unforeseen circumstances, each student will teach at minimum five times. All of these teachings will be assessed by your cooperating teacher and by me, often unannounced. You will complete a reflection each time that you teach. A format for your teaching will be provided. **You are expected to be prepared to teach 30 minutes beforehand in lab. This is an expectation, not a request. Failure to do so will incur in a loss of 10 points from your total lab teaching grade.**

### Attire and Conduct

On lab days, you will be **expected to dress** and conduct yourself in a professional manner (i.e. white polo shirt/IUPUI approved polo black/dark blue sweatpants, appropriate language and attitude, shirts tucked in, no hats). Failure to meet these expectations will result in a loss of points depending on the infraction.

### **Attendance Policy for the Friday Lab**

Based on the following:

- This is an upper level professional preparation lab.
- This course has prerequisites and is not subject to automatic admission.
- This lab provides services to students not normally afforded to them.
- The objectives of this course.

The following equals an automatic letter grade deduction in lab:

- (a) If a student misses a Friday that they were scheduled to teach
- (b) A student that is late to or leaves early from a Friday session
- (c) A student that is deemed to have an issue that hinders the performance of lab.
- (d) A student **who is not in appropriate attire**

**Missing more than one Friday results in an automatic “F” or “WF” from the lab. Since the lab is part of the class, I also reserve the right to withdraw you from P390.**

### *Instructional responsibilities each week*

For each week that teaching takes place, **every student in the lab will be at an assigned school.** If class is canceled for whatever reason, you are to report back to IUPUI to await further instruction unless otherwise told so.

### **P495 Grading Rubric**

<u>Assignment</u>	<u>Points per assignment</u>	<u>Total Points</u>	<u>Percentage</u>
Lesson plans	3 @ 20 pts	60	40%
Teachings (variable)	3 @ 20 pts	60	40%
Journal Reflections	3 @ 10 pts	<u>30</u>	<u>20%</u>
<b>Total</b>		<b>150 pts*</b>	100%

*\*Not including deductions for lab infractions*

*\*On Fridays you will be at Holy Angels Academy during regular lab time for your teachings.*

### **SCHEDULE-P495 First Few Fridays (unless noted)**

1/16/15 (Meeting place TBD). This lesson will focus on the following:

- (a) Orientation to facility, equipment and logistics of the Friday sessions.
- (b) Question and answer session specific to the upcoming program.
- (c) Plan Day One activities and Prepare Core Class Management Concepts
- (d) Methods to ensure safe, engaged, and purposeful activity
- (e) Assessment of objectives

Video and assessment lecture. Finalizing teaching days. Scheduling will take place after this class

1/23/15 –**TBD**

1/30/15 –**First “live” teaching day.** Teaching continues until May 1st per the schedule.

Exceptions: As noted on the “dates of note” section on page one of the course syllabus.

**P390 MW-Schedule-TENATIVE**

NOTE 1: When a reading assignment is listed next to a date that means a student will have read that assignment for that date. Not that it will be assigned on that date, but rather, it is to have been read for that date.

NOTE 2: This is a tentative schedule. Understand events may occur that warrant a change. By attending class regularly and asking questions a student ensures that they are up-to-date- on class policy.

Exceptions: As noted on the “dates of note” section on page one of the course syllabus.

<b>Date</b>	<b>Assignment/PUL</b>
1-12	<b>No class</b>
1-14	<b>Introduction, Chapter 1 and Chapter 16 –Siedentop Class intro, objectives, dates, expectations, assignment discussions. B</b>
1-16	<b>Video Assessment (PE 151)</b> 1 <sup>st</sup> lab preparation/basics of observations and routines
1-19	<b>NO CLASS- MLK</b>
1-21	<b>Lavay chapter 1 B F</b> <i>Article 1</i>
1-23	<b>FIRST LAB D,E</b>
1-26	<b>Chapter 2–Siedentop A, B,</b>
1-28	<b>Lavay chapter 2 D</b>
1-30	<b>SECOND LAB D,E</b>
2-2	<i>Article 2</i>
2-4	<b>Chapter 3 Siedentop B, F</b>
2-6	<b>LAB THREE D,E</b>
2-9	<b>Chapter 4 Siedentop</b>
2-11	<i>Article 3</i>
2-13	<b>LAB FOUR D,E</b>
2-16	<b>Lavay Chapter 4</b>
2-18	<i>Student discussion session 1</i>
2-20	<b>LAB FIVE D,E</b>
2-23	<b>Chapter 5 Siedentop A, B, F</b>
2-25	<b>Chapter 5 Lavay</b>
2-27	<b>LAB SIX D, E</b>
3-2	<i>Student discussion session 2</i>
3-4	<i>Student discussion session 3</i>
3-6	<b>LAB SEVEN D, E</b>
3-9	<b>MIDTERM</b>
3-11	<b>Chapter 6 Siedentop A, B, F</b>
3-13	<b>LAB EIGHT D,E</b>
3-16	<b>No class- spring break</b>
3-18	<b>No class- spring break</b>
3-20	<b>No class- spring break</b>
3-23	<b>Chapter 6 Siedentop A, B, F – Part 2</b>
3-25	<i>Article 5</i> <i>Student Discussion Session 4</i>

3-27	<b>LAB NINE D, E</b>
3-30	<b>Lavay Chapter 7</b>
4-1	<i>Student Discussion Session 5</i>
4-3	<b>LAB TEN, D, E</b>
4-6	<i>Article 6</i> <i>Student Discussion Session 6</i>
4-8	<b>Siedentop Chapter 8 A, B, F</b>
4-10	<b>LAB ELEVEN D, E</b>
4-13	<b>Lavay Chapter 8 A, B, F</b>
4-15	<i>Article 7</i> <i>Student Discussion Session 7</i>
4-17	<b>LAB TWELVE D, E</b>
4-20	<b>Siedentop Chapter 9</b>
4-22	<b>Siedentop Chapter 10 Siedentop Chapters 11/12 A, B, F</b>
4-24	<b>Lab THIRTEEN</b>
4-27	<b>SECOND TEST</b>
4-29	<b>TBD</b>
5-1	<b>(Lab FOURTEEN)—last day of course</b>

## Lesson Plan Grading Sheet –PUL A, B, D

### 1. Deadlines

A draft was submitted to the course instructor, electronically, by 10:00 pm of the **Tuesday** prior to their Friday teaching (3). \_\_\_\_\_

The final copy was submitted (via email) to the course instructor, cooperating teacher and all classmates by 5pm of the **Thursday prior to their Friday teaching** (3). \_\_\_\_\_

### 2. Format

The WHAT/OBJECTIVE section of the lesson plan was age appropriate, standards based, specific, measurable, clear and **includes detailed descriptions** of how these objectives will be met (4). \_\_\_\_\_

The HOW/METHODS section of the lesson plan contained detailed information regarding the teaching of skills/content, transitions, equipment, distribution/collection/instruction, **a detailed floor plan** and any pertinent methodologies to be used in the lesson (5). \_\_\_\_\_

The WHEN/ASSESSMENT section of the lesson plan was practical, easily understood, and related to lesson objectives, **including five useable and relevant IF THEN STATEMENTS** (2). \_\_\_\_\_

### 3. Teaching aid

The lesson plan included a teaching aid(s) which takes into account the diverse learning characteristics of students, with a **diagram of how this will look and be used in the classroom** (3). \_\_\_\_\_

Total: /20

## **Journal reflections of teaching due the following Wednesday after you have taught (10pm)**

Each student after teaching will need to complete a reflective writing and submit it to the instructor. These reflections will be put in your **individual drop box on Oncourse**. The format of this writing is as follows.

**FIRST**-Using the following scale, grade yourself on your teaching after your first lesson, after your third teaching (midpoint or so) and after your last lesson (final reflection).

0= I was underplanned, underprepared, and overwhelmed. Little went well and students were not actively engaged. I would change almost everything if I could do it over.

1= I was fairly well planned and prepared, somewhat confident and some of my teaching went fine with student engagement acceptable. I would change a lot of what I planned if I could do it over.

2= I was well planned and prepared, confident and most of the teaching went well; the students were solidly engaged throughout most of the lesson. There are a few tweaks I would make to improve this teaching for next time.

3= I was over planned, ideally prepared, confident and most if not all of the teaching went as planned, the student measures were exemplary. I would not change a thing.

**THEN**, using at least 4 not to exceed 10 paragraphs, expound on your grade and the grading scale. Include very specific planning and preparation notes (changes or things to keep the same), address why student engagement was strong or weak (what made them this way and what exactly would be done differently, if appropriate). Again, be very specific in your reflections and writing; exactly what planning changes would be made? For example:

- You plan on DOUBLING your planning time-from two to four hours.
- You plan on collaborating with 3 classmates instead of only 1
- You will read 3 articles or journals or cite 2 texts for ideas
- You will develop a better method of speaking to students
- You will be louder in your instruction
- Or explain why your teaching was successful- cite specifics

### **NOTE:**

**\*This must be turned in the following Wednesday after you have taught at 10pm to receive credit.**

**\*If it is NOT submitted electronically (via the dropbox with “reflective writing” in subject line), it will not be accepted.**

Please note the rubric that follows

**Journal reflection rubric**

Criteria	10 Proficient	8 Advanced	6 Basic	2 Pre-structural
Response	Reflection is representative of critical reflection which includes knowledge of content and its inclusion into the teaching episode. Analysis conveys extensive evidence of a personal response to the issues raised in the teachings episodes, documented with relevant facts presented in the course. The instructor's entry demonstrates an understanding of personal growth & development in teaching and diverse strategies by which this can take place for different learners. Grammatical mistakes are non-existent.	Demonstrates an ability to reflect on own teaching & student learning. Provides examples consistently throughout the reflection. Analysis conveys evidence of a personal response to the issues observed while teaching in the lab and during course discussion. The instructor is able to make inferences about the teaching episode and the learners in the setting noting previous demonstrations. Grammatical mistakes are virtually non-evident.	Demonstrates an ability to reflect on own teaching and student learning, but minimal examples are provided. Analysis conveys some evidence of a personal response to issues observed while teaching in lab and during course discussion. Journal entry is completed with a few grammatical mistakes.	Content in journal reflection is superficial in nature and descriptive of a reporting of facts. No personal application to the teaching episode is attempted, nor are any examples presented. Conventions of grammar, spelling and punctuation are not followed. No strategies of teaching for diverse learners are discussed

Teaching rubric

Person: \_\_\_\_\_

Date: \_\_\_\_\_

Area	Description	Points	Comments (what was missing)
<b>Personal qualities</b>	-Was the teacher 30 minutes early with a lesson plan in hand, dressed appropriately?	/1	
<b>Lesson</b>	-Does the warm-up seem appropriate to the lesson?  -Is the relevance of the activity discussed?  -Is the teacher enthusiastic, using sounds, music, signals, voice tone/level as necessary?  -Is equipment used in a logical fashion for the lesson?  -Is the teacher giving specific feedback and actively engaged with students?  -Are safety concerns in effect?  -Are students on task and under effective management?	/7	
<b>Cool-down and closure activity</b>	-Did the teacher answer student questions in a knowledgeable fashion and end with a meaningful thought for the day?  -Was the closure rushed? Did it have a consistent message that related to what was taught?	/2	

Additional Comments:

\_\_\_\_\_ X 2 = \_\_\_\_\_

### **Ground Rules. (Adapted from those by Margaret Andersen, University of Delaware)**

Given the nature of some of the topics we will discuss in this course, the following rules are intended to promote an atmosphere which will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise them and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

- Acknowledge that social justice disparities exist in our society and in kinesiology and sport.
- Acknowledge that one of the key elements of disparity is that we are all systematically taught misinformation about social justice issues, particularly in regards to race, culture, gender and sexuality. This is true for both majority and minority group members.
- While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise.
- We will actively pursue information about different groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
- We will share information and ideas with members of the class and we will never demean, devalue, or “put down” people for their experiences.
- We each have an obligation to combat actively the myths and stereotypes about diverse groups so that we can break down the barriers which impede group cooperation.
- We will assume that all of us, regardless of our age, class, racial identity, nationality, sex, ability, class or cultural background, have been influenced by racism, class, religious, gender and other such discrimination in our society and that individuals can actively change.
- We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.
- We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one’s own perspective is the only or the best way to see and think.

**SIGN THIS PAGE, DETACH FROM SYLLABUS, AND RETURN TO INSTRUCTOR**

COURSE TITLE: Growth and Motor K-12/Lab Teaching in Physical Education  
COURSE NUMBER: HPER P390/495  
CREDIT HOURS: 3 hours  
INSTRUCTOR: Brian Culp  
OFFICE LOCATION: PE-266  
OFFICE HOURS: By appointment  
OFFICE PHONE: (317) 278-1596  
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P. AFFIDAVIT

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep. I also understand that this document with my signature will be destroyed by the end of class.

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Student Signature

Date

Criteria/Wt	4 Proficient	3 Emerging	2 Average	1 Rudimentary	0 -Unacceptable
Lesson Qualities and Dispositions 5.0 ___/20	The lesson plan is focused toward developmentally appropriate activity for diverse learners in the setting. It is original in content showing high potential of student engagement in activity, with a teaching aid included. Objectives and standards are clearly delineated and listed with content. Cues are added into the lesson and are appropriately accounted for in the lesson. Cognitive, affective and psychomotor outcomes are clearly listed, with a behavioral plan.	The lesson plan is generally well constructed, representative of a lesson which is developmentally appropriate, but no modifications are listed for students with diverse needs. Objectives and standards are listed, but not consistently linked with the lesson content. The design of the teaching aid has minor correctable flaws. Cues show some evidence of use in the lesson. Cognitive, affective and psychomotor outcomes show signs of being implemented.	The lesson plan is rudimentary and basic, addressing developmental characteristics of students in a non-logical manner. Objectives and standards are noted, with no real thought to student outcomes. The teaching aid lacks description of its use in the lesson.	The lesson plan is not developmentally appropriate. It contains a lesson which does not challenge learners and is not practical in execution. Standards and objectives are listed in random fashion. No teaching aid or description of assessment is included.	The lesson plan created by the instructor provides no evidence on how to engage or assess students. It does not include objectives or standards which are measureable.
Instant Activity and Main Lesson 7.5 ___/30	The instant activity is appropriate and no more than eight minutes. The instructor discusses the relevance of the lesson to students (using fitness themes and rules), promoting inclusion and movement. Instructor communicates using a consistent tone of voice, non-verbal communication when appropriate and demonstrates rapport with students.	The instant activity is 6-7 minutes in length. Consideration is given to students with diverse learning styles and abilities. Instructor generally discusses the lesson to students well using rules. Inclusion and movement among students is witnessed, although the purpose of movement is not readily observable by the evaluator.	The instant activity is 5 minutes in length. Fitness themes are not discussed. Movement among students and inclusion of students with diverse abilities is not recognized. The instructor gives no relevant feedback.	The instant activity is less than 5 minutes. The main lesson includes poor management of students by the instructor. Modifications to activities if necessary are not made. Students are "busy, happy and good".	The instructor fails to relate the lesson in any measureable way to students. The lesson is haphazard and content of relevance is unobserved. Instant activity the main lesson is not definable.
Use of equipment and routines 6.25 ___/25	Equipment is logically and creatively used for the lesson. Safety rules are stressed and emphasized routinely, with students being engaged in high ALT-PE activities during 75% of the lesson. Rate of specific feedback is more than general feedback as assessed by the evaluator. Feedback is used to assess skill and motivation of students. Non verbal communication skills are evident.	Equipment is logically used for the lesson, with safety rules covered multiple times during the episode. Students are engaged in ALT-PE developmentally appropriate activity during 75% of the lesson. Rate of specific feedback is generally positive and deals primarily with skill development. Motivational communication is generally useful in the learning environment.	Equipment is used for the lesson, but not in a method that can adjust to students' different skill levels. Students are engaged in ALT-PE activity less than 70% of the lesson. Rate of specific is less than general feedback.	Equipment is not used in a logical fashion. Safety rules are discussed briefly before activity and not discussed in the course of the lesson. Students occupy ALT-PE 60% or less of the time. Specific and general feedback constitutes less than 25% of verbal feedback.	Equipment which is used is not developmentally appropriate Safety routines are not discussed. Students occupy ALT-PE 50% or less of the time. Specific and general feedback constitutes less than 15% of verbal feedback.
Closure 2.5 ___/10	The instructor guides students in closure which asks class content through cognitive questioning or written assessment. Instructor ends with an example and demonstration meaningful thought used to promote positive student growth and responsibility.	The instructor guides students in closure which engages students in cognitive questioning, but fails to link questioning to specific episodes in the teaching, although students generally respond to questions.	Instructor's closure begins to engage students through questions, but does not fully involve students as evidenced by students failure to respond.	The instructor gives a prompt closure and asks only one question of students. No demonstration of previous content is given. Students do not have an opportunity to contribute.	The instructor fails to give closure, due to a lack of time, or the failure to include it in the teaching episode.

P495 journal rubric: discussed with instructor and evaluator (after instruction)

Criteria	4 Proficient	3 Advanced	2 Basic	1 Prestructural
Journal Response	Journal is representative of critical reflection which includes knowledge of content and its inclusion into the teaching episode. Analysis conveys extensive evidence of a personal response to the issues raised in the teaching episode, documented with relevant facts presented in the course. The instructor's entry demonstrates an understanding of personal growth & development in teaching and diverse strategies by which this can take place for different learners. Grammatical mistakes are non-existent.	Demonstrates an ability to reflect on own teaching & student learning. Provides examples consistently throughout the reflection. Analysis conveys evidence of a personal response to the issues observed while teaching in the lab and during course discussion. The instructor is able to make inferences about the teaching episode and the learners in the setting noting previous demonstrations. Grammatical mistakes are virtually non-evident.	Demonstrates an ability to reflect on own teaching and student learning, but minimal examples are provided. Analysis conveys some evidence of a personal response to issues observed while teaching in lab and during course discussion. Journal entry is completed with a few grammatical mistakes.	Content in journal is superficial in nature and descriptive of a reporting of facts. No personal application to the teaching episode is attempted, nor are any examples presented. Conventions of grammar, spelling and punctuation are not followed. No strategies of teaching for diverse learners are discussed

Feedback response instrument

Instructor evaluated: \_\_\_\_\_ Time started: \_\_\_\_\_ Time ended: \_\_\_\_\_ Total minutes: \_\_\_\_\_

Definitions	Total incidents per episode recorded (frequency)	Rate per minute (frequency/total minutes)	Percentage	Notes
<u>Positive skill feedback</u> (specific)- providing exact commendatory information on motor performance.				
<u>Positive skill feedback</u> (general)- words supporting students' motor performance.				
<u>Behavior praise</u> - providing commendatory statements on behavior, other than motor performance				
<u>Desists</u> -teacher comment to terminate a behavior				
<u>Positive nonverbal feedback behaviors</u> - action which are not verbal which reinforce positive behaviors.				

