

Winter 2013 ED 431 Seminar: Physical Education: K-12 Professional Instruction

Seminar Dates/Times: Tuesday 4:00-5:50 PM

Eberhard Center Room 512 **Jan 22, Feb 19 and March 26**

Instructor: Dr. Ingrid Johnson johnsoi@gvsu.edu B-2-211 MAK 616-331-8873

Office Hours: by appointment.

Seminar Objectives: This seminar takes place in conjunction with your COE 431 seminar. So please note that you will be asked to complete assignments for me as well as for your COE instructor. We are trying to coordinate these two seminars but please be aware that there may be overlap. This is especially important to note as you are completing your final Folder 5 for me and your Folders for your COE instructors. You will need to make copies of certain items as we with both be requesting they be in your final folders.

The objectives for this portion of your 431 seminar are based on the NCATE/NASPE standards for beginning teachers (THESE ARE DIFFERENT FROM THE COE INTASC STANDARDS). The NASPE Standards that we will focus on during ED 431 include: Standard 3: Planning and Implementing (**emphasis on implementing**), Standard 5: Impact on Student Learning, and Standard 6: Professionalism related to teaching.

1. Teacher Candidates will demonstrate the ability to plan and implement developmentally appropriate units/lessons/activities for elementary and/or secondary students. (NCATE 3.1, 3.2, 3.3,3.4,3.7)
 - Assessment: Review of lesson plans/unit plans. **Copy of observation reports from CT and/or US (both COE and PE supervisor) on teaching. A copy of your graded unit plans from PED 306 and PED 307 (or PED 331).**
2. Teacher candidates will demonstrate the ability to analyze skill performance by planning developmentally appropriately activities, giving appropriate and quality feedback to students and acting upon the movement responses of students with appropriate skills, tasks or challenges. (NCATE 3.5, 3.6)
 - Assessment: Systematic Observations, video tape lesson and reflections
3. Teacher candidates will demonstrate the ability to assess and evaluate student learning by determining daily achievement of lesson objectives through appropriate assessments and use of technology. (NCATE 5.1, 5.2, 5.3)
 - Assessment: Lesson/Assessment Share and Reflection. Unit/Lesson plans and teaching evaluations.
4. Teacher candidates will demonstrate professionalism by engaging in professional development activities and working cooperatively with students, school personnel, cooperating teacher, and the parents/guardians of students. (NCATE 6.1)
 - Assessment: Self-Reflection paper based on the GVSU dispositions form and feedback from TA and ST supervisors.
5. Additionally you will be asked to provide your CT with an NCATE/NASPE Rubric that will be completed by your CT throughout the semester. This document will need to be completed and signed by

your CT and returned to **ME (Dr. Johnson)** at the completion of your student teaching experience. This data is essential to our NCATE accreditation and **MUST** be completed.

Folder 5: Teaching and Learning in Physical Education

The purpose of this seminar and this project is for you to showcase your teaching skills and newly acquired knowledge. The assignments that you will be presenting are things that you should already be completing as a student teacher. This folder will be assessed by your content area professor (i.e. me) and then added to the COE Academic Professional Development Folio as part of your final student teaching grade. You will create a final reflection paper that addresses each of these standards and you must include **at least two pieces** of evidence to show how you've addressed each of the standards (NCATE 3-5-6). Follow the guidelines that are given to you for your COE Folders. See attached Rubric for more guidance.

Components that MUST be included in Folder 5 are: Folder 5 is due to me by April 15, 2013

Systematic Observation(s): One of Cooperating Teacher and one of Student Teacher as it relates to quality planning and teaching (NCATE 3)

- Video-taped lesson assessment and reflection on your teaching (NCATE 5)
- Lesson/Assessment of student learning (NCATE 5)
- Copies of CT/US (both the COE and PE) observation reports and a short reflection of these assessments (NCATE 3)
- Graded (include rubric) unit plans from PED 306/307/331 (NCATE 3)
- Dispositions Document from GVSU and short reflection (NCATE 6)
- Additional artifacts that show how you met these standards during the semester
- Grading Rubric for Folder 5

Jan 22: You will come to class with two items: (1) a completed systematic observation (I have the forms for you on Blackboard) that you do on a complete lesson that your cooperating teacher teaches and (2) a completed systematic observation form that your cooperating teacher completes on a lesson (or part of a lesson) that you've taught. You will then take a look at the data on each of these forms and write up a short reflective summary (1 page) discussing what this data tells you and how you can use it to improve your teaching and student learning. Additionally, I would ask that you think about the learning environment at your school and how you contribute to student learning.

Feb 19: You will have your cooperating teacher video-tape a complete lesson that you teach. You will watch this lesson and complete either the TMOI or the PROI evaluation form (they will be on blackboard). You will review this lesson and bring the evaluation form and personal summary (1-2 pages) to class for discussion.

March 26: You will bring a complete written lesson plan with an attached assessment that you actually gave to the students at your school. You should also bring a sample of the completed student work with the student's name removed. You will complete a reflection of why this is an exemplary lesson and assessment. You must discuss the impact of this lesson/assessment on student learning (1-2 pages).

Grade Breakdown:

Systematic Observations	10%	Class Attendance * We only meet 3 times therefore it is essential that you are in class on the seminar dates.	
Video Tape Lesson Assessment	10%	Lesson/Assessment	20%
Supervisor Reports /Summaries	20%	Folder 5	40%

Be sure to include this paragraph in your Parent Letter:

This semester I am required by Grand Valley State University to videotape myself teaching a lesson to the class. Your child may appear in this video. My University Supervisor and I will review the video when students are NOT present and for the purpose of critiquing my teaching and classroom management. If you have any concerns, please express them to (add your CTs name here) and/or me during normal school hours.

Statement on Disability Accommodations:

Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dsr>) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me during office hours to discuss your specific needs.

Any student needing academic accommodations beyond those given to the entire class please be advised that the University's Office of Disability Support Resources (DSR, ext. 12490) is available to all GVSU students. It is the student's responsibility to request assistance from DSR.

*** COE Attendance Policies:**

- Regular, punctual attendance is expected **BOTH** in your school setting (5 days per week) and in your seminars, *including the prearranged Professional Development Days.*
- Student Teachers are expected to follow the schedule of the Cooperating Teacher for school days and to attend meetings, in-services, programs, parent-teacher conferences, etc. that are established for the school staff.
- If you must be absent from your school, make **THREE** phone calls: *One to your School and the other to your Coordinator's (both COE and PE) HOME. DO NOT CALL THE COLLEGE OF EDUCATION OFFICE or the MOVEMENT SCIENCE OFFICE, AS COORDINATORS DO NOT ALWAYS BEGIN THEIR DAY ON CAMPUS.*
- If you must be absent from seminar, let your Coordinators know as soon as possible.
- Unexcused absences MAY result in failure of the course.
- Excessive excused absences or tardiness MAY result in failure or a lower grade. You **WILL BE** expected to make up these times.

Student Teaching ED/PED 431 Seminar Folder 5 Rubric

The focus during this course is on the implementation of lessons/units with K-12 students.

NASPE/NCATE 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	Unacceptable	Acceptable	Target
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.	Does not identify clearly designed short and long term plans. Sequencing of lessons in unit block plan is not complete and does not appear to follow a logical order.	Attempts to identify and design short and long term plans. Unit block plan includes most of the required information and usually follows a logical sequence of lessons.	Clearly and appropriately identifies short and long term planning for both unit and lesson plans.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.	Instructional objectives are rarely included and/or may not be, developmentally appropriate, aligned to NASPE standards, or described in terms of student performance.	Instructional objectives are included but may not all be, developmentally appropriate, aligned to NASPE standards or described in terms of student performance. Attempts to identify and design short and long term plans.	Instructional objectives are clearly stated, developmentally appropriate, aligned to NASPE standards and described in terms of student performance. Unit block plan calendar includes all required information and follows a logical and coherent sequence of lessons that scaffolds students' acquisition of skills and understanding of the concepts and behavioral expectations.
3.3 Design and implement content that is aligned with lesson objectives.	Lesson content is not linked to specific objectives or expectations.	Lesson content is linked to specific objectives or expectations.	Lessons are strongly linked to specific objectives and expectations.
3.4 Plan for and manage resources to provide active, fair, and equitable learning	Little professional or pedagogical knowledge is evident. Does not plan for an active, fair and equitable learning	Professional and pedagogical knowledge is evident but basic in nature. Attempts to plan for an active, fair and equitable learning	Professional and pedagogical knowledge is unmistakably present.

experiences.	environment.	environment.	
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	Is not able to plan instruction for the diverse needs of all students.	Usually able to plan and adapt the lessons based on the needs of the students.	Consistently provides modifications or accommodations as needed by the students in the class.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	Lesson chronology is unclear, timing and pacing are inefficient. Overall lesson focus is unclear or inappropriate	Lesson chronology is apparent, timing and pacing are efficient. Some effort to include technology is apparent but not always appropriate.	Lessons follow a logical chronology, are well-planned and creative. Timing and pacing are excellent and allow for differences in students' abilities.
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	Most lessons based on a single teaching strategy and do not incorporate technology into the lessons or unit.	A variety of teaching strategies are evident.	A wide variety of teaching strategies and technology are evident and demonstrate an excellent use of resources.

NASPE/NCATE Standard 5: Impact on Student Learning

Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

Standard	Unacceptable	Acceptable	Target
5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives.	ST demonstrates little or no evidence of planning for formal or informal assessment. There is no plan for record-keeping or data analysis. Assessments don't match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.	ST uses appropriate strategies to assess student learning (paper-and-pencil tests, observational checklists, etc.) regularly. ST has a plan for record-keeping and data analysis. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded.	ST uses a variety of assessments to determine that students are achieving the goals and objectives. ST assessment record-keeping allows for detailed analysis of data. Assessments are aligned directly with the goals and objectives. Some objectives/goals are assessed using more than one

			assessment.
<p>5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.</p>	<p>ST demonstrates no (or minimal) evidence of planning for formal or informal assessment. If assessment is used, it occurs only after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan, with no regard for pre-assessments or formative assessments. Grades are determined by “effort” or “participation.”</p>	<p>ST uses formal and informal assessments. Assessments are ongoing. Learning/practice opportunities are based on pre- and formative assessments. Assessments are used to inform instruction and to modify instruction plan. Assessment records are kept, and assessments are used to partially determine grades</p>	<p>ST uses multiple and ongoing assessments, both formative and summative, in many contexts. Record keeping provides detailed information that can be used to inform instruction, provide feedback, communicate progress, determine grades, and can be transformed into a format that is accessible to others (e.g., parents and administrators). Pre-assessments inform learning and practice opportunities. Formative assessments promote mastery on summative assessments.</p>
<p>5.3 Uses the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.</p>	<p>ST plans lessons without considering previous accomplishments. ST plans lessons according to teaching preferences versus student needs. Learning/practice opportunities are not based on pre-assessments and students’ developmental levels.</p>	<p>ST uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance or implement change based on reflection. Changes based on reflection are placed into action in lessons.</p>	<p>ST uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short- and long-term goals are modified based on the reflective cycle.</p>

NASPE/NCATE Standard 6: Professionalism

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

Standard	Unacceptable	Acceptable	Target
6.1 Values Reflection & Personal Attributes Necessary for Teaching			
Personal Reflection and Responsibility	Fails to reflect accurately on his/her behaviors or performance. Fails to take responsibility for mistakes or shortcomings. Blames others for poor decisions, behaviors, or outcomes.	Uses reflection to accurately and honestly assess performance and behavior. Takes steps to alter performance or behaviors in order to remedy situations needing attention.	Regularly uses accurate and honest reflection to assess performance and behavior. Can be depended on to always be accountable and responsible for performance and behavior, and to seek out remedies to situations that need attention.
Personal Characteristics Necessary for Teaching	Appears lethargic, and/or disinterested in professional growth. Displays very little energy, enthusiasm, or passion. Lacks self-motivation and is not a self-starter. Tends to be passive, and depends on others for direction, ideas, and guidance.	Displays energy, enthusiasm, and desire for professional growth. Expresses a commitment to the profession. Freely shares thoughts and ideas with others. Is creative, self-motivated, and seeks help as needed to implement plans.	Displays a high level of energy, enthusiasm, and passion that is contagious to others. Appears deeply committed to the profession, to his/her own professional growth, as well as the growth of others. Independently formulates and implements plans.