

**HPER 400/400L**  
**Methods & Materials for Teaching Secondary Physical Education**

Course Syllabus

**Instructor: Tom Steen, Ph.D.**

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Hours: Mondays 1:00-2:00; Wednesdays 11:00-12:00 & 1:00-2:00  
 Will be happy to meet with you—other times by appointment.

Messages: You can leave a message by 1) note on my PEXS office door, 2) voice mail, or  
 3) email. For drop-offs, please use my mailbox in PEXS department office  
 (PEXS 114; hours 8:00am-4:30pm).

**Textbook**

- Siedentop, D., Hastie, P., & Van Der Mars, H. (2004). Complete Guide to Sport Education. Champaign, IL: Human Kinetics. (required)
- AAHPERD. (1999). Physical Education for Lifelong Fitness: Physical Best Teacher's Guide. Champaign, IL: Human Kinetics. (recommended)
- Doolittle, S. & Fay, T. (2002). Authentic Assessment of Physical Activity for High School Students. Reston, VA: AAHPERD.
- NASPE. (2004). Moving Into the Future: National Standards for Physical Education (2/Ed). Reston, VA: AAHPERD.
- AAHPERD. (1999). Physical Best Activity Guide: Secondary Level. Champaign, IL: Human Kinetics. (recommended)
- Lavay, B.W., French, R., & Henderson, H.L. (1997). Behavior Management Strategies for Physical Education. Champaign, IL: Human Kinetics. (recommended)

**Time Schedule**

Class & Lab Sessions*	Monday & Wednesdays 2:00-3:15
Classroom	HSC 321

\* Note: it may be necessary to schedule teaching assignments outside of the class time & days

## Description and Goals for PEXS 400/400L

This is UND's third course on how to teach physical education effectively and efficiently. It follows the course on elementary school PE (PEXS 406), which is a prerequisite for this one. 400 also precedes the final professional preparation experience, student teaching. In 400, you'll focus your work on three main themes:

1. PE curriculum and program development for both middle schools and high schools
2. characteristics of students in grades 6-12 and how to provide PE that is appropriate to their needs and interests
3. further development of your teaching skills and knowledge

If you work hard at this course, we think you will be more knowledgeable about what it takes to provide first-rate physical education in today's middle and high schools. You will also have opportunities to take your teaching to a new and higher level by working in more challenging teaching situations.

*The major goals of this course are for you to be able to*

- *Identify and understand what makes physical education programs integral to the total school offerings*
- *Understand how to be effective in meeting the needs and interests of adolescent students, particularly through physical activity and sport*
- *Continue to develop the teaching skills that teachers need to be effective in helping their students learn successfully*

### Major Course Learning Activities in PEXS 400/400L

- Professional Growth Plan (2 versions: 1 before T#1 and 1 after conclusion of T#2)
- Practice unit-plans (familiar sport, unfamiliar sport, sport education)—you choose one to submit for grading
- 2 teachable mini-unit plans (sport education for MS; fitness/wellness concepts education for HS)
- teach two mini-units in local secondary schools as assigned (5 lessons each)
- 2 post-unit reports, with charts & assessment summaries attached
- Digital course portfolio, following guidelines for Phase II portfolio in Teacher Education (except that 75% artifacts and commentary are directly related to PEXS 400/400L)

How This Course Fits In with Other Courses. This course is part of a series of 4 teaching methods courses in physical education and coaching—it is a program requirement in the PE major/teaching option and in the middle level education major with a concentration in PE. These 4 courses form the heart of the teacher education program at UND, and they are designed so that you take them in sequence. You should note that UND's program in PE/TE is NOT designed to educate "average" or simply "solid" teachers. ***It is our expressed purpose to provide you with a professional preparation that readies you for teaching excellence in physical education as well as for taking on a leadership role in school-wide planning & program development.***

The series is . . .

323/323L, every fall. Emphasis on how to plan single lessons, teach the "perfect" progression, and assess your students' learning progress." Teaching assignments feature working with small groups ("microteaching" 4-6 students), basic sport skills (technical aspects), strategies (tactical aspects), and fitness and movement concepts.

406/406L, every spring. Emphasis on elementary school PE: building a strong program (curriculum), understanding children & their needs regarding physical activity, and developing your own teaching skills. Teaching assignments are all done at St. Mary's Catholic School with intact classes (10-15 students); you will teach all grade levels in a variety of skill themes, and you will have lots of opportunities to practice both class management skills ("discipline techniques") and content development skills (teach the topic).

400/400L, every fall. Emphasis on secondary school—middle and high school: building a strong program that is integral to the school curriculum, understanding adolescent students & their needs, interests, abilities with respect to physical activity, and continuing your development of your teaching skills. Teaching assignments feature how to work with full size classes (20-30 students), units of instruction—not just single lessons, and an extraordinarily wide range of student skill levels and interests. Special emphasis on 2 current curriculum models: Sport Education, and fitness/wellness education.

487-student teaching w/seminar, offered every semester. Emphases on preparation for actual teaching work in physical education, under the direct guidance of 2-4 cooperating teachers. Assignments can be local (in GF-EGF area) or out-of-town (which require additional work, permissions, and fees). PE majors student teach at both the elementary and secondary levels (8 weeks minimum each level); certification is for K-12 (North Dakota).

**Note about Student Teaching: now is the time to learn about how to apply for and register for your student teaching experience. See the Student Teaching web page (under the Dept. of Teaching & Learning) for details. Please note:**

- Apply early in the semester prior to your ST semester
- In PE/TE major, where you earn K-12 certification, you ST at two levels: elementary PE and secondary (MS or HS)
- If you are interested in out-of-town assignments, you need to see me two semesters in advance. You will have additional requirements and fees.
- Your assignments are made by PEXS (Dr. Steen) and then coordinated & arranged by T&L's Field Placement Office (Dr. L. Holdman).

## Course Requirements and Evaluation

Final Grades. There are separate grades for the course and the lab. Essentially, the course grade is based mainly on your written work, and the lab grade is based on your actual teaching.

*Course grade (3 credits) is based on the following:*

- written work & class presentations (e.g., practice unit plans, PDP, short reports) 20%
- Post-unit teaching analysis reports (average of both reports) 50%
- Final portfolio—modeled after teacher ed. Phase II 20%
- Class participation & contribution to group 10%

*Lab grade (1 credit) is based on:*

- teaching—MS & HS levels 50%
- lesson plans, handouts, assessments for students (average of all plans) 20%
- teaching "data collection" for self & partners (e.g., charts, student assessments) 20%
- participation (as partner, observer, video tech) 10%

Grades for Individual Assignments. As in other PE teaching methods courses, we use a 10-point scale for the major written work (e.g., post-unit reports, PGP) and teaching. A score of 8 is good work (similar to a B grade). We also use a simple "check" system for other assignments (e.g., lesson plans, handouts & assessment tools used in schools). Check system rubric: check = OK—meets course expectations, plus = excellent—exceeds expectations, and minus = needs improvement).

No Curve. We won't assign grades on a curve. When we evaluate your work, we will compare what you did to the goals of the assignment and the standards for the course—we won't compare your work to others in the course.

Final Grade Calculation. After we average and total all your work, we use a 10% interval scale to assign the final grade.

90-100% = A	80-89% = B	70-79% = C
60-69% = D	59% & lower = F	

***Note: a Course or Lab final grade of lower than C will result in a negative recommendation for student teaching. If your low grade is in the course, you will be asked to retake the course or improve specified written work. If the lab grade is low, you will be asked to do additional practice teaching (supervised) and/or retake 406L before I will recommend you for a ST placement.***

Incompletes: UND policy states: Incompletes (I) shall be assigned only to a student who has been in attendance and has done satisfactory work up to a time within four days of the close of the class

schedule . . . and whose work is incomplete for reasons satisfactory to the instructor." If you want to consider an I grade, you should familiarize yourself with the rest of the policy.

## Notes, Suggestions, and Advice: How to Do Well in 400

1. Stay on track with your studying. Some of the course material is cumulative, and the quality of your work later in the semester depends on how well you learn material earlier. Many students find that working with a study partner or a study group helps them learn better. Schedule enough study time for this course. I estimate that you will need an **additional 4-8 hours per week outside of class** to do good work in 400/400L.
2. As you know from 323 & 406, writing post-lesson reports on your teaching is a critical part of our work—students tell us that report writing was the single most influential learning activity in helping them learn how to teach. We use report writing as a tool to help you learn about teaching and sharpen your instructional thinking—writing is exercise for the mind! We have special advice on how to write reports (see handout). If you don't feel comfortable or confident about your writing, visit the UND Writing Center (Merrifield Hall basement) with your drafts and a copy of the assignment—they are terrific and very helpful. Another strategy is to use an editing partner who will read your work critically (but kindly) and give you suggestions about how to be more clear and precise in your reports.
3. **Attendance in 400/400L is considered a professional responsibility** in the same way a teacher is expected to be at school. Learning to be a responsible professional is part of what 400 is about, and it is more important to think of yourself as a teacher-in-training than as a college student attending a college course. On the other hand, you may have conflicts that are unavoidable. If you have to miss a class, arrange to have another student tell you about what you missed. If you have to miss a Lab, arrange to have another student substitute for you, and let me know—in advance--about an unavoidable absence. If you don't let me know about absences, I will rate your participation negatively.
4. Regarding special conflicts with other professional preparation activities, such as coaching, field experiences in other courses, etc., your PEXS 400 teaching assignments, including partner work, need to be your first priority. **Please arrange now to adjust your other schedules to allow you to be present for 100% of the time required for 400 teaching.** Note: if I ask you to do your teaching assignment outside of our scheduled class times, we will negotiate the arrangements and you can expect me to make adjustments for your other activities. However, please do not ask or expect me to negotiate arrangements that are within our scheduled class and lab times.

5. Wear clothes suitable for physical activity—some class sessions and all lab sessions feature sports and fitness activity. For teaching experiences, wear clothing & shoes that physical education teachers wear (e.g., warm-up suit, UND sweatshirt, polo shirt, active wear shorts/pants). **Don't wear things that students/teachers may not wear** (e.g., hats, beer/tobacco advertising T-shirts). Don't wear things in bad/old condition (e.g., with holes, rips, old cotton sweats). Please no street shoes in gym situations.
6. Written work can be made up if you have to miss a class, but only according to these rules: 1)you see me and gain my OK beforehand, 2)the make-up arrangements are at my convenience, and 3)you do the make-up before the next assignment is due.
7. **Each of your school teaching lessons needs to be recorded and charted.** You may record on either on videotape (preferred) or audiotape. You may use PE/TE program video equipment or check out a digital camcorder from the Teaching & Learning Technology Lab (Joneen Iverson) to record your lesson on videotape. You will need to furnish your own tapes or CD's for saving your recording. Extra batteries are an excellent idea too.  
  
I also expect that you will chart each lesson to see if you are making progress toward your Professional Growth Plan (PGP) as you've developed it. It's up to you to make sure that: a) charts and instructions are ready, b) charts are completed correctly & accurately, c) charts are all summarized, and d) copies are presented to verify completion & accuracy.
8. **Save your work**—don't throw anything away or erase any tapes. You will need all your work to prepare the final course portfolio (and possibly for professional portfolios for other courses in Teaching & Learning). Also, keep original versions of class work—turn in copies, not originals.

If you have a problem with the course, see me—the sooner the better. I promise to listen and give you an honest response. If you don't like what I have to say or if you wish to challenge a decision I make concerning your work, you have the right to appeal. However, UND expects students to work through proper channels when trying to resolve course problems: 1)instructor, 2)department chair, 3)college dean.