Course Change Proposal
Form A

Academic Group (College): Health and Human Services
Academic Organization (Department): Kinesiology and Health Science
Date: 3/11/10

Type of Course Proposal:
New X Change _X_ Deletion ___

Department Chair: Joan Neide, Interim Chair

Submitted by: Craig Tacla

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes X No ___

For Catalog Copy: Yes X No ___

CCE (Extension): Yes ___ No X ___

Semester Effective: Fall X Spring __, 2010 __

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr. Yes ___ No X ___

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): KINS 198A
Title: Seminar in Physical Education-Elementary
Units: 1.0

Change to:

Subject Area (prefix) & Catalog Nbr (course no.): KINS 198A
Title: Seminar in Physical Education-Elementary
Units: 3.0

JUSTIFICATION:

KINS 198A will now require student teachers to complete the mandated Teaching Event as defined within the Performance Assessment for California Teachers (PACT). PACT items include the Context of Learning, Planning Commentary and Instruction Commentary. Student teachers will also learn to utilize digital video tools and upload components of PACT and digital video clips to Taskstream.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Open to physical education single subject credential candidates this course accompanies an eight-week elementary student teaching experience. The focus is twofold: a) engage student teachers in the planning, instruction and assessment of an elementary physical education program aligned with state standards b) support student teachers with the Performance Assessment for California Teachers (PACT). Candidates will be expected to create a class environment that ensures the safe and productive participation in developmentally appropriate elementary physical education.

Prerequisite: KINS 380 and KINS 381, Co-requisite: EDTE 471A

Note:

Prerequisite:
Enforced at Registration: Yes X No ___
Corequisite: EDTE 471A

Enforced at Registration: Yes X No ___

Graded: Letter X Credit/No Credit ___

Instructor Approval Required? Yes X No ___

Course Classification (e.g., lecture, lab, seminar, discussion):
Seminar, 3 units

Title for CMS (not more than 30 characters)
KINS 198A Seminar PE Elem

Cross Listed?
Yes ___ No X ___
If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? ___1___

Can the course be taken for Credit more than once during the same term? Yes ___ No ___
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaft/example.htm

Upon completion of the course teacher candidates will be able to:

a. Advocate for the planning, instruction, and assessment of quality, daily elementary physical education. (TPE 1-13)

b. Distinguish between developmentally and instructionally appropriate and inappropriate teacher practices and activities for elementary physical education and implement appropriate practices during the entire eight weeks of student teaching. (TPE 4, TPE 5, TPE 6A, TPE 6B, TPE 8, TPE 9, TPE 10, TPE 11, TPE 13)

c. Utilize digital video technology and systematic observation techniques to reflect upon teaching behaviors and specific pedagogical skills for subject matter. (TPE 1B, TPE 2, TPE 3, TPE 8, TPE 10).

d. Identify and modify or eliminate activities in the physical education learning environment that perpetuate gender, ethnic or racial stereotyping. (TPE 8, TPE 11)

e. Demonstrate through student teaching the opportunities physical education provides for assimilating into our society individuals who may be disabled physically, mentally, emotionally, or who are English Learners. (TPE 7, TPE 11, TPE 12).

f. Demonstrate compassion for and an awareness of the unique needs of diverse populations by designing cooperative learning environments, planning developmentally and age-appropriate lessons and utilizing a variety of teaching methodologies and assessment strategies to accommodate individual differences. (TPE 11)

g. Plan, implement, capture and code developmentally appropriate lessons for elementary age children (K-6) that utilize direct and indirect teaching effectiveness techniques. (TPE 4, TPE 6A, TPE 6B, TPE 9, TPE 10, TPE 13)

h. Utilize various assessment strategies during student teaching in an effort to reach objectives in all three learning domains and meet the needs of students who have dissimilar learning styles. (TPE 4, TPE 8)

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**Course Assessment Strategies**

a. Equipment/Facilities Inventory - 5%

b. Letter to Parents - 5%

c. School Rules and Procedures/Cultural Diversity Profile - 10%

d. Block Calendars - 15%

e. Professional Growth Experience - 25%

f. Assessment Assignment Packet - 40%
For whom is this course being developed?

Majors in the Dept. X  Majors of other Depts ___  Minors in the Dept ___  General Education ___  Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_  No ___

If yes, identify program(s): Single Subject Teaching Credential-Physical Education

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___  No _X_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:  

Department Chair:  

College Dean or Associate Dean:  

CPSP (for school personnel courses ONLY)

Associate Vice President  
and Dean for Academic Programs  

Date

4/5/10

4/6/10

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
California State University, Sacramento  
Department of Kinesiology and Health Science  
KINS 198A – Seminar in Physical Education-Elementary  
3.0 units

1. Instructor

2. Course Description

Open to physical education single subject credential candidates this course accompanies an eight-week elementary student teaching experience. The focus is twofold: a) engage student teachers in the planning, instruction and assessment of an elementary physical education program aligned with state standards b) support student teachers with the Performance Assessment for California Teachers (PACT). Candidates will be expected to create a class environment that ensures the safe and productive participation in developmentally appropriate elementary physical education.

3. Required Materials


4. Objectives

Upon completion of the course teacher candidates will be able to:

a. Advocate for the planning, instruction, and assessment of quality, daily elementary physical education. (TPE 1-13)

b. Distinguish between developmentally and instructionally appropriate and inappropriate teacher practices and activities for elementary physical education and implement appropriate practices during the entire eight weeks of student teaching. (TPE 4, TPE 5, TPE 6A, TPE 6B, TPE 8, TPE 9, TPE 10, TPE 11, TPE 13)

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h. Utilize various assessment strategies during student teaching in an effort to reach objectives in all three learning domains and meet the needs of students who have dissimilar learning styles. (TPE 4, TPE 8)

5. Recommended Readings and Resources


National Association for Sport and Physical Education (NASPE), (2009). Appropriate practices in movement
programs for all children 3-5. 3rd ed. Reston, VA: NASPE.


6. Course Requirements

a. Attendance and Punctuality are mandatory. Except for unique circumstances, each absence beyond one will lower the final grade in the course one full letter grade. Persistent tardiness or early departures may also lower the final grade.

b. Pre-Student Teaching Assignments – not graded, but must be approved before student teaching can commence. Please note: ALL assignments sent as e-mail attachments MUST be sent as Microsoft Word Documents (Not Word Perfect or Microsoft Works).

   i. Equipment/Facilities Inventory-5%
      (Visit your school) Complete an equipment/facilities inventory with your peer. Be sure to record an accurate number for each item, not an approximation. (One inventory per school-send with Block Calendars as an e-mail attachment).

   ii. Letter to Parents- 5%
      e-mail to Dr. Tacla, as a Microsoft Word attachment. Write a letter to the parents of the children
you will be teaching in which you introduce yourself and then briefly explain the program you will be teaching, its philosophy and the necessity for children to wear safe shoes and comfortable clothing. Once your letter is approved by Dr. Tacla and by your public school contact person, Xerox it onto school stationery (unless you’ve designed a graphic of your own) and give copies to each cooperating teacher to send home with the children in your classes on your first day of teaching. (Samples will be sent as e-mail attachments and/or placed on the student teaching website)

iii. School Rules and Procedures/Cultural Diversity Profile - 10%
Meet with your public school contact person (One assignment per school- form provided by your instructor) - set up the visit with your teaching partner and submit for approval with copy of discipline code, report card and school calendar at the first seminar.

iv. Block Calendars -15%
Please refer to the assignment entitled “Block Calendar Assignment.” Read Graham: Chapters 1 & 2; Complete your equipment inventory before submitting this assignment. Check out the Physical Education Model Content Standards for CA Public Schools and use this information when finalizing your Block Calendars because you will have to attempt to meet and assess a minimum of one standard for each unit you teach. Send as a Microsoft Word e-mail attachment for feedback and approval.

c. During-Student Teaching Assignments – Please note: ALL assignments are due via hard copy on due date provided.

i. Professional Growth Experience-25%
Verified attendance, participation and reflection in professional growth experience.

d. Post-Student Teaching Assignments

i. Assessment Assignment Packet - 40%
The following lists the required minimum guidelines for the assessment assignment:

ii. Your Block Calendar must show which of the physical education content standards you plan to meet and assess in each unit for each grade (prep).

iii. You must implement a minimum of one assessment for each grade you teach for EVERY unit (regardless of the length of the unit).

iv. The assessment must be specifically related to the content standard you identified on your block calendar for each grade level and each unit.

v. Your assessments must include psychomotor, affective and cognitive examples and must demonstrate a clear relationship to the specified standard you’ve chosen to address.

vi. You must have at least one assessment for each domain for every grade you teach (i.e. you cannot do a psychomotor assessment for every unit).

vii. Physical Education Report Card/Progress Report must be prepared for each child you teach. Guidelines for the report card/progress report can be found in your Children Moving textbook. Student Teachers must be sent home with their students/children a report card/progress report for their parents (or must be provided to their classroom teachers.

California State University, Sacramento
Department of Kinesiology and Health Science
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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review Syllabus, Course Logistics, Verification of Registration, Legal Policies, Review Policies of Student Teaching</td>
<td>All pre-student teaching assignments.</td>
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<tr>
<td>Week 1</td>
<td>Review Elementary Physical Education Content, and Curriculum Design, Management Strategies</td>
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<td>Week 2</td>
<td>What is PACT?, What is my Teaching Event?, Overview of Sections of Performance Assessment for California Teachers (PACT), Overview of California Teaching Performance Expectations, What is Academic Language?</td>
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<td>Week 2</td>
<td>Review Required Format for Teaching Event, Teaching Event Authenticity Sign-Off Form, Role of Checklist for Assembling Your Teaching Event, How do I submit my Teaching Event?</td>
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<td>Week 3</td>
<td>Understanding TASK 2- Planning Instruction and Assessment in Physical Education Teaching Event, Deconstructing the terminology associated with the writing prompts in the Planning Commentary, What is Academic Language?, Revisiting Lesson Planning for Elementary Physical Education</td>
<td>Context of Learning for PACT Due</td>
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<td>Week 3</td>
<td>Revisiting TASK 2, Understanding Grading Rubric for Planning Commentary</td>
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<td>Week 4</td>
<td>Understanding TASK 3-Instructing Students and Supporting Learning in Physical Education Teaching Event, Deconstructing the terminology associated with the writing prompts in the Instructing Students and Supporting Learning Commentary, What is Academic Language?, Understanding your Theoretical Framework for Teaching Effectiveness as it pertains to Elementary Physical Education.</td>
<td>Planning Commentary for PACT Due</td>
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<td>Week 4</td>
<td>Revisiting TASK 3, Understanding Grading Rubric for Instruction Commentary</td>
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<td>Week 5</td>
<td>Utilizing Digital Video Technology to capture and present lessons for Instructional segment of Teaching Event.</td>
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<td>Week 6</td>
<td>Understanding TASK 4-Assessing Student Learning Commentary, Deconstructing the terminology associated with the writing prompts in the Assessment Commentary, What is Academic Language?, Revisiting Assessment Strategies, for Elementary Physical Education, Understanding Evidence generated from student performance</td>
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<td>Week 7</td>
<td>Revisiting TASK 4, Understanding Grading Rubric for Assessment Commentary</td>
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<td>Week 7</td>
<td>Working with Digital Video Technology to present PACT Video Clips</td>
<td>Instruction Commentary for PACT Due, Assessment Assignment Due</td>
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<td>Week 8</td>
<td>Working with Digital Video Technology to present PACT Video Clips</td>
<td>Professional Growth Experience due.</td>
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<td>Week 8</td>
<td>Understanding TASK 5-Reflecting on Teaching and Learning, Deconstructing the terminology associated</td>
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<td>with the writing prompts in the Reflection Commentary, What is Academic Language?, Understanding your Teaching Event</td>
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Students Transition to KINS 198B